

**THE TRANSFORMATIONAL ROLE OF PRIMARY SCHOOL
PRINCIPALS IN THE BELLVILLE REGION OF THE WESTERN CAPE**

by

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BOOK 1

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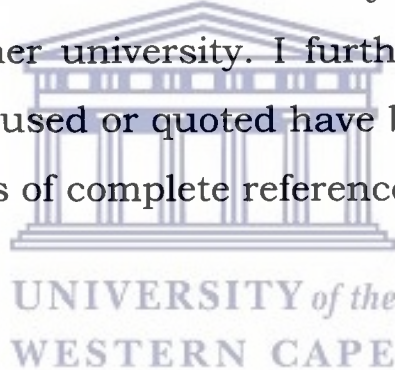
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DECLARATION

The researcher, Owen Weeder, hereby declares that *“The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape”* is my own work and it has not been submitted before for any other degree or examination in any other university. I further declare that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Signed: _____

OWEN WEEDER

Date: _____

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ABSTRACT

In retrospect in education, many changes and initiatives for restructuring have taken place in South Africa since 1994, among others: from apartheid to a democratic society, from discrimination to equity and from Christian National Education to Outcomes-based Education. This study illuminates the transformational role of the principal, amidst restructuring, changes and transformation. The central focus of this study was to determine and capture how the principals perceived their roles as transformational leaders. This study highlights the challenges, dilemmas and problems that the primary school principals face in their different settings: affluent, semi affluent and economically challenged areas.

The researcher reviewed local and international literature on the transformational role of the principal in order to develop a conceptual understanding and insight. The research study that was done reflected on how the primary school principals, in the affluent, semi-affluent and economically challenged areas, perceive their role as educational leaders. Six primary school principals and six School Management Team educators were interviewed. The researcher concentrated on the perspective of Leithwood *et al* of transformational leadership. This transformational leadership model conceptualises leadership as follows: building school vision, establishing school goals, providing intellectual stimulation, offering individualised support, modelling best practices, creating a productive school culture and developing structures to foster participation in school decisions.

Data was collected using semi-structured interviews and a documentary review. The researcher used a digital voice recorder to capture the interviews. The interviews were transcribed and the data were categorised according to the Leithwood model of transformational leadership. The documentary review entailed key laws, acts, policies and resolutions aimed at bringing about major change in education.

The findings revealed that principals as ‘change agents’ have a challenging and complex role to play. Some school environment’s has many challenges such as limited resources, overcrowded classes and an unmanageable workload of principals. The massive administrative burden on educators and the diverse contexts in which the educators and principals have to perform can result in that a school’s vision is jeopardised.

Finally, a number of recommendations were made on how the principal or aspiring principals need to be adequately prepared or trained for the principalship. In order to shift towards quality education, the principals and educators need to be empowered so that they can fulfil their leadership roles.

The Transformational role of Primary School Principals in the Bellville Region of the Western Cape

KEY WORDS

Bellville

decentralisation

transformational role

primary school principal

challenges

educator leader

decision-making

School Governing Body

School Management Team

Development Support Group



ABBREVIATIONS

ACE:	Advance Certificate of Education for Principalship
C2005:	Curriculum 2005
DoE:	Department of Education
DSG:	Development Support Group
EMDC:	Educational Management and Development Centre
HOD:	Head of Department
IQMS:	Integrated Quality Management System
ISS:	In-school Suspension
NCS:	National Curriculum Statement
NDoE:	National Department of Education
OBE:	Outcomes-based Education
OBE+:	Outcomes-based Education Plus
OSD:	Occupational Specific Dispensation
OSS:	Out-of-school Suspension
PAM:	Personnel Administration Measures
PDoe:	Provincial Department of Education
PGP:	Personal Growth Plan
RNCS:	Revised National Curriculum Statement
SFCC:	Schools Facing Challenging Contexts
SGB:	School Governing Body
SMT:	Staff Management Team
SWOT:	Strengths, Weaknesses, Opportunities and Threats
SMS:	Short Message Service
SDT:	Staff Development Team
STLS:	Senior Teaching and Learning Specialist
TLS:	Teaching and Learning Specialist
WCED:	Western Cape Education Department
UWC:	University of the Western Cape

CHAPTER 1

INTRODUCTORY CHAPTER

1.1 Introduction

Nelson Mandela concludes the epic drama of his pre-1994 life, *Long Walk to Freedom*, with the now famous words: 'I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret after climbing a great hill, one only finds that there are many more hills to climb' (Netshitenzhe, 2004). These words capture the dynamics of social change in South Africa. In 1994, South Africans arrived at the end of the beginning. The era after 1994 highlights deep-rooted transformational changes for the education of South Africans. The educational leaders, the principals of educational institutions are faced with a new kind of leadership, with its many challenges, to achieve educational effectiveness. The transformed, new role of the principal will be illuminated in this study, focussing firstly on the aims and objectives of this research project.

1.2 Aim of the mini-thesis

- To determine the transformational role of the primary school principal in educational restructuring.

1.3 Objectives

- To make a literature study of the transformational leadership role that primary school principals are expected to fulfil at the start of the 21st century, with role specific reference to the South African education situation, which finds itself in flux since 1994.
- To determine which research methods and design will be most appropriate to use in the empirical study of the transformational leadership role of primary school principals in the Bellville region.

- To collect and analyse data regarding the transformational leadership role that primary school principals in the Bellville region of the Western Cape play, to bring about equity within the school system.
- To summarise the important research findings, and to make recommendations to improve the existing situation based on the literature survey that has been done.

1.4 Rationale of the research

Both the United States of America and South Africa share similarities in the ways in which they have historically used schooling to disadvantage southern African Americans¹ and Black² South Africans respectively. In America, the Whites were segregated from the African Americans into separate schools until 1954. In African American schools, less money was spent by the state on a child, with poor facilities and fewer educational advantages. Likewise, in South African schools Blacks² received poor facilities, less expenditure per pupil and poorly trained teachers (Archung and Walker, 2003:21). Davidoff and Lazarus (1997:3) and Steyn (2002:253) highlight some characteristics of the apartheid era and inequality further. Davidoff and Lazarus make the statement: 'Apartheid³ South Africa has left a legacy of extreme authoritarianism'. In addition, Steyn (2002:253) claims that the apartheid school system was characterised by racial, regional and gender inequality with a top-down management system. However,

¹ In the United States of America and Canada slaves were imported from African countries. Blacks generally remained socially and culturally distinct. Although the white majority in North America suppressed the values and behaviour patterns of the various African cultures, black people nonetheless combined African practices with European cultural elements to create a mixed and resilient African-American culture that has had considerable impact on non-blacks, particularly in the areas of music, dance, and the arts. Conversely, black people have absorbed the language and social skills needed to survive and advance in a white-dominated society while maintaining a distinct identity and separate interests. The history of blacks in North America has been characterized by intense and recurring struggles for civil rights, economic equity, and political self-determination (McKissack, 2003:38).

² Blacks in South Africa mainly consist of four groups: ethnic Blacks, Coloured (mixed racial origin mainly Afrikaner, Khoisan and black), Asian (of Indian origin) and Malay. The South African blacks belong to nine ethnic groups: Zulu, Xhosa, Batswana, Venda, Sotho, Ndebele, Tsonga, Swazi, and Pedi. The Zulu are the largest of these groups (Smout, 1997:28).

³ Apartheid (the Afrikaans word for 'apartness') was the name given to South Africa's policy of racial segregation, discrimination, and white domination that was in force from 1948 to 1991. In 1948, the National Party came to power in South Africa – mainly thanks to the support of poor and rural Afrikaners. Apartheid (the racist doctrine of 'separate development') was the government's main political platform supported by most Afrikaners (Smout, 1997:36).

poor management in schools led to the collapse of teaching and learning. Theron (2000:146) views principals as having inadequate knowledge and information about transformational change as well as a lack of training. They (principals) do not grant their staffs the opportunity to participate in and influence the planning of the changes (Davidoff and Lazarus, 1997:3; Steyn, 2002:253). Against this background, the researcher investigated how principals provide leadership to enable schools to achieve their goals. The researcher will determine if this trend of poor leadership, during the era of transformation, still exists in schools or whether transformation has brought any changes to the way principals lead in modern day schools.

South Africa, after democracy⁴ in 1994, shifted from centralised to decentralised control over education. Decentralised systems of school self-management are accompanied by centralised systems of curriculum and assessment control. Succinctly, school-based management entails structural decentralisation and devolution of authority. Structural decentralization entails the dismantling of larger organisational units into smaller, more responsive ones. After 1994 new systems were introduced (Green, 1999:61). The introduction, implementation and administration of educational changes such as nineteen different education systems became one; multicultural schools were introduced; quality education was envisaged for all and content-driven education was replaced by outcomes-based education had a diverse effect on the role of the principal. Devolution of authority is about giving schools greater authenticity with responsibility and accountability. Decentralised solutions like site-based management may fail because groups are pre-occupied with governance and frequently flounder when left on their own (Fullan, 1994:37). Complex and contradictory cross-currents pose real challenges to theoretical and practical interpretations in education which constitute an important agenda for change.

⁴ In 1991, a reformist National Party government ended all apartheid laws, and in 1994, South Africa's first non-racial elections were held, bringing an end to Afrikaner-dominated rule (Smout, 1997:33).

In the past, prior to 1994, the education of our learners in South Africa was centrally controlled by the state. Most principals took decisions in line with rule-driven bureaucracy and the staff and parents had very little participation. The principal's focus was too much on administration, too little on management. He or she denied the staff and school board access to public information (Maile, 2002:326). The democratisation of South Africa in 1994 changed the leadership, management and governance of education to enhance a democratic school culture with the purpose to improve the quality of teaching and learning. The rationale of this change is to bring about equity amongst South African citizens. The principal, educators, parents and learners take decisions collaboratively where a motion is moved either by a majority vote or by consensus. With decentralised control is meant that the principal is accountable to the parents, local community and the government for the education of our learners. The principal's focus is on leadership and management, less on administration. However, this study will look at leadership with a transformational lens. Theron (2000:147) characterises the principal as having a lack of knowledge and inadequate leadership skills. Public information is no longer a secret, the principal has to be transparent and share the information (Maile, 2002:326).

Like Maile, Steyn (2002:254) emphasises that new policies require school principals who can work in a democratic and participatory way to build relationships and ensure the effective delivery of education. Participatory management requires the delegation of authority. This research study will engage with how principals deal with issues like decentralised control, devolution of decision-making, rationalization and teachers as leaders that impact on teaching and learning.

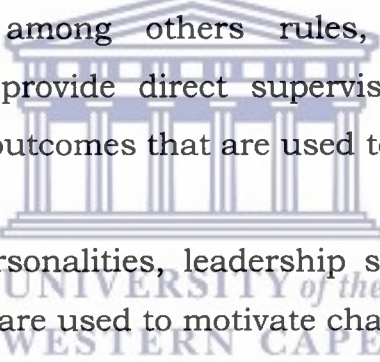
1.5 Deep-rooted changes

Labels used to refer to change are among others: site-based management, transformation, restructuring and collaborative cultures (Fullan, 1994:74).

Fullan (1994:135) emphasises that:

Change is mandatory, growth is optional. In the school context, the principal and the teacher do not have a choice between change and non-change, but they do have a choice about how they respond.

Fullan (1994:138) highlights a key element about change: some principals and educators cope better and even thrive in a change process, while others fall apart. Sergiovanni illuminates change forces. Six change forces can be identified: bureaucratic, personal, market, professional, cultural and democratic. Each of these changes prescribes different practices to implement change.

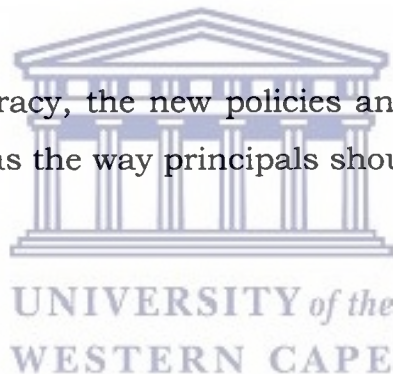
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- Bureaucratic forces are among others rules, mandates and other requirements intended to provide direct supervision, standardised work processes, or standardised outcomes that are used to prescribe change.
 - Personal forces are the personalities, leadership styles, and interpersonal skills of change agents that are used to motivate change.
 - Market forces are among others competition, incentives, and individual choice theories that are used to motivate change.
 - Professional change forces are standards of expertise, codes of conduct, collegiality, felt obligations, and other professional norms intended to build professional community that is used to compel change.
 - Cultural forces are among others shared values, goals, and ideas about pedagogy, relationships and politics intended to build a learning organisation that is used to compel change.

- Democratic forces are democratic social contacts and shared commitments to the common good intended to build a democratic community that is good to motivate change. (Sergiovanni, 2000:154)

Peery (2004:1), on the other hand elaborates on change in the following way: nearly everyone accepts that change is the single constant in our personal and professional lives. The best way to improve education for our nation's youth is simpler than most people think. The ongoing education of adults must improve who facilitate student learning. Peery (2004:1) advocates that professional development of teachers must change significantly. Effective staff development helps educators appreciate diversity, create an orderly learning environment, hold high expectations and involve families and communities while deepening their own professional knowledge base.

Indeed, the newly found democracy, the new policies and regulations impact on the quality of schooling as well as the way principals should lead their schools.

1.6 Restructuring



Through the lens of Fullan (1994:61), restructuring is viewed as learning to manage and maintain change over time, among many people, and in many areas of action. Restructuring is often seen as a structural strategy to improve efficiency and effectiveness. (Davies, 2005:114). Restructuring is interactive and involves human beings in the schools and community talking to one another about what constitutes learning and then join forces to make it happen. Restructuring around successful learning for all learners takes many years and the persistence to make changes, assess results and modify as necessary.

School restructuring undoubtedly frames the context for school leadership. Schools are being challenged, for example, to change their governance structures, open themselves to greater community influence and become more accountable. These schools need to clarify their standards for content,

performance and introduce related changes in their approaches to educators and learners. Educators, more importantly principals, are dissatisfied with current conditions in education (Jantzi, Leithwood and Steinbach, 1999:23).

1.7 Transformational leadership

In the early 1990s, the term transformational leadership was used to signify an appropriate type of leadership for schools taking up a specific type of restructuring – meaning, for the most part, some version of decentralisation and site-based management. Recently, it shifted to centrally driven large-scale reform efforts that have dominated education for the past decade in developed countries. One can derive that transformational leadership is a worldwide phenomenon (Davies, 2005:31).

Transformational leadership entails a change in the purposes and resources of those involved in the leader-follower relationship, but also an elevator of both – a change ‘for the better’ (Leithwood *et al*, 1999:28). Transformational leaders are by definition paradigm pioneers who have the intuitive sense to know when to discard an outdated paradigm. They have the courage to influence staff members to change. They must have the ability to see beyond current reality and envision a better future (Frazier, 1997:33). Leadership is seen as a process which recognises the futility of separating people from each other and which seeks constantly to find new, effective ways of integrating human activity, releasing skills, abilities and empowering everyone to a full and active leadership role (Whitaker, 1993:75). What is the significance of the study of transformational leadership in schools?

1.8 The significance of the study

This study could be useful to all principals and aspiring principals as a focal point to succeed in their developmental role with the main focus on selecting ideas of others and to compare them with their own experiences. This study can

also assist the tertiary institutions, districts and provinces in gaining insight into what makes principals successful in diverse contexts and utilize that knowledge when they offer their professional services to principals who register for a principalship or leadership course in education. An example here is the Advance Certificate in Education for Principals (Circular 3 of 2007:1).

1.9 Research hypothesis

Do primary school principals in the Bellville region of the Western Cape, fulfil or accomplish their transformational leadership role effectively within the climate of educational restructuring?

This research study was conducted in primary schools in the Bellville region of the Western Cape. The researcher is aware that there are seven district offices called Education, Management and Development Centres (EMDCs) in the Western Cape Education Department (WCED). The researcher has been working at a local school in the Bellville area as an educator for the past twenty-four years of which the last ten years were as a principal. Over the last ten years (since 1994), radical changes have taken place in South African education. Of interest to me are not only the changes of the last decade and thereafter, but also in what way (in practice) have principals dealt with changes, obstacles, constraints and achievements in education to enhance the quality of learning and teaching.

The researcher is aware of the different roles, among others authoritarian and instructional, that the principals played over the last two decades. Within the last decade (1994-2004), one can assume that the principal had various roles to play. This research study will determine if that was in fact the case or not, focusing on the contexts of deep-rooted change. The principal is a catalyst to bring about change in order to transform education at the school. This research study aims to focus on the transformational roles - with the focus on teaching and learning

effectiveness - in the decade 1994-2004, identified in South African education as the decade of transformation.

1.9.1 Related questions

01. What is the transformational role of the principal in the selected primary schools?
02. What are the most effective strategies that principals apply in their schools?
03. What dilemmas or constraints do principals face in leading their schools?
04. What techniques and styles do principals apply to overcome problems in their schools?
05. What recommendations can this study make to improve the quality of leadership skills of principals?

To answer these questions and to achieve the objectives of this study (mentioned earlier), the researcher focused on the qualitative research method and utilised research instruments such as analysed documents and conducted semi-structured interviews with principals and School Management Team members.

1.9.2 Research methodology

1.9.2.1 Qualitative research

The researcher embarked on a qualitative research design because the core foci are, among others, the lives, stories and perceptions of primary school principals. Of importance and relevance is also the School Management Team educators' view on the leadership role of the principal in a democratic school setting. Corbin and Strauss (1990:17) define the term qualitative research, as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification. This type of research can refer to research about persons' lives, stories, behaviour, but also about interactional relationships

or social movements. The reasons for engaging in qualitative research in this research study are threefold:

1. the researcher is interested in the nature of principals' experiences with regards to their transformational leadership role,
2. to determine and understand the nature of educational change, and how well principals manage these changes and if they cope with it at all, and
3. to determine how principals deal with the dilemmas or constraints that principals face when managing transformational change.

To collect the data, the researcher used research instruments such as documents and interviews.

1.9.3 Documents

To determine the legislative aspects of the role of the principal, the researcher consulted and analysed documents: among others the South African Schools Act 84 of 1996, Employment of Educators Act 76 of 1998, Towards Effective School Management, Governance and Guidelines for School Management Teams, the Integrated Quality Management System, Curriculum 2005, Revised National Curriculum Statement and National Curriculum Statement.

1.9.4 Semi-structured Interviews

Significant to this research study was the use of semi-structured person-to-person interviews. This type of interview aimed at drawing relevant information from the principals, focussing on their role, perceptions, thoughts and feelings regarding transformational change. Another reason for embarking on this type of interview was to allow the interviewee to share issues not covered by the interviewer. Merriam (1998:72) identifies different types of interviews namely: highly structured interviews, semi-structured interviews and unstructured interviews. Although the questions prepared for the interviews were prepared in

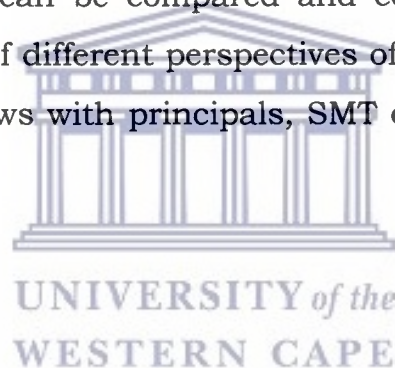
English and Afrikaans, the researcher conducted the interviews in the language of preference of the interviewees. All interviews were audio-recorded. Transcriptions were done of interviews conducted with principals and School Management Team (SMT) members.

1.9.5 Triangulation

To minimise researcher bias and to strengthen the reliability of this research study, data were collected using documents and interviews conducted with principals and SMT educators. Elliott (1991:92), Sarantakos (1997:168), Shipman (1997:105) and Creswell (1998:202) state that triangulation is a more general method for bringing different kinds of evidence into some relationship with each other, so that they can be compared and contrasted. Triangulation refers to the cross-referencing of different perspectives of an event. Triangulation in this study relates to interviews with principals, SMT educators as well as the analysis of documents.

1.9.6 Data analysis

Through interviews with principals and SMT educators, data were collected and documents were analysed within the framework of the qualitative approach. The data were categorised according to the respondents' conceptual understanding. However, Mason (2000:136) warns that there are different kinds of explanations or the categorisation of explanations that can be both ambiguous and confusing. Mason identifies a number of key dimensions in which social explanations can be conceptualised, among others, comparative, descriptive, developmental, predictive and theoretical explanations (Mason, 2000:138).



1.9.7 Sampling

1.9.7.1 Principals and Staff Management Team educators

For this research study six principals and six School Management Team educators at different types of schools with different geographical settings, different socio-economic backgrounds and cultural conditions were selected. As an educator working in circuit 03 of Education Management and Development Centre: Metropole North (BELLVILLE) my experience and knowledge as principal were used as a resource, to broaden my perspective on education in the Bellville region. Out of thirty primary schools in circuit 01, six principals and six SMT educators were interviewed using the following criteria: schools in affluent, semi-affluent and economically challenged areas. The Bellville region is unique in relation to other areas because the three socio-economic areas can easily be identified. The researcher interviewed respondents with leadership, administration, policy analysis experience and who play a meaningful role in schools. Only insofar as a sample is statistically representative can it be claimed with confidence that what was true for the sample will also be true for the population from which it was drawn (Gomm, 2004:71). Gomm (2004:72) further claims that purposive sampling is a diverse selection of samples from a population.

1.9.8 Delimitation of the research study

This study was delimited to the interpretations and experiences of primary school principals as well as SMT educators in the Bellville region of the Western Cape focussing on the post 1994 transformational context.

The researcher is aware of the different role players at school level: among others, the principal, teachers, learners, non-teaching staff and parents of School Governing Bodies (SGB). This research study was limited to the transformational role of the primary school principal as well as to deepen my understanding of what is currently happening in primary schools. By law (South African Schools'

Act 84 of 1996:B11), the principal is the most accountable person to ensure effective and quality to teaching and learning. The principal is the key figure to lead and manage change, with the focus on transforming education in practice. Accountability, as dictated by the South African Schools Act could assume accountable leadership.

1.9.9 Ethical considerations

1.9.9.1 Ethics clearance

To conduct this study, the researcher requested the permission from the supervisor (see Appendix A) and an ethics clearance from the Ethics Board at the University of the Western Cape (see Appendix B).

1.9.9.2 Permission from the education authority

The researcher requested the permission from the education authority (see Appendix C). The researcher received the permission of the WCED (Appendix D). The senior circuit manager (see Appendix E) and circuit manager (Appendix F) were informed at the EMDC to gain access to the various primary schools in the Bellville region to conduct this study.

1.9.9.3 Permission from the principals and SMT educators

Principals and SMT educators participated voluntarily in this research study. Permission was obtained from the principals (see Appendix G) and SMT educators (see Appendix H) to interview them. Coding schools and interviewees further ensured confidentiality. A copy of the responses of the interview was availed to the interviewees for confirmation that the data obtained is a true reflection of their views.

1.9.10 Data presentation and analysis

The researcher used a digital voice recorder to record the interviews. The interviews of the primary school principals and the SMT educators were recorded in Afrikaans and then translated into English. The audio recordings in this research study were transcribed. The researcher used verbatim transcription of the interviews (Gay, 1981:93; Powney & Watts, 1987:148).

Huberman and Miles (1994:428) suggest three sub-processes for data analysis, namely data reduction, data display and conclusion drawing or verification.

Data were reduced and weighed against the seven themes (based on the theory of Leithwood *et al*, 1999:9) for the purpose of interpretation and discussion of the findings. The researcher used themes, clustering responses, suggestions, summaries, similarities, and differences to discuss the findings (Cohen & Manion, 1980:307; Biklen & Bogdan, 1982:69; Borg & Gall, 1989:525; Huberman and Miles, 1994:429).

1.9.10.1 Conclusions and verification

To draw conclusions from the displayed data the researcher used comparison or contrast, noted patterns and themes and looked for negative cases (Huberman and Miles, 1994:429).

1.9.10.2 Recommendations

Finally, the researcher collated recommendations made by the principals and SMT educators. These recommendations will be made available to the Provincial Department of Education and the district office EMDC: Metropole North for distribution amongst the educator fraternity.

1.10 Concluding remarks

In the introductory chapter, the researcher gave a brief overview of the research study. In the chapter to follow, the researcher views the literature relating to the transformational role of the primary school principal through different lenses.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In the previous chapter Mandela is quoted saying that 'after climbing a great hill, one only finds that there are many more hills to climb' (Netshitenzhe, 2004). Zimmerman (2004:234) connects leading organisational change with climbing a mountain. Zimmerman advocates that transformational leaders must prepare to lead change, understand the process and the nature of change, and provide the essential gear so that those involved can be successful.

This chapter focuses on the transformational role that school principals are expected to fulfil at the start of the 21st century, with role specific reference to the South African education situation that finds itself in flux since 1994.

Due to the complex nature of transformational leadership, this concept is viewed through many different lenses in various contexts.

Literature reflects different views of the transformational role of principals in schools as learning organisations.

2.2 Views on transformation

The Education Reform Act (1988) in England and Wales has transformed the context within which the educational leaders have to operate. This Act prescribes partial autonomy for schools and maximises competition between them in order to raise the schools' standards (Bush, 1999:242). In similar fashion, the South African Schools' Act 84 of 1996 transformed education in South Africa, which resulted in numerous challenges. Article 16 of the Act states that the principal must undertake the professional management of the school and the governance

of every school is vested in the governing body (South African Schools' Act 84 of 1996:B11). The former part - relating to the principal - implies that the principal has a dual role to play: that of manager or leader. In a school environment, this means that the staff, learners, parents and the governing body are the followers. On the contrary, Lambert (2003:423) assumes that 'Everyone has the potential and the right to work as a leader'. Lambert views leadership with a Westernised lens.

Through the lens of Caldwell (2004:82), the concept 'transformation' means:

... change that is significant, systematic and sustained. The transformation of schools means the transformation of work for those engaged in the core business of teaching and learning. If the profession is transformed, then the role of those who exercise leadership will be transformed.

The last statement can be seen as ambiguous. The profession might be transformed, but those who exercise leadership or who follow the principal, refuse to change. The reasons for resistance can be, among others, a failure to involve principals and the goals of the changes are not shared with the individuals affected by the changes. Within the context of transformation, Caldwell (2004:81) describes the principalship as 'mission impossible'. Botha (2004:239) argues that the workload of school principals is becoming more and more unmanageable and many principals lack the time for and an understanding of their leadership task. What are Botha (2004:239) and Caldwell (2004:81) actually referring to when claiming that the principalship is 'mission impossible' or a 'job unmanageable'? Caldwell claims that the common theme in public policy on school education in many nations is the transformation of schools. Further, Caldwell states that leading the transformation of schools is complex and challenging for principals. Fullan (1992:vii) states: 'The head (principal) is in the midst of ever increasing demands, overload and imposition on schools by political forces at all levels of society. Overload, dependency, isolation, arbitrary political

shifts, imposed and alienating policies, the inability of heads to control events and to empower themselves and their teachers to transcend and transform these difficulties are common.' Zimmerman (2004:240) concurs that the principalship is not for the immature, the shallow, the unworthy, the unformed, or the uninformed and the society needs to be very careful about what people it commissions for this task. How complex or challenging this task may be, the success stories are evidence that this mission of the principalship is possible.

Further, Botha (2004:240) identifies a shift in the role of the principal from that of a manager and administrator to that of a servant leader. Botha defines a servant leader as a principal who encourages, supports and empowers the staff, learners and parents. In this article, this author claims that principals should be less administrative and more orientated towards being experts in teaching and learning. According to Jackson (2005:193), principals of educational institutions are seen as 'leaders of learning.' However, Botha accentuates that principals should be leaders in learning and not merely leaders of learning. Botha elaborates that principals will have to understand key educational ideas and should be able to initiate or promote those ideas that are appropriate to their school community. In the modern school, the principal is part of a group of lifelong learners.

Harris (2002:17) focuses on different leadership styles regarding schools facing challenging contexts (SFCC). Harris acknowledges that in schools there is a move away from an authoritarian leadership approach to a transformational approach that entails to empower others, educators working in teams rather than in isolation, making decisions collectively, the vision is shared by all role-players and distributing leadership activity throughout the school (Jason, 2000:5; Caldwell, 2004:97). The transformational role of the principal is based on these transformational principles. However, with reference to empowerment, Grace (1995:54), Jason (2000:3), Lam (2002:440) and Caldwell (2004:93) advocate the preparing of the staff for new challenges and the understanding of school culture as well as school structure for organisational learning.

Through the lens of Biraimah (2003:436) transformational education can be identified as critical teaching or multicultural education that is socially constructionist and people should learn to question, become empowered and work toward a more humane society. Apart from this view, Biraimah (2003:426) advocates that the two worlds: that of the researcher (theorists) and that of the practitioners (policy-makers, principals and educators) must be transformed and become one. Biraimah argues for transformation on another level. This author suggests two ways of transformation, either directly or indirectly. Directly, through communication, dialogue and opportunities for the exchange of ideas and shared networks. Indirectly, through the development and distribution of written research and theoretical works, Biraimah focuses on bridging the gap between theory and practice, between researcher and practitioner. On the one hand, Biraimah advocates for collaboration between researcher and practitioner. Harris, on the other hand, focuses on a different level of collaboration between the principal and educators, via a transformational leadership style.



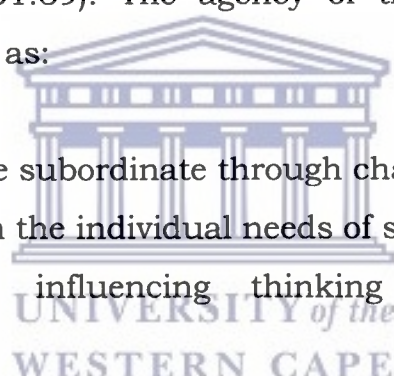
2.2.1 Transformational Leadership

Faulkner (2007:26) refers to transformational leadership as the 'new leadership'. Since 1994, the government's transformational agenda for education has centred on equity and redress: to improve the quality and content of education provision for all learners and to increase choice of, and access to, schools.

There is a tendency in South Africa to assume that it is unique in its transformational goals because of its segregated past. This factor compounds the problems of transformation in ways that it does not affect other countries. One must bear in mind that the transformational issues and reforms of education internationally, and the leadership implications for the schools are problematic and by no means easy to define and address (Faulkner, 2007:26).

Constant policy shifts contribute to unease, dissatisfaction and demotivation among educators in general and among school principals in particular. Principals are increasingly being held accountable for the performance of the school. Schools are highly complex organisations that require skilled, professional leaders and managers. These leaders must be well prepared for the challenges they face, particularly with regard to global changes in their own countries and in their own communities (Faulkner, 2007:26). On the other hand, Gunter illuminates capacity building and the agency of leadership.

Transformational leadership is about building a unified common interest in which motivation is underpinned by 'attempts to elevate members' self-centred attitudes, values and beliefs to higher altruistic attitudes, values and beliefs' (Frazier, 1997:33; Gunter, 2001:69). The agency of the leader in exercising leadership has been categorised as:

- 
- Inspiration: motivating the subordinate through charisma.
 - Individualism: focusing on the individual needs of subordinates.
 - Intellectual stimulation: influencing thinking and imagination of subordinates.
 - Idealised influence: the communication and building of an emotional commitment to the vision.

(Gunter, 2001:71)

2.3 Theoretical framework

The theoretical framework on which my argument is based builds upon the assumptions of Harris and Lambert (2003:20) and the works of Jantzi, Leithwood and Steinbach (1999:9).

2.3.1 Harris and Lambert's view of leadership

1. Leadership is not a trait theory. Leadership and leader are not the same.

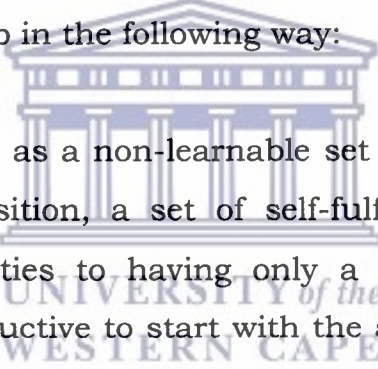
Leadership can mean the learning processes that enable participants to construct and negotiate meanings leading to a shared purpose of schooling.

2. Leadership is about learning that leads to constructive change. Learning is among participants and therefore occurs collectively. Learning has direction towards a shared purpose.

3. Everyone has the potential and right to work as a leader. Democracy clearly defines the rights of individuals to actively participate in the decisions that affect their lives.

4. Leadership requires the redistribution of power and authority. Shared learning, purpose, action and responsibility demand the realignment of power and authority (Harris and Lambert, 2003:20).

Kouzes and Posner (1996:109) concur with the view of Harris and Lambert (2003:20) and relate to leadership in the following way:



When leadership is viewed as a non-learnable set of character traits or as equivalent to a position, a set of self-fulfilling prophecy is created that dooms societies to having only a few good leaders. Rather, it is far more productive to start with the assumption that it is possible for everyone to lead. If we assume that leadership is learnable, one discovers how many good leaders there really are.

2.3.2 The Leithwood perspective on transformational leadership

The principal's leadership role is conceptualised from a transformational leadership perspective that suggests that leaders are able to exert an influence on and alter their environmental constraints in order to achieve their performance goals, and that school communities can be elevated above what is normally considered acceptable. Transformational leadership is about charismatic, visionary, cultural and empowering concepts of leadership. Transformational leadership is about the commitments and capacities of organisational members. Higher levels of personal commitment to organisational goals and greater

capacities for accomplishing those goals are assumed to result in extra effort and greater productivity. Authority and influence are not necessarily allocated to those occupying formal administrative positions. Power is attributed by organisation members to whoever is able to inspire their commitments to collective aspirations and the desire for personal and collective mastery of the capacities needed to accomplish such aspirations (Jantzi, Leithwood and Steinbach, 1999:9).

Leithwood *et al* (1999:9) and colleagues developed a model of transformational leadership provided for schools. This transformational leadership model conceptualises leadership along the following dimensions:

- building school vision
- establishing school goals
- providing intellectual stimulation
- offering individualised support
- modelling best practices and important organisational values
- creating a productive school culture
- developing structures to foster participation in school decisions.



2.3.2.1 Building school vision

Vision, according to Leithwood *et al* (1999:56), is ‘a realistic, credible, attractive future for the organisation.’ Practices aim at building a shared vision and giving rise to organisation member’s inspiration and attributions of charisma. Leadership practices at school level associated with vision building linked to transformational school leadership:

- provide colleagues with an overall sense of purpose.
- initiates processes that engage staff in collective development of a shared vision.

Fullan (1994:28) emphasises that vision for the learning organisation comes later for two reasons. Firstly, under conditions of dynamic complexity one needs a good deal of reflective experience before one can form a plausible vision. Secondly, shared vision must evolve through the dynamic interaction of organisational members and leaders. In Fullan's terminology, 'visions come later' the author states that the vision is being worked on during the vision-building process.

2.3.2.2 Establishing school goals

Vision-building and the development of consensus about goals are closely related sets of leadership practices. Transformational approaches to developing consensus about school goals include behaviours 'aimed at promoting cooperation among educators and getting to work together toward a common goal'. Goal setting activities fostered by principals are motivational to the extent that they increase the clarity of goals and the perception of goals as challenging but achievable (Leithwood *et al*, 1999:64). Frazier (1997:134) adds that a school must have a performance plan that includes short and long term goals. This author argues that principals should provide sufficient time for progress reports on established goals. To provide comprehensive information on progress, special attention should be paid to the suggestions, concerns and constraints of the role players.

The vision-building process forms part of identifying more specific goals and priorities for the school. In addition, the vision itself provides a framework for educators in thinking about other goals that they should be pursuing with their learners (Leithwood *et al*, 1999:65).

Here, the researcher was interested in the obstacles that hamper the achievement of the formulated goals.

2.3.2.3 Providing intellectual stimulation

According to Leithwood *et al* (1999:75), transformational leadership initiatives on intellectual stimulation can take many forms. Initiatives would be among others, to persuade an educator to take on new professional challenges, such as leading a school team, providing professional development to colleagues or mentoring a novice educator. Another initiative would be to engage the staff in the planning and implementation of a professional development programme coordinated with the school improvement plan.

Leithwood *et al* (1999:76) identified ways that the transformational leader could use to bring educators into contact with new ideas:

- inviting educators to share their expertise with their colleagues;
- seeking out and communicating productive activities taking place within the school;
- stimulating the search for and discussion of new ideas;
- providing information helpful to staff in thinking of ways to implement new practices.

2.3.2.4 Offering individualised support

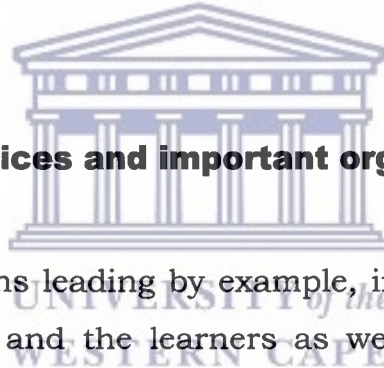
Individualised support may be motivational in assuring educators that the problems they are likely to encounter while changing their practices will be taken seriously by those in leadership roles. Very important is that efforts will be made to help them through those problems. Part of the transformational leadership style is to promote camaraderie, mutual trust and respect among colleagues. Transformational leaders, according to Leithwood *et al* (1999:72), should include the following in their practices:

- treat everyone equally; not showing favouritism towards individuals or

groups;

- have an 'open-door' policy;
- be approachable and accessible;
- give personal attention to colleagues who seem neglected by others;
- be thoughtful about the personal needs of the staff.

Although other authors zoom in on the way 'collaboration' should be understood, Fullan has quite a different view. Collaboration is not automatically a good thing; it does not mean consensus; it does not mean that major disagreements are non-existent; it does not mean that the individual should go along with the crowd. What is important here is that the collaborators do argue. The essence of these arguments focus on genuine disagreement and it is depersonalised. Sometimes conflict and disagreement are part of all productive change processes (Fullan, 1994:82)



2.3.2.5 Modelling best practices and important organisational values

Modelling valued practices means leading by example, interacting with learners, being a motivator for the staff and the learners as well as organising specific events (Leithwood *et al*, 1999:125). Being a good problem solver, applying problem-solving skills, is seen as an important leadership capacity. Other important skills are to be organised, visionary, focused, a global thinker, be efficient and have self-knowledge.

The principal as transformational leader must be committed to the school organisation and should:

- become involved in all aspects of school activity;
- work alongside educators to plan special events;
- display energy and enthusiasm for his or her own work.

(Leithwood *et al*, 1999:81)

2.3.2.6 Creating a productive school culture

According to Leithwood *et al* (1999:83) the culture of a school includes norms, beliefs, values and assumptions shared by members of the school. Strong, collaborative school cultures contribute more substantially to school improvement initiatives. Culture building by transformational leadership includes behaviours aimed at developing school norms, beliefs, values and assumptions that are learner-centred and supporting continuing professional growth by teachers.

Leithwood *et al* (1999:83) argues that the school culture can be strengthened by:

- clarifying the school's vision in relation to collaborative work;
- reinforcing norms of excellence with the staff for their own work as well as the work of the learners;
- using symbols and rituals to express cultural values;
- assisting staff to clarify shared beliefs and values and to act accordingly;
- using bureaucratic mechanisms to support cultural values and
- confront conflict openly and try to resolve it through the use of shared values.

2.3.2.7 Developing structures to foster participation in school decisions

Transformational leadership practices are aimed at providing formal and informal opportunities for educators of the school to participate in decision-making about issues that affect and concern them. On the contrary, Wasley (1991:165) argues that most schools are organised as fundamental bureaucracies with hierarchical decision-making structures in place to facilitate efficiency and productivity. Leithwood *et al* (1999:86) identified the following practices to create and maintain decision-making processes:

- distribute the responsibility and power for leadership widely throughout the school;
- share decision-making power with the staff;
- allow staff to manage their own decision-making committees;
- take staff opinions into account when making decisions;
- create opportunities for staff development;
- ensure effective, group problem solving during meetings of staff;
- ensure adequate involvement in decision-making related to new initiatives.

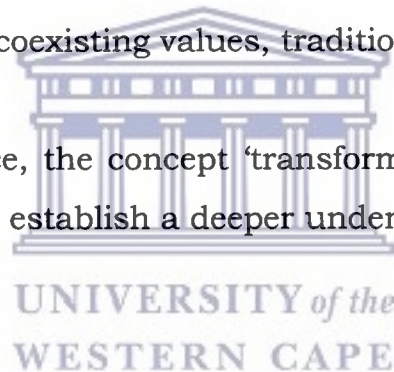
Frazier (1997:58) emphasises that the principal must become 'decision causers' rather than a decision-maker. The principal is the only responsible person for the quality of the system as a whole and thus must concentrate on making sure that the subordinates have the means by which to achieve quality results.

2.4 Values, norms and beliefs

Maehr and Midgley's (1996:12) view on cultural transformation in schools is based on Sarason's argument (in Sarason, 1990) who focuses on the change of norms, values and beliefs. According to Sarason, the norms, values and beliefs must be examined, tested, restructured and even be disposed of. These adjustments are aimed at the school being an effective learning organisation. Similarly, Glover and Law (2000:142) elaborate on transformational change as giving deliberate attention to changing norms, values and beliefs. To execute these changes and to fulfil the transformational leadership role effectively, principals need to be equipped through training. Bush and Jackson (2002:418) state that the training of principals for leadership roles is often inadequate, uncoordinated or worse. They refer to the training initiatives of principals in England during the 1980s and 1990s. During the late 1990s the training programme for principals, namely the Head-teachers Leadership and Management Programme (HEADLAMP) addressed the learning needs of principals.

According to Jason (2000:3), the transformational principal is trained to promote and helps to shape 'a culture in which the norm of continuous improvement reflects a value both espoused and practised in a learning organisation.' This author claims that without understanding the values, norms and experiences from which perceptions are formed, the clash between educators and those they educate is inevitable (Jason, 2000:8; Caldwell, 2004:94). Inadequate understanding of cultural perspectives results in education in which student potential is not realised because communication necessary to the teaching and learning process is lacking. Jason (2000:8) draws on the works of Hart and Bredeson (1996) who see the principal's roles as celebrant and mediator. As celebrant, the principal focuses on legitimising the value of differences to enrich educational experiences of all learners. As mediator, the principal reconciles sources of conflict embedded in coexisting values, traditions and morals.

Given the opportunity and space, the concept 'transformation' was viewed from different perspectives in order to establish a deeper understanding of literature in this regard.



2.5 Leadership

Although 'leadership' is seen as a significant subject, there is no clear consensus on what this concept entails. Russell (2003:145) identifies two types or models of leadership, namely the singular leader who emphasises a more narrow focus on individuals possessing particular gifts. Here the leader is placed on top of the community or staff he or she leads. This leadership model assumes followers with lesser abilities than the leader and relies on his or her expertise. The other type refers to a 'flatter' leadership model that places the leader within the community that he or she leads. Here, the different skills of the members of the staff are geared towards a common, shared vision. This literature review will focus on both leadership models, engaging with more emphasis on the 'flatter' leadership model. Harris and Lambert (2003:20) and Court (2004:178) believe

that a 'flat' shared leadership would:

- transform power from a single to a collective base;
- be a structural change that validates a collaborative school culture;
- support a greater degree of consultation and collaboration with the school community;
- increase responsibility and accountability of all involved;
- depend on collective vision;
- acknowledge differences and sameness;
- be more focused on learning and teaching and less on trends of personality of the leaders.

The period after 1994 in South Africa was identified as the period of transformation due to the many deep-rooted changes that have taken place in politics, the economy and at cultural, social and educational level. Of concern for this study though, are the transformational changes that were made in the education sector. Steyn (1999:66), Fataar and Paterson (2001:148), Colyn (2001:167) and Lombard (2003:21) acknowledge the various changes that have taken place with the main aim of restructuring education and thereby destroying the apartheid legacy prior 1994.

Chapman, Day, Hadfield, Hargreaves, Harris and Hopkins (2003:189) focus on a different form of apartheid, 'professional development apartheid'. They distinguish between high-capacity teachers functioning in high-capacity systems and low capacity teachers in low-capacity systems. High capacity teachers are highly skilled and qualified, the school are reasonably effective and the principals are capable of motivating and engaging their teachers. These teachers are functioning in a school with sufficient resources where educators work together professionally. Rainers (2003:90) refers to teachers functioning in high-capacity systems as advantaged schools and to those who are functioning in low-capacity systems as disadvantaged schools. Conversely, low-capacity teachers function in low-capacity systems where large numbers of educators are uncertified and

under-skilled. These types of schools have a record of poor performance and many teachers have lost the belief in their capacity to make a difference. In these schools, resources are scarce or spread too thinly across many initiatives. Due to the differences between the two systems, Day *et al* (2003:190) emphasises a differentiated solution to school improvement and professional development. Day *et al* also claim that schools in affluent areas, who are performing well, will enjoy 'earned autonomy' in terms of freedom to move beyond the prescribed curriculum. On the contrary, schools categorised as failing schools remain tied to the prescribed curriculum and programmes.

The learners, educators and parents in affluent, high-achieving communities become the 'tourists' of the knowledge society. On the contrary, learners, educators and parents in poor, low-achieving communities become the 'vagabonds' of the knowledge society. According to Day *et al* (2003:193), the poor need to be made part of the knowledge society by generously equipping their schools and supplying them with highly qualified teachers. However, if this does not happen, then separate communities, separate teachers and separate development are nothing less than apartheid of professional development and school improvement.

Culture building includes behaviours aimed at developing school norms, values, beliefs and assumptions that are learner-centred and support continuing professional development. The goal of school improvement is to bring about positive cultural change by altering the processes that occur within the school. Building capacity necessitates building an infrastructure of support that is aligned with the work of the school (Harris and Lambert, 2003:24). Within the four quadrants, Harris and Lambert highlight the different types of schools and different scenarios of leadership capacity:

LEADERSHIP CAPACITY MATRIX	
LEVEL OF INVOLVEMENT	
QUADRANT 1	QUADRANT 2
<p style="text-align: center;">LOW INVOLVEMENT <i>STUCK SCHOOL</i></p> <ul style="list-style-type: none"> * Head is autocratic * Co-dependent * Norms of compliance * Lack of innovation * Learner achievement is poor 	<p style="text-align: center;">HIGH INVOLVEMENT <i>FRAGMENTED SCHOOL</i></p> <ul style="list-style-type: none"> * Head is laissez-faire. * Undefined roles and responsibilities * Norms of individuals * Erratic innovation * Learner achievement is static overall
QUADRANT 3	QUADRANT 4
<p style="text-align: center;">LOW INVOLVEMENT <i>MOVING SCHOOL</i></p> <ul style="list-style-type: none"> * Head and key teachers as purposeful leading team * Polarised staff - pockets of resistance * Norms of reflection and teaching excellence * Effective innovation * Learner achievement shows slight improvement 	<p style="text-align: center;">HIGH INVOLVEMENT <i>IMPROVING SCHOOL</i></p> <ul style="list-style-type: none"> * Head, teachers and learners as skilful leaders * Shared vision * Norms of collaboration and collective responsibility * Reflective practice consistently leads to innovation * Learner achievement is high or improving steadily

(Harris and Lambert, 2003:25)

As the demand for schools to improve increases, the need for the principal to cultivate skilful participation in the work of leadership is essential. Principals who build and sustain leadership capacity share core beliefs:

1. Teachers, learners and parents can be successful leaders when given the opportunity to lead.
2. School community members must experience success in leadership roles.
3. Leadership capacity will be enhanced when the principal supports the leadership experience of others.
4. Building individual capacity of the many builds organisational leadership.

Biraimah (2003:437) refers to teacher leaders as transformational educators. Transformational educators are able to engage in a transformative dialogue. This transformative dialogue empowers learners to view and experience their worlds in new ways and to understand that it is within the learners' capability to act on their world and to change it. Learners, particularly those who are or were members of oppressed groups, need to understand the nature of oppression. They also need to understand how the characteristics, such as race, class, gender and their culture are factors in that oppression. Transformational education is referred to by Biraimah as critical education or multicultural education. The educator is seen as the central agent of transformation, with the classroom as the centre of equality and democracy (Williams, 2001:103; Biraimah, 2003:437).

To facilitate transformation in schools, policies among others the South African Schools' Act, Outcomes-based Education, the Rationalisation of Educators, Developmental Appraisal of educators, Quality Assurance and Site-based Management were put into place (Colyn, 2001:168). Rainers (2003:89) states that principals experience an incongruity in general education policy that advocates democratising and decentralising school-based management. Rainers further indicates that principals are being bombarded with numerous policies and circulars with ridiculous response and implementation deadlines. These policies were only one aspect of transformation that the principal had to deal with and implement. However, unrealistic demands made by these policies restrain effective leadership.

Zimmerman (2004:240) asserts that fear of the unknown is common in organisational change. However, unreasonable fear can become a barrier to an effective organisational change effort. According to Fullan (2001:41):

All successful schools experience 'implementation dips' as they move forward. The implementation dip is literally a dip in performance and

confidence as one encounters an innovation that requires new skills and new understandings ... Leaders who understand the implementation dip know that people are experiencing two kinds of problems when they are in the dip - the social-psychological fear of change, and the lack of technical know-how or skills to make the change work.

Effective transformational principals do not panic when things go wrong during stages of a major change initiative. Rather, these leaders confront the barriers that cause them anxiety.

2.5.1 Leadership and change

Changes have been brought about by the Constitution and South African Schools' Act 84 of 1996. A major change is that the governance of every school is vested in the governing body and it may perform only such functions and obligations. The principal (South African Schools Act 84 of 1996:B11) must undertake the professional management of a public school. According to Harris and Lambert accountability means that principals are held accountable by some outside authority. Accountability measures often mitigate against the development of responsibility. External demands can evoke compliance and resistance (Harris and Lambert, 2003:124). Responsibility involves an internal commitment to self-improvement, the improvement of others around us and the school community (Harris and Lambert, 2003:124). After analysis of the roles of the governing body and the principal, one can make the claim that the principal is part of management and governance of the school. Cornelissen (1997:1) argues that the principals could no longer manage their schools on their own without taking the role players: the teachers, parents, learners and governing body into account. Harris and Lambert (2003:123) share Cornelissen's view that principals should engage in broad-based management and leadership of the school.

However, Cornelissen (1997:3) and Steyn (2002:254) claim that the

transformational leadership role is made worse by the lack of knowledge of the nature of their managerial tasks. In fact, Steyn also refers to the other role-players: the educators, learners, the parents - in general - and parents of the school governing body - in particular - who have a lack of knowledge with regard to their transformational role. The assumption can be made that neither the transformational principal nor the role-players are equipped to fulfil their roles effectively. This assumption is illuminated by Williams (2001:104) who states that the in-service training (Kantema, 2001:33; Bairu, 2003:48; Rainers, 2003:19) of principals must meet some requirements such as skills to carry out rules, follow prescribed procedures to meet goals and objectives of the department and empower principals to react proactively to challenges in their practice. A similar view is that of Zimmerman (2004:234) who emphasises the importance of training in preparing for organisational change. A leader prepares to lead change by understanding the change process, both personally and as it relates to members of the organisation. In a study done by Bairu (2003:31), this author claims that principals play a very important role in bringing about changes in schools. Bairu states that significant change in schools is unlikely without the active support of principals. Adequate skill and capacity are necessary to participate effectively in a change process. Williams (2001:103) and Bairu (2003:31) hold the view and sees the principal as 'an agent of transformation'. On the other hand, 'teachers can serve as transformational agents' (Jason, 2000:2). Further, Williams (2001:103) advocates a complete paradigm shift in leadership style.

Williams (2001:104) proposes a shift from authoritarianism to a democratic leadership style. This author claims that many principals with an authoritarian instructional leadership style left the profession via severance packages in 1993 and 1996. Young, inexperienced principals (especially in black schools) were appointed to lead educators. The young principals followed in the footsteps of their predecessors, instead of adapting to a democratic and participatory leadership style, they exercised authoritarianism. With the focus only on authoritarian leadership, this claim by Williams (2001:106) is accentuated by

Fataar and Paterson (2001:148) who state that the 'corrosive after-effects of the apartheid system is still prevailing and functioning in our schools'.

2.6 Shared decision -making

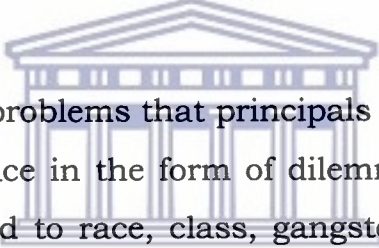
A principal can no longer make decisions on his or her own. Opposing the claim of Williams about the authoritarian young principals, Kruger (2003:206) detects that in schools there is a move away from the traditional authoritarian methods of instructional leadership towards a more collaborative approach. Education reform and restructuring have resulted in that the decentralisation of decision-making has been shifted to school level (Davidoff and Lazarus, 1997:38, Sayed, 1999:143, Jason, 2000:2, Kruger, 2003:206 and Botha, 2004:239).

Moloi (2002:93) emphasises that the success of school transformation depends on the extent to which every aspect of the system supports the new definition of what the school is to be and how it is to operate. To encourage creativity, the principal should encourage participatory decision-making. Through participatory decision-making a context will be created in which individual and collective accountability is nourished and supported. However, it is important to indicate who is accountable for what, in order to avoid confusion in roles and responsibilities. On the other hand, one must also note that some educators like to be part of the decision-making process, but do not like to be responsible in the execution of the duties.

Principals need to empower teachers to participate in decision-making and share responsibility. Referring to the local South African context and with reference to participation, Steyn (2002:266) accentuates that transformational principals motivate, inspire and unite educators on common goals. In a study done by Rainers (2003:94) this author recommends that, principals need to be empowered to identify and be aware of organisational needs and how to address them. Further, principals should also be more involved in needs analysis for professional development.

2.7 Challenges that principals face

Principals should establish an environment that facilitates teaching and learning. Botha detects that within the modern role of the principal there is a balance between instructional leadership and management. Instructional leadership deals with areas such as supervising the curriculum, improving the instructional programme of the school, working with the staff to identify a vision and mission for the school, and building a close relationship with the community. Management includes factors such as supervising the budget, maintaining the school buildings and grounds and complying with educational policies and acts (Botha, 2004:239). Bush (1999:239) refers to management as 'managerialism' which is defined as a stress on procedures at the expense of educational purpose and values.



Cardno (2002:211) refers to the problems that principals have to deal with as 'the "beast" that all school leaders face in the form of dilemmas'. Urban schools are forced to deal with issues related to race, class, gangsterism, teaching learners whose first language is not Standard English and the effects of poverty. Furthermore, urban schools are plagued by low expectations for learner learning, lack of focus on learning, lack of a challenging curriculum, discouraged educators, wary parents and inadequate resources (Jackson, 2005:195). Other challenges that the principals have to deal with are to raise learner achievement, teacher shortages and respond to the financial challenges caused by reduced public funding. Some difficult schools' staffs have weak social webs characterised by distrust, poor power dynamics that preclude the dialogue necessary for engaging in deep change and have low expectations for learners. Educators in these schools are asked to implement change at a pace that is too fast for their level of organisational development.

2.8 The professional value system

Somech (2005:245) claims that the professional value system emphasises values such as client orientation, loyalty, professional autonomy, conformity to professional standards and ethics.

Day (2000:56) asserts that transformational principals set direction, organise, monitor and build relationships with the school community as well as model values and practices consistent with those of the school. Core values are care, equity, high expectations and achievement. The attitude of principals towards external change is that they try to keep ahead so that their schools responded rather than reacted to external demands. They test external demands against their own standards and in so doing minimize the bureaucratic demands on their staff. The assumption is that principals try to respond proactively rather than reactively to external demands. Principals promote collaborative school cultures that emphasise continuing professional development that meet organisational and individual needs (Dimmock & Walker, 2005:163).

Although Caldwell (2004:97) affirms the roles of the principal and the teacher leader, Harris and Lambert (2003:16) reconceptualise the concept 'leadership' in a transformational era as being about a group broader than the individual leader. Leadership involves an energy flow or synergy generated by those who choose to lead. The key notion of this definition of leadership is that leadership is about learning together and constructing meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values, beliefs, information and assumptions through continuing conversations. It means generating ideas together, to seek to reflect and make sense of work in the light of shared beliefs and new information. The purpose is to create actions that grow out of these new understandings. In essence, Harris and Lambert (2003:17) emphasise group leadership, the professional learning community and learning together.

2.9 Teacher Leaders

Teacher leadership is about teachers understanding the broader forces shaping their work, resisting domestication and not being dominated by outside authorities (Gunter, 2001:75).

According to Harris and Lambert (2003:16), leadership must not be associated with a particular person with a certain set of behaviours. Leadership is generally considered synonymous with a person of formal authority. They argue that if we equate the powerful concept of 'leadership' with the behaviours of one person, we are limiting the achievement of broad-based participation on the part of a community or society. They emphasise that school leadership needs to be a broad concept that is separated from person, role and a discrete set of individual behaviours. Such a broadening concept of leadership suggests shared responsibility for a shared purpose of community.

Harris (2004:12) claims that at the core of the capacity building model is distributed leadership along with social cohesion and trust. Leadership from a distributed perspective resides in the human potential available to be released within an organisation. Transformational leadership encompass leadership practices of teachers either as informal leaders in formal leadership roles as a head of department, learning area co-ordinator or teacher mentor.

Teacher leaders can help other teachers to embrace goals, to understand the changes that are needed to strengthen teaching and learning and to work towards improvement. Harris (2004:13) accentuates that distributed leadership is most likely to contribute to school improvement and to build internal capacity for development. Distributed leadership concentrates on engaging expertise wherever it exists within the organisation, rather than seeking this only through position or role. Through the lens of Harris (2004:13), distributed leadership is defined as a form of collective leadership in which teachers develop expertise by

working together: every person acts as a leader. Now if every one in the learning organisation is a leader, what is the role of the principal? The primary role of the principal is to hold the pieces of the organisation together in a productive relationship. The principal's central task is to create a common culture of expectations around the use of individual skills and abilities. Distributed leadership extends the boundaries of leadership significantly, because the focus is on teacher involvement and a wide variety of expertise, skill and input (Harris, 2004:14).

In South Africa, even more locally, leadership was viewed with a transformational lens zooming in on the principal and the teacher leader.

Durrant and Frost (2002:144) claim that individuals in a learning community feel a deep sense of empowerment and personal commitment to the work of the school. Thus, a school forms a community of teachers, learners and a community of leaders. Durrant and Frost (2002:144) argue that there is a need to focus on teacher capacity to act strategically to make a difference in schools. Capacity building of teachers is crucial for both the improvement of standards in education and the 're-professionalisation' of the teaching community. Capacity building implies sustainable development.

Sustainable development is meaningless if it does not improve the learning of teachers and learners. Educators engage in strategic action that can result in changes in their own behaviour, beliefs, knowledge and attitudes. Change may include the adoption of new practices, improvement of existing practices, development of teachers' personal and interpersonal capacities. Changes in personal capacity may be increases in knowledge about classroom practice or about school-wide processes. Interpersonal capacity grows where development work is approached collaboratively. The teacher leading the initiative develops collegial skills of him- or herself and that of colleagues (Durrant and Frost, 2002:144).

Maintaining the school as a learning organisation in the twenty first century is a significant transformational strategy to address issues such as rigid structures, authoritarian patterns of behaviour and poor communication (Moloi, 2002:5). Moloi (2002:xvi) cites Fullan (1997:42) who argues that teachers must learn if learners are to succeed and learners must learn if society is to succeed. In a way, Moloi compares the township school with a successful school.

On the one hand, Moloi (2002:1) states that due to the lack of resource development in township schools in the past, principals, teachers and learners face challenging circumstances. To tackle the problems of township schools require a change of mind and attitude of principals, teachers, learners and the community. However, Moloi notes that successful schools have educators who are committed to personal and professional development. An important strategy is a clear sense of purpose regarding continuous learning, development and sustained improvement. Moloi labels schools as learning organisations, where learning is a continuous process of growth and improvement through interaction with its environment. In order to sustain growth and development as an educator, he or she must be aware of and interact with the environment. Educators should strive to develop methods to deal with different situations in school context, by generating skills, attitudes and competencies that are required for delivering excellence in a dynamic environment. The learning and development of principals and educators are necessary for building individual and organisational competencies (Moloi, 2002:5).

Like Lambert (2003:423), Charlton (2000:29) views leadership as an acquired skill: 'Learning to lead and all leaders have learnt (through trial and error) to nurture and develop their potential, is an investment in your own and others future'. However, under-performance of learning organisations can be directly ascribed to ineffectual leadership. However, one can differ on the statement of under-performance. Many schools in the Western Cape have been rationalised of teachers due to a shortage of learner enrolment. The down-scaling in learner enrolment had a tremendous impact on staff provision. This meant that schools

staffs were getting smaller with fewer educators to educate our learners. When teachers are absent from school, parents have to be approached to 'baby-sit' the learners. Sometimes the principal and staff have to teach combined classes. Due to budget constraints, principals or staffs cannot afford to hire a substitute teacher. Day (2000:57) claims that principals of small primary schools are disadvantaged in a way because they have teaching responsibilities and therefore cannot fulfil their leadership role effectively. Another disadvantage of small staffs is that the breadth of the curriculum provided additional demands. A small or large staff has a leader (principal) with learning needs.

Moloi (2002:5) emphasises the learning of the educator and principal. Similarly, McCay (2001:75) focuses on the learning needs of principals.

McCay (2001:75) cites Hart and Bredeson (1996) who claim that content knowledge is insufficient for dealing with complex social changes and school reforms, which means principals must develop professional habits of learning. Several conditions that would help principals' learning needs are that they need information that challenges their beliefs; they must have objective feedback and the security of knowing that they can call a colleague and interact with colleagues outside the local area. They also need to set aside time for reflection and have access to resources as well as hands-on learning experiences. In local context, some of these learning needs must be highlighted.

Feiler, Heritage and Gallimore (2000:68) accentuate the importance of the principal supporting the teacher leader. The principal is responsible for maintaining the overall vision for the school. The principal co-ordinates the resources and work of the school to accomplish goals in many areas. Even if the principal supports change, he or she must hold the teacher leader accountable. Through reports drafted by the teacher leader, the staff can be informed at staff meetings of the progress made and the goals reached. Staff meetings are an ideal venue to set new goals. The aims of the report are to give feedback and to help keep the teacher leader's work on target or goal-orientated.

Normally, the teacher leaders have too many administrative duties and cannot function effectively. The principal must be aware of that and provide assistance to minimise the impact of such tasks on the teacher leader's time. Negative connotations are that the teachers do not want to share their concerns with the teacher leader. Exploitation of teacher leaders can occur when teachers deliberately share information and expect the teacher leader to be the mediator between them and the principal. Involving teachers to fulfil leadership roles can enhance change efforts, but only if I am involved on an ongoing basis (Feiler, Heritage and Gallimore, 2000:69).

Whereas Feiler *et al* (2000:69) elaborate on the positive and negative connotations of the teacher leader, Durrant and Frost (2002:150) focus on the positive and negative influence of the principal. Positive influences of the principal on the staff are that he or she must engage in development work, must be supportive and motivate the staff, create a positive working environment, notice the hard work of the teachers, and give them the necessary credit. Negative influences are a lack of support and motivation, the principal is not interested in the staff's hard work, hardly gives them credit and exercises a lack of guidance. Nonetheless, teachers have the ability to lead.

On the one hand, Feiler *et al* (2000:66) claim that the principal should look among the staff to discover and develop teacher leaders who can offer site-specific resources and expertise. This claim links to the assumption: 'Everyone has the potential and the right to work as a leader' where the emphasis is on 'the potential' (Lambert, 1998). On the other hand, Lambert (2003:422) makes the claim that everybody, all teachers have the right, capability and the responsibility to be leaders. This statement implies that the principal must not identify 'to be' teacher leaders, rather they are rightfully leaders. Now, if all the teachers are leaders, followers in the learning organisation are non-existent. Another interpretation could be that the teacher is knowledgeable in one area of the curriculum or has certain expertise that makes him or her a leader and the

colleague the follower. In another area of the curriculum, the colleague is more knowledgeable or has certain expertise that makes him or her the leader and the rest of the staff followers. Lambert (2003:421) argues that one should not distinguish between the staff who are and who are not leaders, but rather create a context that evokes leadership from all teachers. An assumption can be made that the educator is a leader, but a leader is not necessarily an educator. Teacher leaders have several characteristics such as having teacher leadership skills and the potential for further development, are supportive and give assistance to peers and help them to improve their practices, liaise with the principal to discuss progress and set new goals and enhance his or her own knowledge by attending workshops, seminars, conferences, and consulting experts.

Apart from the various characteristics, Feiler *et al* (2000:68) identify that the teacher leader must have several skills, among others he or she must have professional knowledge, have observational skills, must be an expert in the learning area and have a good understanding of the pedagogy. Very important, Feiler *et al* (2000:68) accentuate that the teacher leader must have the ability to press their colleagues to change, to acquire new skills and to experiment with new teaching strategies. Building capacity is also about building confidence as well as about investing in people.

Brown and Taylor (1996:373) state that 'Investors in People' is an initiative of the Department of Employment, administered through the local Training and Enterprise Councils in England. The emphasis is on staff involvement and development. The standard aims are to help institutions to improve their performance and effectiveness by realising the full potential of their workforce.

In local practice the capacity building of educators, non-teaching staff and governing body lies within the domain of the principal or the service providers. If local authorities are serious about education, staff development and the improvement of local learning institutions, in-service training institutions must be established. Nonetheless, Feiler *et al* (2000:67) argue that it is more viable to nurture an educator to gain expertise than implementing the role with a less-

accomplished teacher. This implies that the principal must make a special effort to groom a teacher leader.

Staff rationalisation resulted in the shortage of teachers and teacher leaders currently in our schools. Turnover translates into shortages in educator supply, costs in recruitment, training and mentoring, poor learner performance due to the disruption of planning programmes and continuity, as well as overcrowded classes (Xaba, 2003:287). The principal and school management team have no option but to train new teacher leaders. The challenge for principals are to manage these shortages.

In local practice, it sometimes happen that the principal sees credible expertise in a colleague, but that teacher refuses the role of a teacher leader due to a lack of confidence. To help to boost the confidence of those teachers with low self-esteem the staff can come up with the idea that these teachers can fulfil the role as grade leaders on an alternative year rotation basis. This type of system operates as a confidence booster and allows teachers to develop self-esteem and leadership skills.

Whereas Feiler *et al* (2000:68) focus on the development of the teacher leader, Lambert (2003:425) focuses on building the leadership capacity of the institution.

2.10 Collaboration

Azzara (2001:62) assures that if a principal does not have human relation skills, he or she will perish. Azzara emphasises that the school community must operate as one family that works together, learns together and shares. Azzara affirms that the heart of school leadership lies in developing positive personal and community relationships. Some school principals are born with these skills, but leaders can learn these skills too. Learning, after all is what educators believe in.

For school improvement to take place, organisational and individual learning

must be embedded in a trusting environment in which relationships form a safety net of mutual support and challenge. Of importance is that educators engage in authentic relationships with one another in order to perform at their best (Harris and Lambert, 2003:19). Organisational cohesion of purpose and learning is stifled, where fear predominates (Frazier, 1997:25).

2.11 Sense of empowerment

'The head's job is to ensure that essential things are done, not to do them all himself or herself' (Fullan, 1992:49).

Somech (2005:239) identifies two constructs concerning empowerment: the relational construct and the motivational construct. A relational construct is a process by which a principal or leader shares his or her power with subordinates with the emphasis on sharing authority. Empowerment as a motivational construct is an intrinsic need for self-determination or a belief in individual efficacy. Power has its base within the actor's motivational disposition. Somech (2005:239) further argues that any strategy that satisfies the employees' need for self-determination or strengthens their belief in their self-efficacy, will make them feel more powerful. On the other hand, any strategy that frustrates employees' self-determination or weakens their belief in self-efficacy will magnify their feelings of powerlessness.

2.11.1 Empowerment

Fullan (1992:41) emphasises that successful schools are characterised by heads who support and stimulate initiative-taking by others, who set up cross-hierarchical steering groups who delegate authority and resources. Peer interaction represents a far more powerful form of pressure than traditional hierarchical forms. The ultimate extension of empowerment places teachers as central to professional decision-making in the school (Fullan, 1992:43). Here it is

evident that the principal is not the change agent, but the 'team'.

Somech (2005:237) claims that empowerment was seen as a way to put teachers at the centre of the reform movement, to keep good teachers in education, to attract new teachers into the profession, and to reserve a general trend toward treating them as employees who did specific tasks planned in detail by other people. Conversely, in the South African context teachers were rationalised after 1994. Teachers who did not want to be redeployed in the process of redressing education inequities were granted severance packages (The Citizen, 1996:2). Sonaba (2000:4) states that due to great uncertainty, the fear of the unknown and of job losses, some educators, instead of being redeployed, opted for the severance package: 'Packages were given to more than 11 700 educators' [translation] (Beeld, 1996).

Nonetheless, empowerment offers a variety of potential benefits: strengthens teachers' motivation, increase the quality of the decision, improve instructional practice and students' academic achievements, commitment and satisfaction. Somech (2005:238) distinguishes between personal and team empowerment.

Personal empowerment is defined as intrinsic task motivation. Educators take charge of their own growth and problems. It is the individuals' belief that they have the skills and knowledge to improve the situation in which they operate. Intrinsic task motivation is manifested in four cognitive dimensions namely meaningfulness, potency, autonomy, self-efficacy and impact (Somech, 2005:238).

Team empowerment has the four cognitive dimensions namely meaningfulness, potency, autonomy, self-efficacy and impact (Somech, 2005:238). Teamwork is designed to create work interdependence and increased self-management, increasing members' responsibility for the team's performance and outcomes (Somech, 2005:241). Team empowerment is a facilitator for team effectiveness. The high level of trust and support inherent in an empowered team system will

probably contribute to higher commitment levels among team members.

Somech (2005:238) claims that the interaction between personal and team empowerment may have critical ramifications if these two types of empowerment act as substitutes for each other, reinforce each other, or reduce each other's positive effects. In a sense, granting teams more empowerment might detract from the individuals' personal empowerment. An individual may feel less autonomy in a team, where decision-making and responsibilities have to be shared among its members. High personal and team empowerment alike are needed to attain organisational effectiveness.

2.11.2 Empowerment connects with leadership

Harris and Lambert (2003:23) highlight the fact that capacity building has taken on new meaning. Many of the top-down reform strategies or initiatives focused on looking at systems rather than classrooms and emphasising accountability rather than promoting development. Harris and Lambert argue that sustained school improvement is inevitably diminished if one fails to recognise investing in capacity building in schools. Capacity building through teacher inquiry, shared leadership, collaboration and collaborative responsibility reinforces school improvement. For successful school improvement, some core activities have been shown to lead to cultural change. Behaviour to strengthen the school culture includes norms of excellence for their own work, assisting teachers to clarify shared beliefs, values and to act in accord with such beliefs and values (Harris, 2004:12). These behaviours can encourage teacher collaboration to increase teacher motivation and to improve teacher self-efficacy. Jason (2000:5) claims that shared norms, values and beliefs about professional responsibilities, the nature of teaching and the value of colleagues' expertise, influence the level of individual and collective motivation to learn. Jason emphasises that educators working in multicultural settings, that these settings may be characterised by cultural and racial tensions as well as distrust. Jason argues that in a

multicultural learning community the development of a homogeneous learning community may be unrealistic, even undesirable. Jason suggests that educators in a multicultural community – with differing cultures, norms and values - must work towards a common purpose. The transformational principal will emphasise the interdependence of educators in a multicultural setting and creates dialogue aimed at achieving understanding of differences. This type of leader will bring educators together concerning core values related to teaching and learning.

2.12 Team learning

Team learning has to do with alignment. Alignment means functioning as a whole when you function in a cohesive group, committed to the common purpose of your school. Alignment increases the team's capacity to think together and act with full co-ordination and a sense of unity. The members in a team become connected to a common purpose. Team learning has to do with improving the processes in a team to improve its effectiveness (Franey, 2002:28; Mloi, 2002:54). Jason (2000:4) refers to team learning as '... collective learning by individuals performing various functions in an organisation that would provide synergy of effort, types of experiences, expertise and responsibilities marshalled to improve a problem situation'.

Team learning builds a shared vision. The discourse of team learning is about educators bringing their efforts in alignment with each other and with the school. The educators must shape a common purpose and agree on performance goals. The challenge is to define a common working approach and to be accountable for the results (Mloi, 2002:55).

Mloi (2002:55) states that team learning involves two practices: dialogue and discussion. Dialogue and discussion are two distinct ways in which teams converse.

Dialogue is characterised by its exploratory nature: free and creative exploration

of complex issues, a deep listening to one another and the suspension of one's own views. Discussion is characterised by narrowing down the field and by presenting and defending different views in the search for the best decision.

Given the complexity of problems that some schools are faced with, working in small teams can help educators solve their problems by means of collective decisions. In team learning, open communication results in deep trust and mutual appreciation and recognition. To foster constructive interpersonal relationships educators must try to balance dialogue and discussion. Dialogue is a set of techniques for improving schools, enhancing communication or solving problems. Dialogue is based on the principle that conception and implementation are intimately connected with a shared core and meaning (Moloi, 2002:58).

Moloi (2002:58) argues that successful teams welcome conflict as a creative exercise for seeing other people's perspectives. They have constructive conflict resolution strategies and avoid defensiveness when they disagree on certain issues. Characteristics of successful teams are further emphasised:

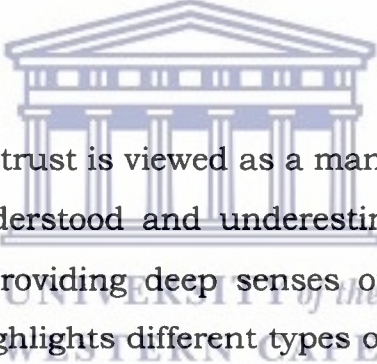
- they establish appropriate working methods and standards of excellence;
- they have regular sessions for review and reflect on their actions in order to assess and monitor the patterns of behaviour that emerge.
- they model functional and cross-functional roles such as advising, promoting, organising, inspecting, innovating and maintaining.

2.12.1 Collaborative cultures

Collaboration as Moloi (2002:79) explains it, means labouring together, working jointly with others, especially in an intellectual endeavour. The restoration of the culture of learning and teaching involves a creation of a culture of collaboration and accountability. A collaborative culture can be established by creating positive interpersonal working relationships, through mutual support, mutual

understanding and shared purpose. Developing expert leadership for change and creating more collaborative work cultures are central to transforming schools into learning organisations. Transforming schools means changing the way of working that establishes the practice of collaborative inquiry and strategic alliances with learners, parents, colleagues and the larger community. Moloi (2002:81) further emphasises that transforming schools into learning organisations requires committed principals and educators as well as collaborative cultures, to bring about deliberate, meaningful change in schools. Opposing collaborative cultures are unproductive cultures. Moloi (2002:60) claims that unproductive cultures in some of our schools need to be challenged. In some schools, educators must develop collective capacities, skills and attitudes that will enhance performance in curricular matters and that will help us to confront the challenges.

2.12.3 Trust



Bottery (2003:197) argues that if trust is viewed as a management tool, its nature and effects are radically misunderstood and underestimated, because trust is deeply personal in its effects, providing deep senses of existential security or insecurity. Bottery (2003:198) highlights different types of trust within a learning community: primordial trust, calculative trust, practice trust, role trust and identificatory trust.

Primordial trust is defined as forming the basis of co-operation between members of the learning community. Calculative trust is about the degree to which each member of the learning community can be trusted. Practice trust is social relationships that can be built which take trust into affective and value areas. Role trust can relate to teachers because they hold a certain set of values. Identificatory trust is described by Bottery as the highest level of inter-personal trust, where individuals know each other so well and have unconditional respect for each other.

Rooney (2004:84) claims that trusting teachers can be tough and it can be scary

for principals to share power. Trust in teachers demands faith and an understanding of their limitations. Taking responsibility for the consequences of decisions is not easy, because educators fear of making mistakes. For school leaders it can even be more difficult to give up that responsibility to others. On the other hand, some principals delegate with the sense of having less work and less responsibility. Those principals engage in a download of responsibility. Conversely, it can also be seen as principals having confidence in their teachers and supporting their decisions.

Principals must encourage risk-taking and ensure a safety net when committees do not make the best decisions. The not-so-good decisions are learning experiences. In this type of learning organisation, educators work together to plan, carry out and assess the success of their decisions.

If a principal adopts a low-trust approach to his or her staff, this may lead to a negative effect upon the morale of the educators. Educators can experience being distrusted as a judgement about them as human beings. Distrust may lead to anger, low self-esteem, powerlessness, conflict and a dislike in those not trusting them. The school as a learning community may then be locked into a vicious circle of mutual distrust that can result in a culture of unhappiness.

Moreover, Bottery (2003:199) explains that educators, who cannot be trusted to define their work or be trusted to reach high standards on their own, must be subjected to intense micromanagement and detailed levels of accountability. It will be the principal's task to micromanage these educators. Similarly, Yariv (2004:149) claims that problematic teachers present one of the toughest challenges school principals may ever face. In a study made by Yariv (2004:156) in Israel, this author refers to problematic teachers as 'challenging' educators:

As you know, in each organisation there are about one third of employees who perform below the average. It is estimated that 5% are poor performing workers who do not bring the expected results and

cause some difficulties.

Within the field of education, I define these teachers as ‘challenging,’ those who pose a challenge to the principal as how to work with them.

The term ‘challenging’ educator is defined by Yariv as synonymous to terms such as ‘poor performance’, ‘marginal’, ‘problematic’ or ‘incompetent’. The concept: ‘challenging’ educator reflects on the educator’s performance as well as the principal’s perceptions of the performance. Through the lens of Yariv an educator is incompetent if she or he is guilty of poor classroom organisation, poor class control, low expectations, a shortfall of skills to deliver the curriculum through a lack of planning, poor subject knowledge and failure to capture the learner’s interest. According to Yariv (2004:153), principals ranked difficulties such as educators’ low expectations of learners, learner’s progress, planning and preparation and the inability to respond to change as identifiable in problematic educators. The educator who portrays these inabilities makes it difficult for the other educators to work as a team and is seen by Yariv (2004:149) as the ‘weakest links in the chain’. Yariv (2004:156) states that principals do their best to help teachers who have difficulties. Devoted and competent educators often help these challenging educators. Yariv demonstrates that the principal and educators avail themselves to impose on the educator by offering help, support and even expose the challenging educator to development. However, if the challenging educator does not have the desire and ability to improve, their efforts will be in vain. The onus is on the principal to embark on either progressive discipline or disciplinary proceedings.

2.13 Concluding remarks

In this chapter the researcher focused on transformational leadership, vision, values, equity and empowerment as well as the challenges that principals face in a transformational society. With the complex and challenging nature of

transformation, the transformational role of the principal and that of teacher leaders in mind, my research investigation is aimed at if these transformational primary school principals accomplish their leadership role effectively in practice.

In the next chapter, the researcher discusses the research design, research methodology, the research instruments and strategies that were used in this study to clarify the research aims.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, methodology and strategies, which were used to find answers to the research hypothesis and derived questions. In this chapter, the researcher will discuss the research instruments and their characteristics, the methods of data collection, triangulation, biases, the data presentation and data analysis in order to find answers to the primary and derived questions.

3.2 Primary research question

How do primary school principals fulfil or accomplish their transformational leadership role effectively within the climate of educational restructuring?

3.2.1 Related research questions

01. What is the transformational role of the primary school principal in the selected schools?
02. What are the most effective strategies that primary school principals apply in their schools?
03. What dilemmas or constraints do principals face in leading their schools?
04. What role do principals play to prepare teacher leaders?
05. What recommendations can this study make to improve the quality of leadership and skills of principals?

The collecting of information focused on the transformational leadership role of the primary school principal. An attempt was made to gain knowledge of the

strategies that the primary school principals apply, the dilemmas that they are currently facing and the techniques that they apply to overcome their problems.

3.3 Research design

Merriam (1998:5) defines qualitative research as an umbrella concept covering several forms of inquiry that help us to understand and to explain the meaning of social phenomena with little or no disruption of the natural setting. Researchers are primarily interested in how people experience the world, their interpretations, opinions, understandings, thoughts, ideas, emotions, feelings, perceptions, morals, behaviours, practices, actions, interactions, relationships and or how they make sense of it (Merriam, 1998:5; Mason, 2000:37; Gomm, 2004:7). Latching on to this statement, my intention is to evaluate the transformational role of primary school principals and how they perceive their world as school leaders in the climate of change using a predominantly qualitative research methodology.

Different types of approaches can be used in social research, among others qualitative, quantitative, comparative, exploratory, explanatory and action research (Sarantakos, 1997:6). In this research study, the researcher employed data collection methods and analyses that are predominantly non-quantitative and which aim towards social relations and describe reality as experienced by the principals.

3.3.1 Qualitative research design

In this study, the researcher used qualitative research design to gain access to the phenomenon, the principal in her or his natural setting, the school. The researcher's main reason for utilising qualitative research techniques was to focus on the transformational role of the primary school principal in educational

restructuring. Through the lens of Cresswell (1998:14), the qualitative research concept is viewed as follows:

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting.

Similarly, Denzin and Lincoln (1994:1) view qualitative research as multi-method in focus involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings. Cresswell (1998:14) refers to a natural setting as a physical area where the phenomenon exists and where the researcher gains access to gather material or information (Denzin and Lincoln 1994:1; Sarantakos, 1997:46; Wellington, 2003:19).

Qualitative research, however, does have its strengths and limitations. Identified strengths are, among others stressing interpretations and meanings, the researcher achieving a deeper understanding of the participant's world, the researcher humanising the research process by raising the role of the researched, allowing higher flexibility and presenting a more realistic view of the world (Sarantakos, 1997:53).

On the other hand, qualitative research, does have its weaknesses, like problems of reliability caused by extreme subjectivity; the risk of collecting meaningless and useless information; it can be very time-consuming; problems of objectivity and detachment and problems of ethics (entering the personal world of respondents) (Sarantakos, 1997:53).

From the definitions and characteristics of qualitative research, one can derive

that this type of inquiry has an interpretive, naturalistic approach with multiple sources and resources at the researcher's disposal in order to accumulate rich, accurate descriptions. This accumulation is to produce an extensive, thick description of the phenomenon in its specific context (Mouton, 1996:133).

3.4 Qualitative research instruments

The sources or qualitative research instruments that were used in this research study are documents and interviews. Sources can be divided into two groups namely, primary and secondary sources. Primary sources would include, among others interviews, questionnaires, focus groups and observation. Secondary sources are documents (Wellington 2003:108). Mouton (1996:36) refers to research instruments as 'tools'. Research tools or techniques can be defined as the specific and concrete means that the researcher uses to execute specific tasks and to collect data.

3.4.1 Documents as research instrument

The reasons why the researcher selected documents as a data collection instrument are, among others, that it does not make demands on people if the researcher gains access to it; it helps as a means of triangulation and documents minimise biases. The type of documents applicable to this study is acts, laws, resolutions, circulars and reports on education. Documents are referred to by Sarantakos (1997:274) as secondary materials. Sarantakos motivates that documents are not primarily developed for the study in which they are used. Sarantakos identifies a range of documents such as public documents (census statistics), archival records (records of organisations), personal documents (diaries, autobiographies), administration documents (proposals, memoranda, progress reports), formal studies and reports related to the research topic (acts, circulars, resolutions and job descriptions) (Wellington 2003:110).

Wellington (2003:114) mentions three stages in educational research when using documents: the exploratory stage, the complementary stage and the concluding stage.

1. The exploratory stage: Documents can be used to open up an area of inquiry and sensitize researchers to the key issues and problems. Documents can be especially useful in an area in which the problems have not been clearly conceptualized or formulated.
2. The complementary stage: Documents can enrich a research study throughout the research process and complement other methods and approaches.
3. The concluding stage: Documents can be of value during this stage, when a researcher evaluates his or her own research, clarifying it and considers how it relates to existing published material.

3.4.1.1 Documents applicable to this study

3.4.1.1.1 South African Schools' Act 84 of 1996

The country of South Africa required a new national system for schools, which could redress past injustices in educational provision. This new system had to provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our peoples' talents and capabilities. This new system was also destined to advance the democratic transformation of society; combat sexism and racism as well as forms of unfair discrimination (Department of Education, 1996:B4).

3.4.1.1.2 Employment of Educators Act 76 of 1998

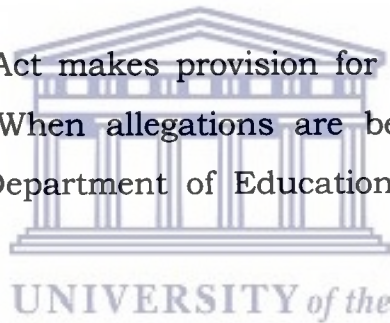
This Act came into effect on 2 October 1998. It clarifies the positions of various

employers in education. The scope of the Act includes the employment of educators in public schools, further education and training institutions, adult basic education centres and departmental offices. The Act provides a legal foundation for the South African Council of Educators (Department of Education, 1998:A3).

The purpose of the Act is to provide for employment of educators by the state, for the regulation of the condition of service, discipline, retirement and discharge of educators and for matters connected therewith (Department of Education, 1998:A3).

3.4.1.1.2.1 Disciplinary code and procedures for educators

The Employment of Educators Act makes provision for proceedings against an educator for any misconduct. When allegations are being lodged against an educator, then the employer (Department of Education, 1998:A23) will follow disciplinary procedures.



The purpose and scope of this Code and Procedures is, among others to:

- support constructive labour relations in education;
- promote mutual respect among educators and employer;
- ensure that educators and employers share a common understanding of misconduct and discipline;
- provide educators and employers with quick disciplinary measures;
- prevent discriminatory actions by employers towards educators.

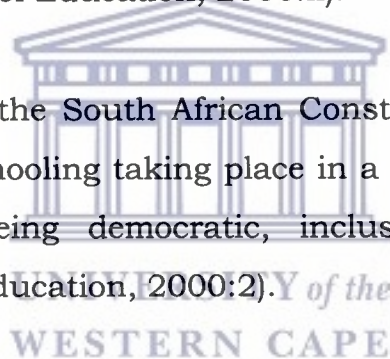
(Department of Education, 1998:A27)

3.4.1.1.3 Guidelines for School Management Teams (SMT)

‘Since my announcement (Minister of Education: Kader Asmal) of Tirisano in July 1999 we have all worked tirelessly to improve the quality of teaching and learning. School Management Teams are part of the process to enhance school effectiveness and educator professionalism’ (Department of Education, 2000:i). The Minister’s call for action places increased pressure on all principals in the education system to facilitate and implement education policy and change.

The series of guides on School Management Teams is intended to build the capacity of principals and school management teams to take on the challenge of education management, so as to create conditions for effective teaching and learning in schools (Department of Education, 2000:ii).

Further, the elections of 1994, the South African Constitution and the various acts (since 1994) have led to schooling taking place in a new environment. This environment is defined as being democratic, inclusive, participatory and developmental (Department of Education, 2000:2).



3.4.1.1.4 The Integrated Quality Management System (IQMS)

The two main purposes of the Integrated Quality Management System are to assure that there is ongoing support and improvement; and to advocate accountability (Department of Education, 2003:4).

For the Department of Education – and for all educators - the main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and for this, we are all accountable to the wider community. The Department has the responsibility of providing facilities and resources to support learning and teaching. Successful educational outcomes also depend upon empowering, motivating and training educators. Quality

Management seeks to monitor and support these processes. Evaluation of programmes and practices is essential to any ongoing effort to improve any profession. Evaluation is not apart from but is a part of the educational process. However, sound evaluation practices must be based on a set of beliefs and principles that are congruent with the outcome desired (Department of Education, 2003:5).

There are three programmes, which need to be in place in order to enhance and monitor performance of the education system. These are:

- Developmental Appraisal (DA): The purpose of Developmental Appraisal is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development.
- Performance Measurement (PM): Performance Measurement is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments, rewards and incentives.
- Whole School Evaluation (WSE): For Whole School Evaluation, there are nine focus areas. These include Basic Functionality; Leadership and Management; Governance and Relationships; Quality of Teaching and Learning; Curriculum Provisioning; Learner Achievement; Safety and Security; School Infrastructure; Parents and Community. The purpose of Whole School Evaluation is to evaluate the overall effectiveness of a school – including the support provided by the District, school management, infrastructure and learning resources – as well as the quality of teaching and learning (Department of Education, 2003:6)

The structures needed in the school are the School Management Team (SMT), which consists of the principal, deputy principal and education specialists (heads

of department). Their function is to ensure that the school is operating efficiently and effectively. The Staff Development Team (SDT), which plans, oversees, coordinates and monitors all Quality Management processes. The Development Support Group (DSG) for each educator consists of his or her immediate supervisor and one other educator. They are also responsible for the performance appraisal of the educator must mentor and support the appraisee.

3.4.1.1.5 Curriculum 2005 (C2005)

South Africa's 1994 democratic elections marked a turning point for education and curriculum development in South Africa. The values in our new Constitution are:

- a starting point for removing apartheid from our schools and curricula;
- a platform for developing a new sense of identity based on dignity and respect for all people, rather than on racial, gender and class division.

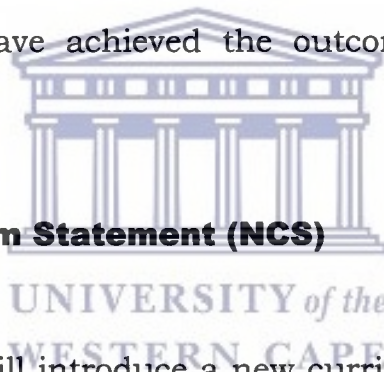
Curriculum 2005 (C2005) was introduced in 1997. C2005 hopes to have developed learners who are, among others:

- able to adapt to an ever-changing environment, recognising that human understanding is constantly challenged and hence changes and grows;
- able to use a variety of effective problem-solving techniques that reflect different ways of thinking, while recognising that problem-solving contexts do not exist in isolation;
- able to use a variety of ways to effectively gather, analyse, organise and evaluate numerical and non numerical information, and then communicate it effectively to a variety of audiences;
- equipped to deal with the spiritual, physical, emotional, material and intellectual demands in society;

- equipped to deal with and have an understanding of the social, political and economic demands made of a South African as a member of a democratic society, in the local and global context (Department of Education, 1997:2).

3.4.1.1.6 Revised National Curriculum Statement (RNCS)

Provincial education approved South Africa's revised national curriculum on 15 April 2002. Provincial education departments are currently implementing the revised curriculum in stages, having started in Grade R (the reception year before Grade 1), in 2004. The revised national curriculum provides guidelines on what should be taught from Grades R to 9, the required outcomes (or what is expected of our learners in each grade and learning area), and the standards to be used to assess whether our learners have achieved the outcomes of the curriculum (Chisholm, 2002:11).



3.4.1.1.7 National Curriculum Statement (NCS)

The Department of Education will introduce a new curriculum into Grade 10 in 2006, Grade 11 in 2007 and Grade 12 in 2008. The introduction of new curricula into schools is not a uniquely South African phenomenon. Across the world developed and developing countries have, in recent years, revised their school and higher education curricula to take account of the knowledge and skills to participate in a globalising 21st Century world.' Minister of Education, Naledi Pandor (Pandor, 2007:1)

The introduction of the new curriculum in Grades 10 to 12 in schools marks the end of a long process of restructuring the education system in South Africa.

During the apartheid era, South Africa had nineteen different education

departments. The education system prepared children differently for the positions they were expected to occupy in the social, economic and political life.

Before 1994, the education system sought to discriminate and differentiate between people. Since 1994, we have tried to bring people together, to provide quality education for all in a coherent, integrated education system. Over the past ten years, we have built a new framework for education, with a curriculum designed to prepare all learners for the 21st century, in a democratic, just and caring society, based on the values of our Constitution.

The curriculum is internationally benchmarked and will require the knowledge and skills to actively participate in, and contribute to, a democratic South African society and economy. The National Curriculum Statement requires all learners in Grades 10 to 12 to do seven subjects: four compulsory subjects and three further subjects. The NCS requires of learners to think carefully about what they learn; to have strong conceptual knowledge and to be able to apply this in a variety of situations; to be critical and curious, to be aware of the social, moral, economic and ethical issues, which face South Africans and people around the world.

The NCS for Grades 10 – 12 is designed to ensure that young South Africans acquire the knowledge, skills, values and attitudes they need to realise their potential. The NCS is also to contribute to social and economic development, to participate fully in the life of the country, to compete internationally, and to build successful communities.

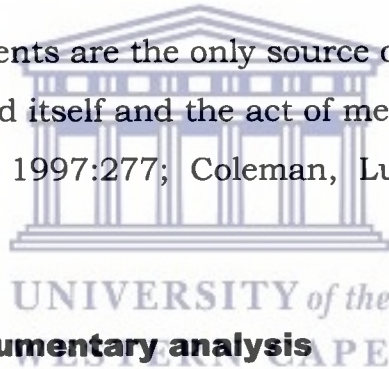
Whatever documents the researcher intends to scrutinise in this study; it is not without its advantages and limitations.

3.4.1.2 Advantages of documentary analysis

The reasons for using document analysis as one of the data collection

instruments are because of its advantages as well as to determine the transformational leadership role of the principal. According to Sarantakos (1997:277) the advantages of documentary methods are:

- Retrospectivity: Documentary methods enable researchers to study past events and issues.
- Quick and easy accessibility: The availability of data banks and sophisticated computer programs has made this method an invaluable tool of social research for many researchers.
- Spontaneity: Documents are produced by writers without being requested to do so by researchers. This reduces researcher bias significantly.
- Low cost: Documentary research is more economical than most other types of research.
- Sole source: Often documents are the only source of information.
- Non-reactivity: The method itself and the act of measurement do not affect the results (Sarantakos, 1997:277; Coleman, Lumby and Middlewood, 1999:146).



3.4.1.3 Limitations of documentary analysis

Documentary methods have limitations of which the researcher must be aware:

- Documents are not necessarily representative of their kind and thus they do not allow generalisations.
- Some documents are not easily accessible (diaries, private letters).
- Some documents are not complete or up to date. Reliability of some documents is questionable.
- Comparisons of some documents are not always possible.
- Some documents demonstrate methodological problems, such as coding problems and state of presentation.
- Documents are biased, since they present the view of their authors

(Sarantakos, 1997:277).

3.4.2 Interviews as a research instrument

The researcher used the interview as qualitative research instrument to compare data from the primary school principal and SMT educator. This instrument was also used to crosscheck and validate insights, attitudes and experiences. Patton (1990:353) emphasises the following about an interview:

A good interview lays open thoughts, feelings, knowledge and experience not only to the interviewer, but also to the interviewee.

Mason (2000:37) refers to an interview as a 'conversation with a purpose' (Anderson, 1990:222). The purposes of interviews for this study are to gather high-quality data and to find out what is in and on principals' and SMT educators' minds regarding the topic. Further, it is to allow the researcher to enter into the other person's perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit (Patton, 1990:278; Mason, 2000:42).

3.4.2.1 Task of the interviewer

It is imperative for the interviewer to make it possible for the interviewee to bring the interviewer into his or her world. The quality of the information obtained during an interview is dependent on the interviewer (Patton, 1990:279; Mouton, 1996:229). Patton (1990:279) identifies different types of interviewing namely the general interview guide approach (semi-structured interview), the standardized open-ended interview (structured interview) and the informal conversational interview (unstructured interview). For the purpose of this study, the researcher will embark on the semi-structured interview approach.

3.4.2.2 Pilot semi-structured interviews

In order to become acquainted with the interview process, the researcher conducted pilot interviews with principals and SMT educators in Bishop Lavis. The purpose of this approach was to focus on data collection problems and to give the researcher a chance to modify practices, before the investigation actually starts. The engagement with pilot interviews was also to experiment with the interview questions (interview schedule) (Gay, 1981:168; Powney & Watts, 1987:125; Anderson, 1990:217).

3.4.2.3 The semi-structured approach

The researcher embarked upon the semi-structured approach in this study to outline a set of issues that are to be explored with each respondent before interviewing begins. Borg & Gall (1989:452) maintain that semi-structured interviews are considered most appropriate for interview studies in education. Semi-structured interviews provide a combination of objectivity, depth and often permit gathering valuable data that could not be successfully obtained by any other approach.

The interview questions for the principals (see Appendix L) and SMT educators (see Appendices M) was first prepared in English and then translated into Afrikaans. Two interviews were conducted in English and ten in Afrikaans. The majority of interviewees were comfortable to answer the interview questions in their mother tongue namely, Afrikaans. Six primary school principals and six SMT educators were interviewed.

In order to obtain the necessary data required to meet the specific objectives of this study, an interview guide (topics) and interview schedule (questions) were utilised. The interviewer adapts the wording and the sequence of questions to specific respondents in the context of the actual interview (Patton, 1990:280;

Mason, 2000:42). The interview guide (Powney & Watts, 1987:135; Borg & Gall, 1989:451; Wellington, 2000:76) or interview schedule (Cohen & Manion, 1980:305; Biklen & Bogdan, 1982:71; Mouton, 1996:66) serves as a checklist during the interview to make sure that all relevant topics are covered. Wellington refers to the interview schedule as a list of questions derived from the areas or topics of inquiry. Gay (1981:166) and Borg & Gall (1989:451) refer to the interview guide as a list of questions that are asked during the interview and it provides guidelines to the interviewer on what to say at the opening and closing of the interviews (Anderson, 1990:237).

3.4.2.4 Advantages of semi-structured interviews

Semi-structured interviews can be adjusted to meet many diverse situations. Interviews attract a relatively high response rate. Interviews do not require respondents to have the ability to read or handle complex documents. Less patience and motivation to complete are needed than required by questionnaires. The interviewer has control over the order of the questions. Misunderstandings by the respondents can be immediately corrected. Questions that are more complex can be used because the presence of the interviewer can assist in answering the questions. The interviewer has the opportunity to record spontaneous answers. The completeness of the interview is guaranteed. The interviewer has control over the time, date and place of the interview (Gay, 1981:166; Borg & Gall, 1989:452; Anderson, 1990:222; Sarantakos, 1997:266).

3.4.2.5 Limitations of semi-structured interviews

Semi-structured interviews are a limited source of data collection because participants and staff can only report their perceptions and perspectives on what has happened (Patton, 1990:353). Interview data can be greatly affected by the emotional state of the interviewee at the time the interview takes place. Interview data are also subject to recall error, reactivity of the interviewee to the interviewer

and self-serving responses (Gay, 1981:166; Borg & Gall, 1989:446; Anderson, 1990:223).

3.4.3 Probing and prompts

The semi-structured approach to interviewing leaves itself open to probing. The researcher used probing to clarify statements, to ask for specifics or examples or to elaborate on a particular issue. A probe is a neutral verbal, or non-verbal, way of encouraging the interviewee to answer, or to clarify or to extend, an answer. Probing is extensively used in informant interviews, where the initiative is largely with the informant (Powney & Watts, 1987:138). The interviewer also probes the respondent to be specific, asking for examples of points that are made. Particulars and details will come from probing questions that require an exploration (Biklen & Bogdan, 1982:137).

In order not to influence the respondents' answers, prompts were limited to the barest minimum. A prompt suggests possible answers to a respondent, offering the kind of answer the researcher expects (Powney & Watts, 1987:137).

3.4.4 Ethical considerations

3.4.4.1 Ethics clearance

The researcher requested and received the permission from the supervisor (see Appendix A) and an ethics clearance (see Appendix B) from the Ethics Board at the University of the Western Cape to conduct the study.

3.4.4.2 Access and permission from the education authority

When working with any administrative hierarchy, such as an education department or school district, it is very important to follow appropriate channels

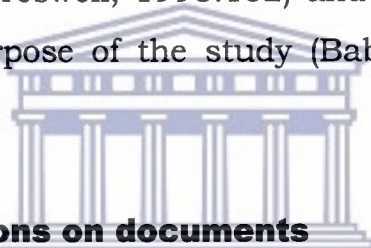
of authority (Borg & Gall, 1989:104). The researcher received permission and consent of the Western Cape Education Department (WCED) in two ways. Firstly, the researcher consulted with The Director: Education Research (see Appendix C) at Grand Central, Cape Town. Permission was granted (see Appendix D). Secondly, the researcher consulted with the senior circuit manager (see Appendix E) and circuit manager (see Appendix F) at the Education Management and Development Centre (EMDC): Metropole North, to gain access to the various primary schools in the Bellville region to conduct this study (Sarantakos, 1997:23; Cresswell, 1998:20; Wellington, 2003:56).

3.4.4.3 Permission from the principals and SMT educators

The protection of individual privacy in educational research involves two factors. Firstly, the consent of the individual as to what will be disclosed to the researcher. Secondly, the confidential use of research data collected on individuals. Gay (1981:120) identifies two approaches when doing research: the covert and overt approach. The covert approach is collecting data without the subject's knowledge. The overt approach, applied in this research study, is doing research with the subject's consent. The researcher informed the principals (see Appendix G) and the School Management Team educator of the nature of the research (see Appendix H). The researcher obtained the individual's consent, 'informed consent' (see Appendix I) before gathering data from the person (Gay, 1981:64; Borg & Gall, 1989:86). Primary school principals and SMT educators participated voluntarily in this research study. Permission was obtained from six primary school principals and six SMT educators in order to conduct the interviews. Confidentiality and trust were ensured. The interviewees exercised their right of freedom of expression. The coding of interviewees (Principal 1-6 and SMT 1-6) and schools (S1-6) further ensured confidentiality. Copies of the responses of the interviews were made available to the interviewees for confirmation that the data obtained was a true reflection of their views (Sarantakos, 1997:23; Cresswell, 1998:20; Wellington, 2003:56).

According to Wellington (2003:54), an 'ethic' is a moral principle or a code of conduct which actually governs what people do and is concerned with the way people act or behave (Babbie, 1983:452).

Sarantakos (1997:23) and Wellington (2003:57) elaborate on the relationship between the researcher, the respondents and the institutional representatives. The researcher informed the participants about the nature, aims, purpose and findings (Gay, 1981:63; Borg & Gall, 1989:86; Creswell, 1998:132) of the research study (see Appendices L, N and O). The respondents were informed of the type of questions as well as the degree of its sensitivity (see Appendix L). The researcher must respect the respondent's privacy; data collected should be anonymous (Babbie, 1983:455; Creswell, 1998:132) and the information offered should be used only for the purpose of the study (Babbie, 1983:457; Mason, 2000:38).



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3.4.4.4 Ethical considerations on documents

Mason (2000:78) claims that ethical issues can feel less immediate for researchers using documents and visual data, because they may be involved in fewer face-to-face interactions. However, documents and visual data can take a very private or confidential form, which make it difficult to access. Ethical practice and informed consent apply to the use of documents and visual data.

On the other hand, documents that were scrutinised for this study are not of a private or confidential nature, because they are transparent and open to public scrutiny.

3.4.5 Sampling

The researcher selected principals and SMT educators in the Bellville region of the Western Cape.

The following criteria were used to select the area, school, principal and SMT educator:

two schools: representing the economically challenged community serving poverty-stricken and families on welfare grants ;

two schools: representing a semi affluent community serving learners from working class families and

two schools: representing the financially advantaged or affluent communities serving learners from upper middle class families.

The schools were easily accessible to the researcher. The researcher appreciated the willingness of the respondents to participate in this study. Due to the nature of semi-structured interviews, each respondent was given the opportunity to highlight, elaborate, clarify or question anything pertaining to the research study.

The researcher selected participants who are experiential experts and who are authorities on a particular experience. In this research study, the principal that was selected are the most authoritative, accountable and the most experienced person concerning leadership (South African Schools Act, 1996:16). A sample is selected to represent a population (Gay, 1981: 85; Babbie, 1983:145; Mouton, 1996:137; Mason, 2000:89; Wellington, 2000:58). Janesick (1994:228) states that a good informant is one who has the knowledge and experience the researcher requires. This informant has the ability to reflect, is articulate, has the time to be interviewed and is willing to participate in the study.

3.4.5.1 Types of samples

Shipman (1997:58) identifies three types of samples namely probability samples, purposive (judgement) samples and theoretical samples.

3.4.5.1.1 Purposive sampling

The researcher used purposive sampling in this qualitative research study. The purpose of sampling in this research study is to determine the experiences, perceptions and attitudes of principals regarding their transformational leadership role in schools in the Bellville region of the Western Cape. This study also accentuates the School Management Team members' view, opinion and perception on the leadership role and responsibilities, challenges and human relationships of the principal. Thus, a representative sample were taken from a wider population – six primary school principals, as well as six SMT members under the auspices of the EMDC: Metropole North, rather than to generate data from that population as a whole (Gay, 1981:86; Mason, 2000:84). In total, twelve respondents were interviewed. The population (for this study) in EMDC: Metropole North comprises of 235 principals and more than 850 SMT members. Imperative for this research study is judgement or purposive sampling. Purposive sampling is aimed at selecting individuals, groups and organisations that are representative of a target population (Cohen & Manion, 1980:100; Babbie, 1983:178; Powney & Watts, 1987:120; Mouton, 1996:132; Shipman, 1997:58; Wellington, 2003:62).

The research conducted, reflected the information of the principal as transformational leader, SMT members and school, dilemmas that principals face, the techniques that principals apply to overcome these dilemmas, teacher leaders and the contribution that this study will make to improve the quality of leadership. Purposive sampling is concerned with constructing a sample that is

meaningful theoretically, because it builds in certain characteristics or criteria, which help to develop and test the researcher's theory and explanation (Mason, 2000:94).

3.4.6 Triangulation

In its original and literal sense, triangulation is a technique of physical measurement: maritime navigators, military strategists and surveyors use several location markers to pinpoint a single spot or objective. Triangular techniques in the social sciences, attempt to explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint (Cohen & Manion, 1980:254).

Triangulation is a research approach employing more than one method of the data collection and analysis (Babbie, 1983:97; Powney & Watts, 1987:164; Borg & Gall, 1989:393; Mouton, 1996: 156; Sarantakos, 1997:469; Wellington, 2003:24). Patton (1990:245) argues that by using a variety of sources and resources, the researcher can build on the strengths of each type of data collection while minimising the weaknesses of any single-method approach. A multi-method triangulation approach to fieldwork increases both the validity and the reliability of evaluation data (Mason, 2000:25).

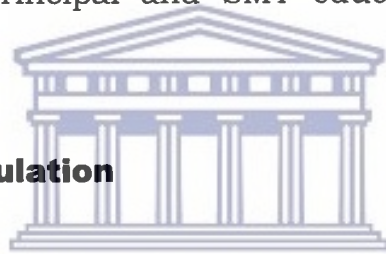
Denzin and Lincoln (2003:66) identify four basic types of triangulation:

1. Data triangulation: The use of a variety of data sources in a study.
2. Investigator triangulation: The use of several different researchers or educators (Cohen & Manion, 1980:259).
3. Theory triangulation: The use of multiple perspectives to interpret a single set of data.
4. Methodological triangulation: The use of multiple methods to study a single problem (Mason, 2000:25).

Sarantakos (1997:169) zooms in on methodological triangulation:

1. inter-method triangulation: includes two or more methods of different methodological origin and nature, for example the interview, questionnaire and document analysis (Cohen & Manion, 1980:259).
2. intra-method triangulation: employs two or more techniques of the same method, for example interviewing a principal, a teacher, a parent and a learner (Cohen & Manion, 1980:259).

In order to overcome 'method-boundedness' (Cohen & Manion, 1980:255), and for the purpose of greater validity and reliability to this research study, inter- and intra-method triangulation were embarked upon. Concerning inter-method triangulation, the focus was on the semi-structured interview and document analysis. The primary school principal and SMT educators were interviewed (intra-method triangulation).



3.4.6.1 Reasons for triangulation

- to obtain a variety of information on the same issue.
- to use the strengths of each method to overcome the deficiencies of the other.
- to achieve a higher degree of validity and reliability.
- to overcome the deficiencies of single-method studies (Sarantakos, 1997:169).

3.4.6.2 Arguments around triangulation

Sarantakos (1997:169) argues that the use of triangulation produces more valid and reliable results than the use of single methods. Some researchers see triangulation simply as an expanded spectrum of methods of collecting data. This expanded spectrum does not guarantee better results. They emphasise that one should also test the reliability and validity of all methods separately. A claim

made by Sarantakos 1997:169) is that 'there is no evidence to suggest that studies based on triangulation produce more valid results'. Even, if all diverse methods support each other's findings, all findings can be invalid. The findings of a study based on several methods are not necessarily 'better' than the findings of a single-method study. Sarantakos poses the question: What happens if multiple methods employed in the same study produce different findings? Sarantakos (1997:169) cites Lamnek (1988) who warns that the use of triangulation might be associated with serious methodological problems.

3.4.6.3 Methodological problems

Certain methodological problems are emphasised about triangulation and single-method procedures. Triangulation and single-method procedures can be equally useless if they are based on wrong conditions and wrong research foundations. Triangulation can be used as a way of legitimising personal views and interests. Triangulation is difficult to replicate. Triangulation is not more valuable than a single-method procedure. A single-method procedure can be more suitable, useful and meaningful to answer certain questions. Triangulation is not suitable for every issue. The number of methods that are most appropriate in each research design must be evaluated in the context of the project in question (Sarantakos, 1997:169).

3.4.7 Biases

Bias is seen as theorising, a thought-about position from which the researcher focuses on an issue or problem and seeks to construct a firmer basis in both knowledge and understanding (Wellington, 2000:42).

Personal Bias: Powney and Watts (1987:35) use the words 'personal perspective' to refer to interviewer bias. These authors claim that interviewers have their own

perspectives and biases that may not be made explicit. In some cases the interviewer might ignore or deny their bias.

Powney and Watts (1987:36) identify basic sources of interviewer bias that are acknowledged in the social sciences:

- background characteristics of the interviewer for example age, education, socio-economic status, race, religion and sex.
- psychological factors such as the perceptions, attitudes, expectations and motives of the interviewer. During an interview, the interviewer may give clues to their attitudes, values and even to the kinds of answers they would like to receive from their interviewees.
- behavioural factors related to any inadequate conduct of the interview such as incorrect reading, recoding or probing of the questions.

Interviewee bias: The interviewee may also exhibit bias though recollections of past feelings are selected to fit their current points of view (Powney & Watts, 1987:137; Wellington, 2000:73).

Sample Bias: The researcher's personal biases may affect the sample selected hence; the sample would not truly represent the population (Babbie, 1983:145; Mouton, 1996:137)

Biases do emerge as interviewers elicit more answers from interviewees; the answers tend to be in line with the interviewer's own attitudes. Sometimes interviewers do not avoid questions, but 'encourage' them in their own direction. To this point, one can derive that an interview is not without interviewer influence. What complicates interviewing and makes it more complex is the fact that the interviewees perceive the interviewer differently (Powney & Watts,

1987:37).

3.4.8 Objectivity

Shipman (1997:18) maintains that researchers accept that humans, including social scientists construct their own knowledge of the world around them and that there is no detached position. Shipman argues that reality is constructed to our models in the mind. Shipman (1997:20) claims that there can be no pure and unadulterated knowledge of the world as it really is. The researcher has a particular position in society and will see the world from that perspective. However, this is not a detached position and cannot be the basis for a claim to be objective.

Nonetheless, the aim of this research study is to produce knowledge and consciousness of the world that primary school principals live in.

3.4.9 Data presentation

In this research study, the researcher used a digital voice recorder. The audio recording in this research study, were transcribed. In this research study, the researcher did the interviewing and analysis. The researcher provided a record as accurate as possible of the discourse. The transcription is an interpretation by the researcher of what was said. Where transcripts form part of the database it is important to remember that they are not 'raw' data, but represent the transcriber's view of the event (Gay, 1981:93 and Powney & Watts, 1987:146). The researcher completed full transcriptions of the interviews with the principals (see Appendix N) and SMT educators (see Appendix O). Full transcription is best tackled in at least two distinct stages: to represent the whole interview verbatim as far as possible or to replay the conversation whilst entering emphasis, annotation and comment (Powney & Watts, 1987:148).

Huberman and Miles (1994:428) suggest three sub-processes for data analysis, namely data reduction, data display and conclusion drawing or verification.

3.4.10 Data analysis

3.4.10.1 Data reduction

The data obtained were reduced by the researcher to data summaries, codes, finding themes, similarities and differences. With data reduction, the universe of data is reduced as a researcher chooses a conceptual framework, research questions and instruments. Once field notes, interviews, tapes (digital voice recorder) or other data are available, data summaries, coding, finding themes, clustering and writing stories are all instances of further data selection and condensation (Huberman and Miles, 1994:428).

For the purpose of this study, the post code method was utilised. After the interviewees' responses were recorded, using a digital voice recorder, the researcher subjected it to content analysis. Coding is the translation of question responses and respondent information to specific categories for the purpose of analysis (Cohen & Manion, 1980:307). According to Cohen and Manion (1980:307), the interviewer may pre-code his or her interview schedule so that while an interviewee is responding freely, the interviewer is assigning the content of responses, or parts of it, to predetermined coding categories. Alternatively, data may be post coded (Biklen & Bogdan, 1982:69; Borg & Gall, 1989:525).

3.4.10.2 Data display

The researcher grouped the data together by focusing on the following: building school vision; establishing school goals; providing intellectual stimulation; offering individualised support; modelling best practices and important organisational values; creating a productive school culture and developing

structures to foster participation in school decisions. Since raw data are rarely presented, the data must be classified and grouped in order to display to the reader what has been discovered (Anderson, 1990:82). Data display is defined as an organised, compressed assembly of information that permits conclusion drawing and action taking (Huberman and Miles, 1994:429).

The researcher used focused displays, which include structured summaries, synopses, tables and comparisons with specified texts (Huberman and Miles, 1994:429). Although Mason (2000:136) warns that, there are different kinds of explanations or categorisation of explanations that can be both ambiguous and confusing this author identifies a number of key dimensions in which social explanations can be conceptualised, among others:

- comparative explanations will aim to draw some explanatory significance from a specified set of comparisons. This means the logic of explanation will be tied up with the mechanism of comparison.
- descriptive explanations involve the construction of some kind of explanatory account of what is going on in a specific social location, or of the operation of a set of social processes.
- developmental explanations are those which attempt to trace and account for the development of social phenomena, social processes or social change.
- predictive explanations are those where the logic of explanation is tied in with conventions for predicting social phenomena.
- theoretical explanations imply that any qualitative data should have a wider relevance to some explanatory body of knowledge or social interpretation.

(Mason, 2000:138)

3.4.10.3 Conclusions and verification

Conclusion drawing and verification involve the researcher's interpretation or drawing meaning from the displayed data. The researcher used a range of tactics, namely: comparison and contrast, noting of patterns and themes, clustering, use of metaphors to confirmatory tactics such as triangulation, looking for negative cases, following up surprises and checking results with respondents (Huberman and Miles, 1994:429).

Finally, the researcher collated recommendations made by the principals and School Management Team educators. The knowledge gained can be utilized to formulate effective transformational leadership strategies in a climate of restructuring and quality transformation in education. These recommendations will be made available to the Provincial Education Department as well as to some of the district offices for distribution amongst the educator fraternity.

3.5 Concluding remarks

This chapter outlined the research design, methodology and strategies that were used to find answers to the research aim. The researcher zoomed in on the research instruments and its characteristics, the ways of data collection, triangulation, biases, the methods of data presentation and data analysis in order to find answers to the primary and related (derived) questions. Through the qualitative research methodology, the primary school principals reflected on how they accomplish their leadership role within a climate of educational restructuring. In the next chapter, the data gathered will be analysed and discussed.

CHAPTER 4

DATA PRESENTATION and DISCUSSION

4.1 Introduction

This chapter represents an analysis of semi-structured interviews (Chapter 3) where the researcher gathered data from primary school principals and School Management Team (SMT) educators. The core focus or aim of this study was to establish how primary school principals exercise their transformational role as well as the obstacles that they face in the Bellville region of the Western Cape. The schools situated in the Bellville region are under the auspices of the Educational Management and Development Centre (EMDC): Metropole North (district office) which resorts under the Western Cape Education Department (WCED), the provincial office.

The semi-structured interviews were audio-recorded and later transcribed into written form. The transcribed interviews were translated into English (see Appendices N and O). The respondents shared their experiences, views, opinions and attitudes based on their understanding of the transformational leadership role of the principal in various contexts. The interview, as a research instrument, was utilised to compare data from different sources and to crosscheck and validate insights, attitudes and experiences. As a token of gratitude, each respondent received a certificate of appreciation (see Appendix P).

In the data analysis, the researcher used seven themes (based on the theory of Leithwood *et al*, 1999) for the purpose of interpretation and discussion of the findings. The seven themes are:

1. building school vision
2. establishing school goals
3. providing intellectual stimulation
4. offering individualised support
5. modelling best practices and important organisational values

6. creating a productive school culture
7. developing structures to foster participation in school decisions

4.2 Data gathering

The researcher conducted pilot interviews with principals and SMT educators in the Bishop Lavis region of the Western Cape. The purpose of the pilot interviews was to use the opportunity to assess the interview schedule. This was to determine if the interview schedule drew the appropriate responses to answer the research questions. The researcher used this opportunity to get used to the interview process, the difficulties that may occur and the technicalities involved.

Through posing interview questions to the principals and SMT educators, data were gathered.

TABLE 1: Information of the principal and the school

Every interviewed principal and SMT educator completed a form (see Appendix J) that captured important information:

DETAILS	P1 male	P2 male	P3 male	P4 male	P5 male	P6 male
1. Number of years teaching experience	24	29	21	25	29	35
2. Number of years in position as principal	9	12	1	7	13	16
3. Number of educators employed by the state	17	8	13	19	14	24
4. Number of educators School employed by the SGB	3	1	3	5	8	12
5. Number of educators serving on the SMT	4	3	3	5	4	6
4. The number of learners in the school	700	345	524	838	603	914
5. The number of learners per class	40	45	35	35	28	32
6. The amount of school fees paid per learner per year	R120	R150	R300	R460	R2800	R2400
7. Are you teaching in a class?	yes	yes	yes	yes	no	yes
8. If yes, how many periods per week?	3	16	8	6	0	5

The principals interviewed serve diverse communities. P1 and P2 serve learners in economically challenged communities; P3 and P4 semi affluent and P5 and P6 affluent communities. The different levels in society can be detected from fees that the parents pay for their children as well as the number of School Governing Body (SGB) posts. P5 and P6 confirmed that their learners do not come from the surrounding area. On the other hand, the learners of P1, P2, P3 and P4 come from the surrounding area. The principals are engaged in education for quite a number of years and had a wealth of knowledge, perceptions, thoughts, feelings and enriching experiences to share. Five of the six principals were responsible for teaching a learning area in a class. The Employment of Educators Act 76 (1998:C63) states that the scheduled teaching time for a primary school principal is between 10% and 92%. In fact, P5 is violating the Act.

The thirty Principals in Circuit 1 in the Bellville region were all male. There are no female primary school principals in the Bellville region of the Western Cape. This was such a pity for gender balance to the study.

The information of the SMT educators (see Appendix K) interviewed was captured:

TABLE 2: Information on the Staff Management Team educator

SMT EDUCATOR	Number of years experience as educator	Number of years experience as SMT educator	Number of educators on SMT	Number of educators on the staff
SMT 1: male	14	4	4	18
SMT 2: female	22	3	3	9
SMT 3: female	23	3	3	16
SMT 4: male	15	5	5	24
SMT 5: female	19	4	4	22
SMT 6: male	26	6	6	36

The SMT educator and the principal on the same staff were interviewed.

All the SMT members interviewed were post level one educators (entry level to the teaching profession) before being promoted to Education Specialists (Head of Department) or Senior Education Specialist (deputy principal). The number of years teaching experience gave the researcher the opportunity to tap into a wealth of knowledge possessed by the principals and SMT educators.

4.3 The collation of information from interviews with principals and Staff Management Team educators

In this section, the researcher will interpret and discuss the data collected from semi-structured interviews with six primary school principals as well as the SMT educators.

Leithwood *et al* (1999:9) and their colleagues (Chapter 2) developed a model of transformational leadership provided for schools. This transformational leadership model conceptualises leadership along various dimensions and the purpose is to determine if the data gathered validates it.

4.3.1. Building school vision

The principals' responses indicated the involvement of a number of role players namely the school's staff, learners, parents and SGB in the drafting of the vision. P1 and P5 involved all the role players: the SGB, staff, learners and parents. P2, P3 and P4 involved the staff and the SGB and P6 involved the SMT and the staff. The SMT educators confirmed that the role players were actively involved in the drafting of the vision.

The principals shared the following visions:

P1: School striving for excellence

P2: To prepare the learner to be a critical-analytical thinker and an independent member of society.

P3: To prepare the learners intellectually.


P4: Education for all role players to improve our quality of living.

P5: To provide excellent teaching to all the learners.

P6: To prepare the learners to take an independent and rightful place in society.

Effective managers are those who are able to articulate clearly the aims and aspirations of the organisation, both for their own purposes and to promote purposeful work and activity. If visions are to be achieved and intentions fulfilled, then enabling structures have to be created and developed (Whitaker, 1994:114).

Senge (1990) contends that:



Visions that are truly shared take time to emerge. Experience suggests that visions that are genuinely shared require ongoing conversation where individuals not only feel free to express their dreams, but learn how to listen to each other's dreams. Out of this listening, new insights into what is possible gradually emerge.

Reinforcing the vision will be a top priority for any school. School leaders articulate the definition of the organisation's moral purpose which can be considered as 'why we do what we do'. Values are linked to the vision considering 'where we want to be and what sort of organisation we want to be in the future' (Davies, 2005:120).

4.3.2. Establishing school goals

In view of the overarching aim of this study namely, 'To determine the transformational role of the primary school principal in educational restructuring,' the interviewees emphasised the difficulties that they experience

in achieving set goals. The goals are linked to the vision. Summarised, the problems are time management; a lack of financial resources; the values of the school clash with the values of the community; a very poor parent with low morale and self-esteem; broken families, single parents and a lack of parental involvement.

SMT1 mentioned the difficulty to reach set goals

Some of the problems are the lack of resources, the lack of parental involvement, the discipline of the learners and a lack of collaboration among the educators. The socio-economic circumstances of parents in the area have an effect on education and our vision. The role players have a lack of ownership of the formulated vision.

Principals and SMT educators were required to respond to the question about the suggestions or solutions that they have to offer to achieve the set goals. The suggested solutions to the problems are listed below:



TABLE 3: Problems identified and suggested solutions

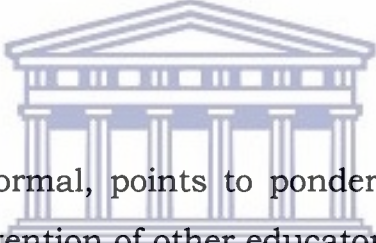
Problems to achieve set goals		Suggested solutions
1	Lack of educational (textbooks and computers) and financial resources.	The government needs to provide sufficient educational resources to schools.
2	Reluctance from parents to pay school fees.	The government must provide free education for learners between the ages 6 and 18 years.
3	The values of the school clash with the values of the community.	Synchronise the values of the community with the values of the school by empowering parents.
4	Lack of parental involvement.	Create and sustain ways (point system) to involve parents and to uplift their literacy and numeracy skills.
5	Lack of common parenting skills.	Organise and maintain workshops for parents on common parenting skills.

Transformational approaches to developing consensus about goals include behaviours 'aimed at promoting cooperation among employees and getting them to work together towards a common goal' (Leithwood *et al*, 1999:64).

4.3.3. Providing intellectual stimulation

Principals' responses acknowledged that they stimulate the educators by motivating and encouraging them to empower themselves and share knowledge with their fellow colleagues. The SMT educators concurred that the principal engages with them intellectually through information, individual, staff development and points-to-ponder sessions.

SMT5 emphasises



The principal also holds informal, points to ponder sessions where we raise issues that need the attention of other educators or challenges that we need to address. At least once a year the School Governing Body provides the financial resources so that we can go on a Staff Development training weekend. At this session, the staff really finds ways so that we can work closer as a unit.

The SMT respondents emphasised that the principal encourages and motivates them to engage into further studies, to read educational material and to attend workshops.

SMT4 states

The principal stimulates the educators at our school intellectually by challenging members on the staff to prepare workshops on topics like how to improve the reading, writing and numeracy skills of learners. The principal encourages the educators to share their best practices with

other educators.

P4, P5 and P6 use staff development sessions to stimulate their educators intellectually. P5 mentions the following:

At the moment, we are working on a document called 'Staff Organisation'. This is one of the approaches that we use to find out what the staff want as well as their expectations.

This statement concurs with the view of Whitaker (1993:122) that transformational leaders must be sensitive to the needs and experiences of the colleagues for whom they are responsible and to help to develop their skills. The qualities gained must be to the advantage of the individual and to the benefit of the organisation as a whole. The principals illuminated that educators stimulate themselves intellectually through reading educational material, improving their educational capabilities by attending workshops, information sessions, seminars, conferences, in-service training courses and by educators being practical researchers.



Apart from the principal being responsible for the intellectual stimulation of the staff, they are also responsible for their own intellectual stimulation. P3 claims

We have quite a number of educators on the staff that have engaged in further studies to equip themselves with new ideas on how to teach. By studying further, educators are exposed to new methods on how to present new learning material. Another way is to read. The educators do not read educational material in connection with how to improve their practice. I believe in 'Take time to read, it is the fountain of wisdom'.

P1, P2 and P5 accentuated that the educator is a lifelong learner. P6 argues that educators must avail themselves to initiate projects. They must play a voluntary

role in coordinating tasks to gain new skills or exercise expertise. The educator must be open to take on the responsibility to learn. In addition, SMT6 emphasises the responsibility of educators to learn

Educators, who show commitment and are interested in serving on the SMT, are adopted with a detailed job description (without compensation) so that he or she may know what is expected of him or her. Quite a number of educators who aspires to be educator leaders, because of the valuable experience that they gained during their grooming sessions, were successful when they applied for posts.

According to Whitaker (1993:139), delegation serves two purposes: it enables a principal to share tasks and activities with others, and it helps in the development of skills and abilities in those to whom work is delegated. Delegation enables others to take on progressively more complex and challenging work. There is often confusion about what is involved in the process of delegation. Delegation involves the creation and development of relationships of trust so that effective results are achieved and individuals are afforded appropriate challenge and support. Potential advantages of delegation are that educators tend to respect and value those who are able to bring out the best in them. The more that is delegated within clear boundaries of responsibility, the more individuals have freedom to interpret and manage the job and the less management time is then required to supervise them. On the contrary, delegation can also be a sign of laziness on the part of the principal or SMT educators. The person to whom the task is assigned finds another educator to do the job. This is not delegation, but exploitation (Whitaker, 1993:139).

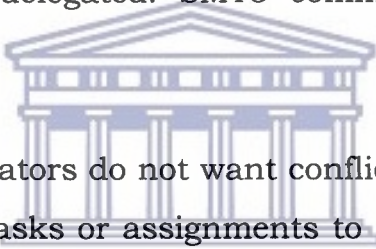
4.3.4 Offering individualised support

4.3.4.1 The principal's role to prepare educators for teacher leadership

All the SMT interviewees confirmed that the principals' offer individualised

support. The support ranges from organising and conducting teambuilding sessions, class visits to help and support the teaching and aspects of learning, information sessions on performance appraisal, performance measurement, whole school evaluation, give advice and guidance to staff members on educational issues. Preparing educators for educator leadership can be a problem.

Conflict between the principal and a SMT member or SMT members can be a deterrent for the effective functioning of the SMT as well as the principal's role to prepare educators for teacher leadership. People use argument and conflict around issues to move to periodic consensus and commitment concerning a particular issue (Fullan, 1994:68). Normally a SMT educator would oppose to too many tasks that the principal delegated. SMT3 commented something quite different in this regard



I have experienced that educators do not want conflict (ill feelings) where the principal assigns more tasks or assignments to the grade leaders or individual educators than to the Heads of Department.

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Here we have a situation where the SMT educators do not want to be in the shadow of the ordinary educator, but want to be on the forefront all the time.

Principals 1, 2, 3, 5 and 6 have various ways to prepare educators for educator leadership:

1. educators are issued with administrative tasks beyond their scope of duty. Formulate additional tasks in a staff handbook.
2. the shuffling of committees: financial, stock and computer committee where other educators also get the opportunity to learn. The onus is then on the learning educator who have had exposure to take the chance to lead. This strategy is based on 'Each one teaches one'. Educators rotate to give educators the exposure as well as the opportunity to develop with the hope

that they will lead that committee or administrative function. Even SGB educators serve as educator leaders.

3. give educators the opportunity to develop. Give educators the opportunity to exercise their roles as leaders. Those who want to be leaders stand out clearly and one can walk a road with them. The willingness and attitude of the educator is of paramount importance.
4. they use the structures, the DSG and SDT to address the shortcomings or areas for development of educators.
5. give educators executive power. Some of them (principals) give the educator the power to make decisions. If it so happens, that the educator makes a mistake, this will be noted. He or she will bear it in mind for the future. Sometimes, educators must learn through their mistakes.
6. give educators the opportunity to act in a promotion post, that means a post level one educator acting in the capacity of education specialist or an education specialist acting as deputy principal.
7. the educator leaders and SMT recruit educators with potential onto the SMT team. The idea is to empower educators to become teacher leaders, SMT educators or grade heads. Tasks are allocated to this educator and he or she will execute it to the best of his or her ability. The educator heads and educator leaders will give the necessary guidance, advice and unconditional support.

Educators can also empower themselves to be educator leaders. One does not necessarily have to be part of the SMT or be an educator leader to take the lead. An educator, part of a committee or team, can play a leading role.

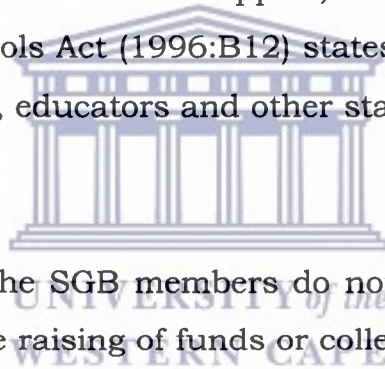
P1 claims:

Every educator on the staff is a leader of a class, sport team or committee.

P5 has quite a different view on educators being leaders:

Not all educators can become educator leaders. If we look at the personalities of certain educators, you will realize that that educators lack human resource skills. Some educators are leaders and other educators are very good followers. Not all educators can be good leaders. The educator who has the leadership qualities will read and empower him- or herself. The leadership qualities can be easily spotted in these educators through their actions. Every educator is a role model and leader of his or her class. An educator is a leader of children or learners. It is a fact that not all educators can be a leader of other educators.

The principal not only offers individualised support, but he or she also needs support. The South African Schools Act (1996:B12) states 'The School Governing Body must support the principal, educators and other staff in the performance of their professional functions.'



According to SMT1 and SMT2, the SGB members do not give their full support when it comes to governance, the raising of funds or collecting school fees. SMT1 highlights some shortcomings

The SGB has a very important role to play, but due to a lack of expertise, they are not playing their role effectively. The majority of the members of the SGB play a subversive role.

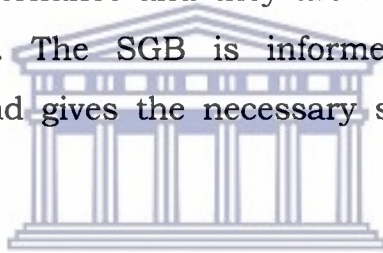
Contradictory, SMT5 claims 'What I have seen is that some of them do have the courage and expertise to be excellent governors, but they are hampered by the red tape of the government. The red tape of the government makes it difficult for them to play a leading role. Some of these parents take their task as governors very seriously.'

Further, SMT6 accentuates 'I do not know about the other schools, but at this

school, I can proudly say that the SGB members play a leading role with regard to the governance of the school.'

Principals were asked to respond to the contribution of the SGB to make the transformational role more bearable. Five of the six principals responded that the SGB plays a supportive, but subservient role concerning school governance. P6 indicated that the SGB members play a leading role concerning school governance:

The SGB members are governors of the school. The SGB supports me in formulating policies. The staff executes the formulated policies such as the language, finance and Code of Conduct for learners. The SGB plays a leading role in school governance and they are well informed about the changes in education. The SGB is informed about what is happening in the school and gives the necessary support when it is needed.



Davies (2005:35) highlights the purpose of educational restructuring reflecting on school councils or in the South African context, School Governing Bodies. The purpose of restructuring schools is to increase the voice of parents in school decisions, often through the creation of school councils. The intention of school councils is to bring schools much closer to their clients in order to increase schools' sensitivities to client needs.

Three principals – P1, P2 and P3 - are experiencing a range of challenges that hinder the effective governance of the school:

The School Governing Body contributes minimally. The SGB lacks capacity in fulfilling their tasks and therefore becomes a burden. The SGB does not lead, but they follow with regard to school governance. I need a leading role from the side of the SGB. (P1)

I must say that the School Governing Bodies are not as committed as they should be for various reasons: one that stands out very pivotal is the fact that our Governing Bodies are not committed to getting us the support especially when it comes to fundraising and the paying of school fees. (P2)

The only problem that I have with the SGB is their level of involvement. They do need a lot of guidance to work independently. I have found that I put suggestions on the table and then they follow. I do not want followers, but leaders. (P3)

4.3.4.2 Parental support

Finance is an important resource to provide quality education for our learners. The purpose of the raising of school funds and collecting of school fees is to boost the school's coffers. One of the tasks of the School Governing Body is to raise funds and collect school fees (South African Schools Act, 1996:B45). Principals 1, 2, 3 and 4 (schools in economically challenged areas) are experiencing reluctance amongst the majority of parents who are not paying their children's school fees. P1, P2 and P3 experience a culture of non-payment among parents. On the other hand, the response from P5 (school in an affluent area) is that he experiences an over-eagerness amongst parents to pay, 'Concerning fundraising, the parents requested that the school must rather charge the school fees so that they can continue with their lives. Parents requested that we (SGB) rather include the fundraising in the school fees so that parents have more time for themselves.' P6 have structures like the parent association and subcommittee in place to raise funds and collect school fees. The principals of schools in the economically challenged areas are struggling to survive and to provide quality education for the learners. Contradictory, is the fact that the schools in the economically privileged areas with ample resources can provide quality education for the learners: 'The apartheid regime favoured middleclass and wealthy communities with high quality facilities, equipment and resources' (South African Schools Act,

1996:B45). Schools in township or economically challenged areas keep on not having resources: 'All too many schools in poor rural and urban working-class communities still suffer the legacy of large classes, deplorable physical conditions and absence of learning resources' (South African Schools Act, 1996:B46).

In the economically deprived areas, the parents who pay school fees in a way support the learners who do not pay. The children of the parents who do not pay benefit from those who pay. Those parents who pay the school fees invest in the schooling of their children. These schools are economically struggling to survive. Many parents of children at schools in affluent areas pay the school fees and give their support, which means they have financial resources in abundance. Whereas the schools in economically deprived areas are reliant on the government subsidy, the Norms and Standards, to survive, the schools in the affluent areas are self-reliant.



4.3.4.3 Support amongst staff members

Concerning support amongst staff members, P5 responds

The support is basically that we are in a very big trust relationship with each other.

SMT5 shared the following view about synergy among SMT educators

By this I mean, that the abilities and attributes of the educator leaders must be utilized and aligned to support one another. The strengths of one member must complement the weaknesses of the other on the SMT. Our success of our school is largely based on teamwork and dedication in order to market our school and to make a difference in the lives of our learners.

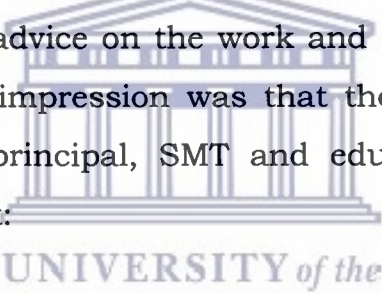
In some cases, teamwork can be a problem. SMT1 confesses that there is a

struggle between the principal and SMT educators:

The conflict that exists between a SMT member and the principal makes it difficult for him to give the necessary advice, guidance and support.

The researcher observed that at the school of SMT1 there are low levels of trust contradictory to SMT5 where there are high levels of trust among the SMT educators.

The responses of the principals confirmed that they render administrative, emotional and appraisal support to the SMT, non-teaching staff and educators and offer advice. Core duties of the principal are stated in the Employment of Educators Act (1998:C64): 'To provide professional leadership and to guide, supervise and offer professional advice on the work and performance of all staff in the school.' The researcher's impression was that there is generally a good spirit of synergy amongst the principal, SMT and educators. Principals and educators offer a range of support:



I serve on the Development Support Group (DSG) of some of the staff members. I give my input, academic and administrative support and we really focus on the shortcomings of educators. (P1)

I give them all the support I have. I am sitting with a wealth of experience, which I regularly share with my teachers who show the initiative of wanting to go forward. That is exactly what I do, I assign people (educators) roles and I assist people in all ways to do best they can where it comes to roles that they have to play here. My support is of paramount importance. (P2)

The Staff Management Team [SMT] is a very strong and committed team. I like to communicate with them on a regular and daily basis. I am in consultation with the SMT members when we receive new

circulars or information from the SGB that they need to know. (P3)

If there are any obstacles at school, I will offer help and give advice. (P4)

Some SMT educators are also learning area heads, where they give the necessary teaching guidance and support about the curriculum. Their main guide in the classroom is the Performance Standards of the Integrated Quality Management System (IQMS). The grade leaders, SMT members and learning area heads use this system as the central focus in teaching to support the educator. (P5)

I do class visits twice a year. I give a full report after every class visit. The staff does not see it as a threat, but rather as a way to help them. These class visits form part of your teaching guidance. (P6)

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 (Employment of Educators Act, 1998:C63).

4.3.4.4 Trust

Trust relationships in any school allow for open engagement, collaboration and knowledge sharing as a factor to support change. Without a fair amount of trust in one another, colleagues will find it difficult to implement change (Harris and Lambert, 2003:xxiii). In organisations pursuing transformation through quality, leadership is based on mutual trust rather than confrontation. The new role requires principals to become among others, facilitators, mentors, nurturers, listeners, counsellors and coaches (Frazier, 1997:25; Harris, 2004:12).

P5 elaborates that the understanding and professional relationship among the SMT members are high priority:

When we are in a SMT meeting, we may differ in opinion from each other. When we are in a staff meeting, we give direction and support to each other on what has been discussed in the SMT meeting. In that way, we function at a very high professional level.

The opposite of trust is mistrust. Burnout can be because of mistrust. The principal does not trust the staff members. Burnout factors include a lack of trust in educators' professional adequacy, low levels of structure and consideration by leaders, failure to provide essential resources, lack of administrative support, and lack of several types of 'support'. Among others, support includes emotional, appraisal, instrumental and informational support (Leithwood *et al*, 1999:193).

4.3.4.5 Challenges principals face



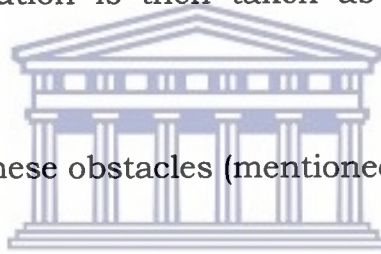
Listed below are the challenges that P1, 3, 4, 6 and SMT1, 2, 3, and 5 shared when they were interviewed:

1. the massive administrative burden that they are dealing with on a daily basis;
2. policy overload;
3. members of the SMT managing themselves in relation to time;
- 3.1 lack of skills from SMT educators that prevent them from executing their tasks effectively;
- 3.2 lack of motivation among SMT and staff members;
- 3.3 due to the workload, no administration periods for some SMT educators;
- 3.4 lack of specific learning area knowledge in order to give guidance to other educators;
4. lack of resources;
5. commitment and collaboration from parents;
6. limited service from the officials: the circuit manager and the curriculum

advisors of the district office;

- 6.1 limited school visits from circuit managers and curriculum advisors;
- 6.2 unsatisfactory support from the district office; and
7. principals are responsible to teach a learning area.

Wasley (1991:137) identified that teacher leaders experience constraints when exercising their leadership role. Constraints that hamper to meet the goals of the leadership position are inadequate time to work and collaborate with colleagues; due to their role, they can become distant to their colleagues, their full teaching schedule and administrative demands from the principal's office (Wasley, 1991:137; Leithwood *et al*, 1999:103). Leithwood *et al* advocate a multi-step problem solving approach. When solving problems, the group must formulate various solutions. The best solution is then taken as the route to solve the problem.



Suggested solutions to some of these obstacles (mentioned above):

1. the government must appoint an administrator at each school to deal with the forms, circulars, circular minutes and policies.
2. the government must identify the core policies for a school to function properly.
3. the principal or SMT equips post level one educators to deal with tasks normally done by SMT educators
- 3.1 the SMT co-opts willing and capable post level one educators onto the SMT so that they can gain experience beyond their scope of duty.
4. the principal engages private businesses and sponsors to adopt schools struggling with resources. Twin with other schools to share resources.
- 4.1 the principal established a fundraising team at school that specifically deals with fundraising.
5. the staff create ways to involve parents and uplift their literacy and numeracy skills. Encourage parents to improve their skills by attending the Adult Basic Education and Training classes offered by the employer. Involve

the ordinary parents in activities of the school: portfolio evenings, report card evenings, talent shows and concerts. Organise workshops and motivational sessions for parents on common parenting skills.

6. the principal or SMT invite officials from the district office to the school and use their expertise to address challenges on the curriculum, team building, discipline and skills development.

4.3.4.6 Response to change

Theron (2000:136) advocates: 'Change is a struggle between what is and what is desired'. Laws, acts and policies in education tend to change the 'what is' to 'what is desired'. What makes it difficult in an educational setting is how the educators respond to policies and change processes. P6 claims: 'Our biggest obstacle here is the curriculum with its uncertainty and confusion. The curriculum has too many changes. While we are trying to get used to and adapt to one change, more changes to the curriculum come along. Now this makes educators frustrated.' P3 states that some of the veteran educators on his staff do not adhere to the guidelines of Revised National Curriculum Statement. His main concern is the weak pedagogics in some of the classrooms. SMT3 claims that educators that do not want to change, will eventually stagnate

Changes that have taken place in education caused drastic changes to the leadership style of principals, SMT and educator leaders. Some educators are in their comfort zones. If you do not want to change, you as an educator or SMT member can stagnate and then you will become a problem.

SMT1 contributes to the role of the teacher leader regarding change:

The SMT members must perceive change as positive and must try to change the mindsets of educators that are sometimes negative towards change. However, changing the mindsets of educators is a slow process

and it takes time. The SMT must help to change the mindsets of educators and to focus on how to manage change.

On the contrary, SMT2 states

... some of the SMT or educator leaders find it difficult to accept or be part of the change or change process.

According to Theron, the principal has an active role to play in initiating and driving the change. Like Theron, Williams (2001:100) claims that the principal plays a meaningful role in the transformation of the school as a learning institution. Williams sees the principal as 'an agent of transformation'. By contrast, Harris and Lambert (2003:20) claims, 'Everyone has the potential and right to work as a leader and be agents of transformation.'

Peery (2004:1) emphasises 'Change is the only constant in our personal and professional lives.'

Theron (2000:189) describes various strategies to support change, among others education and communication, participation and involvement, facilitation, support, negotiation and agreement.

4.3.5. Modelling best practices

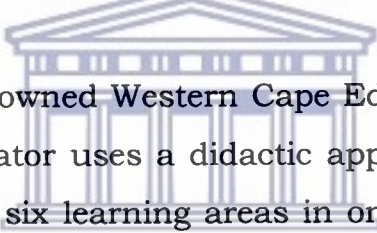
4.3.5.1 Incentives

The principals and SMT educators were asked what motivational strategies are used to inspire teacher leaders. From the answer given by P1 and P2, the researcher concludes that they link incentives to money. Incentives are not restricted or limited to money. Nor the principal, nor the SGB of SMT2 provides any incentives. P3, P5 and P6 perform informal gestures such as staff treats, buy presents for colleagues and use praise to show appreciation. SMT educators

confirm these gestures of gratitude bestowed upon them. P4 rewards not the government employed educators, but the School Governing Body educators with bonuses to inspire them.

Wasley (1991:159) comments that teacher leadership positions should provide incentives to both the leaders and to those led. One without the other generates a role in which the teacher leader cannot succeed. Wasley makes the statement that if there are no incentives for the leaders, good people will not choose to take on additional responsibilities. If there are no incentives for their colleagues, they will ignore the services offered.

P3 claimed that modelling best practices, not only by the SMT, but also by educators with educational qualities and expertise deserves priority:



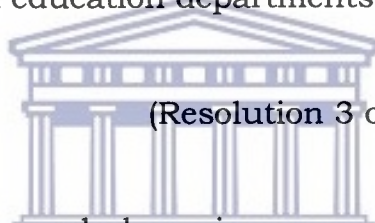
One of our educators was crowned Western Cape Educator of the Year (2004). This particular educator uses a didactic approach to illustrate that you can accomplish all six learning areas in one lesson. Now she uses her expertise to empower other educators at our school and in the vicinity. When we moderate the educators' question papers or our learners' marks, then we ask our colleagues to give feedback on what they are doing in class about language development. The educators involved must explain the advantages, disadvantages and problems that they experience and share it with the rest of the staff.

Various factors can lead to educator burn out. Leithwood *et al* (1999:193) believe that maintaining and sustaining best practices with its accompanying pressure can contribute to educator burnout: inconsistent behaviour, lack of follow through, favouritism, and harassment on the part of leaders. Burnout can also be because of mistrust.

4.3.6. Creating a productive school culture

Responses were drawn from principals regarding creating a productive school culture with the culture of teaching and learning as its central focus. Five out of the six principals responded that it is very difficult for them to create a productive school culture conducive to learning. The rationalization policy was introduced to transform the education in South Africa. Bear in mind, the central objective of the policy:

The right-sizing regarding the education sector ... in order to effect equity in the funding of education between Provincial Education Departments ... and effecting equity in the funding of education institutions within provincial education departments'



(Resolution 3 of 1996:1)

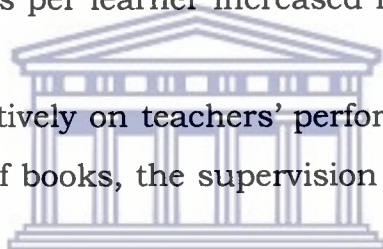
The equitable educator or learner and class size norms in the former House of Assembly, House of Delegates and House of Representatives systems are above the historic norms, but below the norms in the former Department of Education and Training and homeland areas (Department of Education, 1995:5).

Instead of rationalization having a positive effect concerning equity and equality, the principals' and SMT interviewees experienced quite the opposite in education:

1. School Governing Body posts were established. The SGB posts brought some relief, but it is also a financial burden for the school. The South African Schools Act (1996:B45) states that schools in middle class and wealthy communities have been able to recruit additional staff on governing body contracts, paid from the school fund;
 - 1.1 SGB posts impacted heavily on the budget of the school;
2. class sizes increased, at many schools to more than fifty learners per class. This has a negative impact on learner discipline that deteriorated. The bigger

class sizes definitely disadvantaged the slow learner;

- 2.1 educators with invaluable expertise left the profession. It was incumbent on the educators that remained to take more 'kids' (learners) into their existing classes;
- 2.2 some educators took the severance package;
- 2.3 many qualified educators went overseas and taught in foreign countries;
3. educators were declared in excess. For some educators it was an emotional and traumatic experience to be declared in excess. This impacted negatively on staff relationships;
 - 3.1 educators were redeployed to other schools;
4. some schools closed their doors of learning. Learners at those schools were redeployed to other schools;
5. at certain schools school fees per learner increased in order to pay for extra educators;
6. factors that influenced negatively on teachers' performance were the control over learners, the marking of books, the supervision and the presentation of lessons;
7. sound didactical practices were being replaced by 'crowd control'; and
8. young, inexperienced SMT members had to be trained to fill the posts as education specialist and senior education specialist.



Steenberg (2004:15) asserts

The best teachers are leaving the profession because of poor working conditions, poor remuneration and because their consciences will no longer allow them to be a part of what is happening in many schools.

According to the principals and the SMT respondents, rationalization has a critical impact on the quality of teaching and learning:

1. educators in disadvantaged schools have become less motivated. When educators are absent or take stress leave, the educators present at the school

have to teach and occupy the class of the absent educator; and

2. a new curriculum was introduced into education called Outcomes Based Education. Educators have not been properly prepared and are inadequately trained for the new curriculum. Some of the educators were against this new curriculum because it brought change in education, others were frustrated, while more others wanted to implement the new curriculum. The education of our learners definitely suffered.

P3, 5 and 6 claimed that rationalization influenced the culture of learning and teaching minimally. Principal 3 argues that rationalization did not have that much of an impact on the quality of learning and teaching, but rather the changes to the curriculum. The expertise of educators that exited the system did not have that much of an impact on the school. The structures that were created are that every educator has the skills to do the majority of the educational tasks, and by so doing minimised the impact of rationalization.

P5 claimed that rationalization did not have any impact on the culture of learning and teaching or on the quality of learning and teaching.

At the schools of P5 and P6, rationalization did not have that much of an effect on class sizes and learner numbers. On the other hand, SMT4 maintains

Educators realize that they must look beyond rationalization and provide the best quality of education the school has to offer the learners. It is difficult, but we try our best.

4.3.6.1 Rationalization had positive spin offs:

Rationalization also had positive effects:

1. the remainder of educators at schools could apply for promotion posts.
2. educators in temporary contract posts could become permanent.

3. educators that took the severance package could teach in a School Governing Body post. In that way, the expertise of the experience educator was not totally lost to education.
4. the learners that were transferred to another school, as a result of the closure of their school, caused that the learner numbers of the receiving school became increased. This meant that more educators were appointed at these schools. P4 claims 'Some of the learners and educators were redeployed to our school. In that way, we gained learners and educators as a result of rationalization. Our learner numbers were boosted in such a way so that we could appoint a deputy principal.'
5. schools found creative ways to generate funds to pay the salaries of SGB educators.
6. creative ways were found to complement good, positive behaviour such as the merit and de-merit system and the Star-in-you awards were implemented at certain schools. Every learner has a merit, de-merit form. The learners that get five or more merit awards at the end of the term get a reward. Instead of applying Out of School Suspension, principals are using In-School Suspension. With this system, learners that do refuse to work, cause behavioural problems or are disruptive are removed from the class. These learners are sent to another class with a responsible programme. These learners are punished at school and do not disrupt the class.

Rationalization was a global phenomenon. The recession of the 1980s and 1990s had a financial impact on the public sector, namely schools. This financial impact was prompted by a loss of public confidence in schools as the instruments for social improvement. This financial squeeze brought with it the same potential for erosion of educators' loyalty and commitment. (Davies, 2005:34).

Another implication for teacher leadership is teacher shortages. As salaries rise in other professions and remain low in teaching, fewer young people choose education as a career. Fears of a major teacher shortage heighten the need for

the discussion of teacher leadership as a necessity to attract and retain good teachers become ever more pressing (Wasley, 1991:12).

4.3.6.2 The principal's transformational role concerning the curriculum

All the principals interviewed agreed that they are ultimately responsible for the implementation of the curriculum. The SMT interviewees convey the view that the principal must play a leading role in the execution of the curriculum. In addition, SMT1 captures the function of the principal as

The curriculum is the core business of any school and the core duty of the principal. The principal must ensure that proper curriculum planning takes place and that educators adhere to the specific requirements of the curriculum.

P1 and P2 have delegated this function to either the deputy principal, the education specialist or the SMT. The principal is officially involved in all facets of the curriculum. With the implementation of the curriculum, the principal must be au fait with all aspects of the curriculum and must work closely with the School Management Team to put the Revised National Curriculum Statement into place. One of the reasons for the principal to delegate the curriculum responsibility could be because of the fact that he is not on board with the many changes to the curriculum. SMT2 and SMT5 acknowledge the many changes that take place in the curriculum.

The principal, as education and teaching leader, must make sure that he or she is on par with the changes to the curriculum. The principal must be acquainted with the composition of the curriculum: the learning areas, the assessment standards, the assessment techniques and the learning outcomes. The principal must instil confidence in the educators so that they can come to him or her for the necessary curriculum direction. The principal must ensure that all the

educators are on par with the understanding of the curriculum. The principal must ensure that the curriculum planning takes place in the foundation, intermediate and senior phase. This, in a sense, guarantee that educators deal with learning material in a particular manner. The principal must see the curriculum: the Revised National Curriculum Statement (RNCS) and National Curriculum Statement (NCS) as positive policies to enhance quality within schools.

However, captured in their interviews, the principals (see Book 2:54) are faced with various challenges in executing their core responsibility. The interview data indicate the actual number of principals who responded in a particular way, but in summary the following challenges were identified:

1. educators tend to teach in the old ways, rather than using OBE methods of teaching. Outcomes Based Education (OBE) is not the best system for the disenfranchised people of South Africa.
2. OBE is a resource-based system. Some schools do not have the financial resources to acquire the educational resources, OBE is regarded as a good system, but all the support structures must be in place, in order for it to succeed.
3. simultaneously, educators had to deal with the new curriculum and rationalization.
4. the educators were not au fait with the new methods of teaching and instruction.
5. a limited amount of courses and workshops were offered on the implementation of the curriculum. The educators made sacrifices by working overtime.
6. changes to the curriculum seemed inevitable: from the apartheid system to OBE, from OBE to C2005, from C2005 to RNCS and now to the NCS.
7. educators had to acquaint themselves with the jargon and composition of the curriculum: the learning areas, the assessment standards, the assessment techniques, ways of recording and reporting and the learning

outcomes.

8. educators find the new curriculum difficult to understand.
9. educators spent extra hours on planning their work schedules.
- 9.1 some schools bought learning material packages like Outcomes-based Education PLUS and The Klawer package to lighten the workload of educators. This is definitely a signal or it can be sensed as a more structured approach to curriculum planning and implementation. Is this an 'outcry' from educators for more balance between content and outcomes?
10. curriculum advisors held workshops using the cascade model. This caused frustration among educators at school because they did not get a firm grasp of the content shared by a peer who attended the workshop.

4.3.6.3 Interviewees suggested certain changes to the curriculum

The interviews with the interviewees (SMT educators and principals) also highlighted changes to the curriculum. Ironic though, is the fact that some principals complain about the many changes that take place in the curriculum; rather than to act on it. The researcher understands that these suggestions are aimed at improving the curriculum for the betterment of qualitative teaching and learning:

1. learning areas of a practical nature: Physical Training, Handwork, Needlework and Music should be re-instated in the curriculum. Competent educators must teach these learning areas
2. the employer must organize conferences on the latest trends in the curriculum as well as supply the necessary resources for schools in township areas.
3. the plea is that paperwork must be reduced so that the educator can have more time for teaching and revision. Currently, educators focus more on the administrative requirements of the curriculum.
4. clear-cut guidelines in the curriculum.
5. keep curriculum changes to a bare minimum.

4.3.7. Developing structures to foster participation in school decisions

Instead of focussing on the principals' role in developing structures to foster participation in making decisions, the researcher tapped into the type of decision-making approach, delegating decision-making responsibility and accountability attached to making decisions.

4.3.7.1 The shared decision-making process

From the evidence gathered from the interview question 'Are all decisions at the school made in a democratic way?' the response from the principals was diverse. The SMT respondents confirmed that the consultative approach is utilised when making decisions. P1, P2, P4 and P5 apply the participatory, consultative way to make decisions. P3 and P6 use the authoritarian and consultative approach when making decisions. P3 narrows decision-making down:

Some decisions are made democratically and others are autocratic. Unfortunately, some decisions cannot be made democratically. Decisions that have been made in our staff handbook as well as policies like the assessment policy, the educator and learner portfolio policy, and the moderation policy are not negotiable. The policies of the employer, the Western Cape Education Department (WCED) are non-negotiable. We as a staff have to implement it.

P6 gives reasons for using the democratic and authoritarian approach:

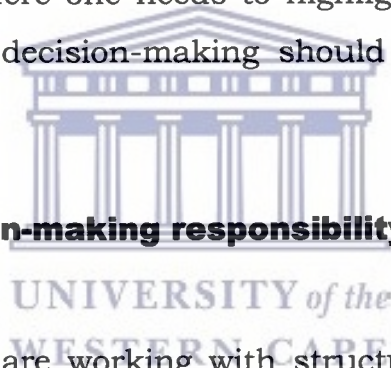
In some instance, I as a principal have to make a decision. In other cases, the SMT or learning area heads had to make decisions. Then there are instances where you consult with the staff, SMT, learning area heads or grade leaders. I do consult with others. The staff gets an

opportunity to share their views regarding a decision that has to be taken.

P2 has a negative opinion on the authoritarian way of making decisions:

Authoritarian decision-making does not work in 2007. For me, authoritarian decision-making is taboo, it does not work here.

The researcher understands that there is a general consultation among principals when making decisions. The evidence provided indicates that, depending on the decisions to be made, role players namely the teaching and non-teaching staffs, the School Governing Body, the broader parent community and the learners are involved. Here one needs to highlight that participation in activities of the school and in decision-making should not be seen as token involvement.



4.3.7.2 Delegating decision-making responsibility

Due to the fact that principals are working with structures such as the SMT, SGB, grade heads, learning area heads and committees or teams, he or she is bound to delegate decision-making responsibility. The principals indicated and the SMT interviewees concurred that they delegate decision-making with responsibility either to the individual educator or to the group involved. SMT6 states

The decision-making process is not restricted to the SMT and educators, but also to the SGB and parents. With delegated responsibility to the SMT, educator leaders, learning area heads, grade or phase heads make these educators accountable for their decisions and action plans.

P1 and P4 responded that when they have to draft the budget, do stocktaking, place orders for learning and teaching support material, educators determine

their educational needs. SMT educators determine their own date, time, place and topic when they conduct workshops and information sessions for fellow-colleagues. The principal is informed, but does not interfere with the nature or times of these events. P2, P4 and P5 give reasons for delegating decision-making responsibility namely it gives them 'a kind of ownership'; and 'an opportunity to gain some expertise and to exercise skill.' In this way, the educator is empowered as well as empowers others. The primary role player is the coordinator of that committee. The principal plays a secondary role by giving advice, guidance and offers to help. P3 emphasises contradiction and infringement concerning delegation.

P3 claims:

I will approve the decisions as long as it is not contradictory to existing policies. I give educators and the SMT the freedom to make decisions as long as it does not infringe on teaching, learning and the rights of the learner.



P6 links the delegation of decision-making responsibility to the South African Schools' Act 84 of 1996:

The principal is the accountable officer at the school. For the principal to delegate decision-making is sometimes a good thing, but what one must remember is that the principal is the accountable officer. That means if anything goes wrong, the principal must explain and will be held accountable. Decisions must be taken in line with policies.

Derived from the responses of the interviewees, delegating decision-making responsibility has some advantages such as it creates fluency with the implementation of that decision; it creates a sense of ownership and responsibility among educators; it gives executive power to educators; it develops healthy working relationships and it highlights the strengths within educators.

4.3.7.3 Accountability attached to decision-making

The South African Schools' Act 84 of 1996 clearly states that the principal is the accountable officer at the school. However, principals confirmed that they hold educators accountable for the decisions they have taken. P1 claims that he is informed about decisions for implementation:

If the decision is made by a specific grade or phase, the principal as manager of the school is informed. The principal will check if it is feasible or attainable. Some of the educators are not always aware of the financial implications of the decision. The educator, grade or phase is accountable for the decision she, he or they have taken.

P3, P4 and P5 concur that they delegate decision-making responsibility, but they allow time for follow up concerning the implementation. SMT3 has a different view on delegation and co-option:

Sometimes you have the case where a task has been assigned, but the educator co-opts other educators to do it. Sometimes, an educator indicates who has the ability to execute a specific task, but they would not volunteer to do it.

SMT4 gives the following view on accountability:

The fact that an educator is accountable for his or her actions; he or she must also be held accountable for his or her decisions taken.

What if the outcome of the decision is a failure? P5 uses 'mistakes' as stepping stones to build relations:

It is important that when we make a mistake that we, with the emphasis on 'we', acknowledge that we made a mistake. Instead of dividing people, you hereby get people together. Then the leader must

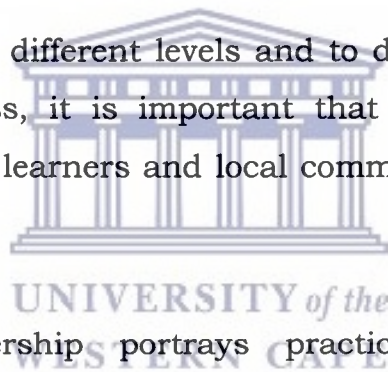
be creative to make the necessary adjustments or corrections.

P6 uses disciplinary action, when negligence is detected, as a last resort:

If however the outcome of the decision made led to failure, then disciplinary procedure may not necessarily follow, but it will be seen as a learning experience. If the outcome was the result of repeated negligence, then disciplinary action will be taken. Sometimes the principal have to delegate decision-making with authority.

The responses of the interviewees relating to decision-making concur with the view of Davies and Leithwood *et al*:

People would be involved at different levels and to different degrees in the decision-making process, it is important that all in the school community – staff, parents, learners and local community are involved (Davies, 2005:25).



Transformational school leadership portrays practices for creating and maintaining shared decision-making processes such as:

- distributing the ability and power for leadership widely throughout the school;
- sharing decision-making power with staff;
- allowing staff to manage their own decision-making committees;
- taking staff opinion into account when making decisions;
- providing autonomy for educators (groups, individuals) in their decisions;
- ensuring adequate involvement in decision-making related to new initiatives in the school; and
- creating opportunities for staff development.

(Leithwood *et al*, 1999:86)

4.4 Summary statements on the transformational role of the principal

Derived from the analyses provided, one can summarise statements on the transformational role of the primary school principal. Although the primary schools under discussion are all vision-driven, some economically challenged schools lacks the commitment, drive and collaboration among the role players to fulfil their vision. What is ironic about the interest of the role players is the fact that they drafted the vision, but they do not embrace the accompanying missions to fulfil the vision. As the transformational leader of the school, it is the task of the principal to promote purposeful work and activity targeted at the aims and aspirations of the school.

The interviewees are experiencing numerous problems that hinder them from reaching established school goals. The transformational role of the principal and the SMT is to find alternative ways and create solutions to combat and deal with the problems. Problems need to be assessed, analysed and they need to try to find solutions. Sometimes various action steps need to be taken to find the solution to the problem. The principal and SMT use the goals as their compass. They need to be assured and need to verify that the educators and role players are working towards the consulted and core goals.

To empower the staff, the principal must engage in or coordinate formal and informal staff development sessions. The role of the principal is to encourage the educators to empower themselves so that they can empower each other on the staff.

In a transformational setting, the purpose of delegation is to empower the educator to complete a certain task. Again, it is the task of the principal to prepare educators to become teacher leaders by nurturing and offering individualised support. Bear in mind that the educator must show interest and enthusiasm to become a teacher leader.

The role of the principal is to continually identify best practices, show appreciation and try to implement it in the rest of the school in order to raise the standards. The transformational role of the principal is to be an advocate and promoter of best practice.

If there is no productive school culture at school, the role of the principal and the SMT is to create one. The importance of the transformational role of the principal is to maintain a productive school culture amid the many changes or restructuring that takes place in education. Even if there are many changes to the curriculum, the core duty of the principal is to ensure quality teaching and learning in schools. In order to lead effectively, the principal must be on par with the changes to the curriculum and find creative ways to implement it.

Although the principal is considered the transformational leader, she or he cannot make decisions unilaterally. Depending on the decision that needs to be made, the principal must consult with the other constituents such as the teaching and non-teaching staff, School Governing Body, parents and the learners, if necessary. The role of the principal is to apply the participative, consultative approach to decision making and in many instances try to reach consensus.

4.5 Concluding remarks

Derived from evidence analysed, the researcher concludes that in relation to the contextual factors, the principals have a daunting task and a very complex role to play. From the findings, the researcher concludes that the transformational role of principals in the economically challenged and semi affluent areas is far more difficult and challenging than those in affluent areas. In general, the challenges are diverse in nature and have different foci. Whatever the transformational role and responsibility of the principal in whatever educational setting, the principal

has a duty to perform. Davidoff and Sterling (2000:16) emphasise that some of the roles and responsibilities of principals are to inspire a shared vision, to create a moral purpose like trust and honesty, decision-making, delegating of duties and team building.

In retrospect of the interviews with the respondents, the analysis, the interpretation and findings, the researcher will conclude the study and make certain recommendations in the next chapter.



CHAPTER 5

CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

When one studies the transformational changes that took place in South African education for more than a decade, one concludes that basically two kinds of changes have been attempted:

1. Significant changes were brought about to get rid of the apartheid system in education. This brought about a total new education system in the form of a curriculum as well as on-going restructuring while the new education system was in place.

2. School reformers directed their energy on quality control issues – changes that deal with the efficiency and effectiveness of the education system.

One must bear in mind that many changes took place in South Africa. On the political front, there was the democratic transformation of society that influenced the educational transformation in the school. However, the success or failure of school reform attempts depends heavily on the school staff and not on the principal because they are the implementers of the change initiatives and processes.

The transformational leader with his or her transformational ethics involves role players like educators, School Governing Body members, parents, teaching and non-teaching staff and learners to reach beyond self-interest for some higher ideal, for something heroic (Davies, 2005:65). In theory, this sounds easy and achievable, but in the real world, this higher ideal can remain a dream. In the school environment with its myriad challenges, limited resources, overcrowded classes, unmanageable workload of the principals, massive administrative

burden on educators and the diverse contexts, this ideal can remain a transformational vision. From the evidence gathered from the respondents, it is clear that many educators and principals, although they experience trying circumstances, give their best to the learners and the school. In retrospect of the topic under discussion: 'The Transformational Role of the Primary School Principal in the Bellville Region of the Western Cape' the researcher concludes that there are differences and similarities in what the primary school principals in the different locations have to deal with on a daily basis. These differences and similarities are discussed below, with the focus on seven themes based on the theory of Leithwood *et al* (1999) namely,

1. building school vision
2. establishing school goals
3. providing intellectual stimulation
4. offering individualised support
5. modelling best practices and important organisational values
6. creating a productive school culture
7. developing structures to foster participation in school decisions



5.1.1 Building school vision

Schools that were under discussion do have a shared vision. The role players namely the school's staff, learners, parents and School Governing Body are cognisant of the type of school they want and where they want to be with the school. In the affluent schools, the vision and mission statements are displayed in the foyer at the main entrance of the school. In one of the economically challenged schools, the vision and mission statements are displayed on the classroom wall of each class. The researcher concludes that all the respondents experienced difficulties of some sort in reaching their goals linked to the shared vision. The leading to a proper vision are contradicted by complex values of the community, high unemployment rate, a lack of financial and learning support

material resources, the socio-economic problems of the community and the low literacy levels of some of the parents.

The researcher concludes that the principals in economically challenged and semi affluent areas have more challenges or obstacles to bridge, than principals in an affluent environment have. The principal of a school in a economically challenged area faces many challenges of a socio-economic nature. She or he faces many obstacles in executing her or his task: the struggle in dealing with high levels of poverty; illiteracy among parents, lack of parental interest in the education of their children, parents not paying school fees and learners attending school without having food to eat. Principals of schools in affluent communities also experience problems such as a lack of involvement of parents due to work-related commitments, single parenthood and the lack of collaboration of some parents.



5.1.2 Establishing school goals

Linked to the vision of any school, is the mission statements defining the role of the role players involved, namely the school's staff, learners, parents and School Governing Body. The principals of schools in affluent, less affluent and economically challenged areas identified goals to reach their idealised vision. The researcher was interested in the kind of obstacles that the principal and other role players encounter. Among others, the challenges were a lack of resources, a lack of skills, commitment and motivation from a portion of the parents as well as contradicting values.

A general obstacle across all contexts is the level of involvement of parents and guardians. The researcher concludes that principals make a special attempt to involve parents in the day-to-day schooling of their children as well as improving common parenting skills. Due to the various programmes: parent meetings, report card and portfolio evenings as well as functions: talent shows, concerts,

market days and karaoke evenings, principals and staff members try to involve parents to show interest in the education of their children.

5.1.3 Providing intellectual stimulation

The researcher concludes by referring to two types of intellectual stimulation: external and internal intellectual stimulation.

External intellectual stimulation is provided to an educator by the principal, Staff Management Team, School Governing Body, the Provincial Department of Education, the district office and colleagues. From the interviews the researcher concludes that educators are intellectually stimulated through workshops, information sessions, seminars, conferences and in-service training courses.

Internal intellectual stimulation refers to what efforts the educator engages in to empower him- or herself. Educators, educator leaders or aspiring educator leaders engage in action research, reading, further study and reflection on their practices. In the interviews, the respondents referred to educators as practical researchers, action researchers, reflective practitioners, students and lifelong learners.

A concluding remark from the researcher is that intellectual stimulation is not dependent on the environment where the educators perform their duties, but on the individual person. The educator can accept or ignore this stimulation.

5.1.4. Offering individualised support

Irrespective of the circumstances of a particular school, the role players involved offer mutual support to each other. More importantly though, support is offered to empower educators to become educator leaders.

One of the central foci of this study is the challenges that principals experience in their different settings. Among others, the challenges are time constraints, the massive administrative burden, policy overload, the lack of skills, commitment and motivation from SMT members, limited external support from district officials such as the circuit manager, curriculum advisors and support staff.

5.1.5 Modelling best practices and important organisational values

The researcher found that no principal or School Governing Body member offers any monetary incentives to the staff. Some principals count on the sense of duty of the educators. However, educators holding School Governing Body posts at some schools receive a bonus at the end of the year to inspire them and to boost their confidence albeit that their salaries are relatively low. Evidence had been provided that illustrate that educators at some schools are valued for their efforts. Informal gestures are used to illustrate appreciation: staffs treats like end-of-term or end-of-year functions are financed out of the coffers of the School Governing Body, presents or gifts for colleagues when they celebrate a birthday, anniversary or a newcomer to the family and informal verbal praise.

5.1.6 Creating a productive school culture

Interviewees experienced diverse difficulties in not creating, but maintaining a productive school culture. From the experiences of the interviewees, the researcher concludes that rationalization gave schools serving learners in economically challenged and semi affluent areas a major blow. Rationalization did not only influence the productive school culture, but education as a whole. Due to the lack of financial resources, schools in economically challenged areas went without extra educators. This resulted in bigger class sizes (50 to 60 learners per class). The bigger classes negatively influenced learner discipline because of learner control. Educators were not trained to manage and control bigger class sizes.

On the other hand, schools in affluent areas maintained a productive school culture; class sizes stayed the same and learner discipline was under control because they could afford extra educators via SGB posts. SGBs in semi-affluent areas could not afford a competitive salary. SGBs in affluent areas could afford a competitive salary with a bonus.

Another difficulty and a major headache for principals, was the new Outcomes-based curriculum that was introduced in South African schools. This major change in education left many educators frustrated and confused because the language of the policy documents was difficult to understand. Principals, bombarded with changes, had to deal with the reshuffling of expertise. The problem that occurred with the reshuffling was that educators were taken from their comfort zones to teach in another grade or a new learning area. Some educators taught learning areas that they have not been formally trained to teach.

An identified negative influence on the productive school culture is the many changes within the curriculum. Concerning the changes to the curriculum, principals in affluent areas hire the services of expert service providers to train and retrain their educators in the curriculum. Schools in economically challenged and semi affluent areas cannot afford the services of a service provider due to financial constraints. They are reliant on the curriculum advisors, service providers at workshops and the principal's guidance for help.

Furthermore, to soften the impact of curriculum change, principals in affluent areas acquire learning material packages to lighten the workload of the educator and educator leader. In economically challenged areas, learning material packages remain a dream. Whatever the changes in the curriculum, principals, educators and educator leaders in all settings must find ways to address it.

5.1.7 Developing structures to foster participation in school decisions

In reflection on decision-making, the researcher concludes that where applicable, all role players are involved in decision-making by applying the participatory, consultative approach.

Last, but not least the researcher concludes that the transformational leadership role is broader than the principal of an educational institution. It also includes the educator leaders and the educators. All of them are leaders in their own right.

5.2 Recommendations

The recommendations on offer are based on the analysis, interpretation and findings of this study relating to the transformational role of the principal in different contexts. In view of the crucial, transformational role that the principals have to play, the researcher recommends the following to lead transformation in schools:

- The transformational role of the primary school principal is very complex and can cause principal burnout. Therefore it is important and advisable to recommend that principals as leaders of the school must not teach. Rather, principals should visit every educator at least twice a year in the classroom so that he or she can monitor and evaluate if effective teaching and learning takes place.
- The employer needs to be applauded on the fact that an educator can no longer skip ranks to become a principal. A person that aspires to become a principal must now have a certain qualification in leadership namely the Advance Certificate in Education (ACE) for Principalship. While attending this leadership programme, the aspiring principal should be exposed to

different school contexts to gain broad experience.

- On the other hand, experienced principals need to be empowered through networking with other principals and district officials, by attending principals' or leadership conferences, in-service training sessions and seminars as well as by studying further in order for them to be effective leaders. The empowerment of experienced principals can take place in a number of ways: by attending in-service training courses on leadership, administration, management and policy, human relations, project and conflict management.
- Newly appointed principals need to be nurtured and mentored for the first year after his or her appointment. Experienced principals can act as role models for novice principals. When mentors act as agents of cultural change, they seek to break down the traditional isolation among teachers by fostering norms of collaboration and shared inquiry. They build networks with novices and their colleagues as well as lead the way (Wasley, 1991:152; Fullan, 1992:130).
- Unfortunately, educators' backgrounds do not prepare them for the collaborative leadership roles. The recommendation here would be that educators start their preparation by engaging in a pre-service leadership program at a leadership academy or tertiary education institution. Educator leadership extends the capacity of the school beyond the principalship. The role of the teacher leader should be to help create the conditions and capacity for every educator to become a leader (Fullan, 1992:127).
- Amongst the respondents, there was an outcry for greater parental participation in schooling. A great concern among the respondents in economically challenged areas is that the leader example of the parents is very limited. Instead of playing a leading role in school governance, the

governors are playing a subversive role. Unfortunately, most School Governing Body parents are ineffective as school leaders, because of their incapacity, attitude, their lack of skills to govern, and the lack of time and commitment to perform their strategic leadership duties. Currently, some of the school governors are a burden for the principal and the School Management Team because they cannot work independently. Some of the functions of the SGB are performed by the principals and educators due to SGB members' incapacity. It is very important that the employer must streamline the red tape procedure, so that it does not discourage competent and skilled SGB members.

- The Staff Management Team (SMT) or educator leaders, learning area heads, senior and master educators, department heads, grade heads or leaders must work as a unit. Differences among SMT educators must be addressed as soon as possible. On the other hand, differences in opinion and conflict must be utilised as stepping stones to reach common goals or milestones. They must be aware of what are expected of them. They must have direction and know which way they are going in order to lead the other educators. Educator leaders must carry out a wide range of functions, namely stimulate the professional growth of colleagues, represent the school at district level, improve the school's decision-making processes and influence other educators to implement change (Leithwood *et al*, 1999:117).
- Cliques at schools are like cancer: it erodes the human relations, impacts negatively on the vision of the school and school leadership. The effect that cliques and conflict can have at schools is that the staff becomes misaligned with purpose and in reaching set goals. In order to foster team spirit, commitment and camaraderie, principals need to engage with the staff around team-building sessions. As part of the transformational leadership task, the principal and SMT members initiate and maintain the teambuilding sessions in order for the staff to work as one unit. The employer must avail

team-building funds for schools.

- Apart from the need for a surplus of educators in the teaching profession, the employer needs to embark on a major campaign to attract young educators to the profession. The profession is in dire need of young role models for our learners. In that way, the struggle to find substitute educators will be bridged.
- A major concern is the literacy and numeracy levels not only of our learners in economically challenged areas, but also amongst the parents. The low morale and self-esteem are caused by the high level of poverty and unemployment. The education problem is broader than the school, it encompasses the entire community. Creative and sustainable ways (not within the scope of this study) need to be found to address the social issues of society. The fact that parental involvement is lacking, hinders educators in schools so that they cannot give the learners the quality education that they are entitled to in a democracy and which they deserve.
- Create ways to involve parents and uplift their literacy and numeracy skills. Encourage parents to improve their skills by attending the Adult Basic Education and Training classes offered by the employer. Improve communication among educator, parent and learner and involve the parents in activities of the school: portfolio evenings, report card evenings, talent shows and concerts. Organise workshops and motivational sessions for parents on common parenting skills. The government departments of Social Welfare and Education must apply the concept of Kaizen, which means, 'ongoing continuous improvement involving everyone.' The Kaizen philosophy is based on a gradualist approach that aims to yield gains over time on the strength of many small improvements (Frazier, 1997:16).
- According to this research study, the principals are sitting with a headache

in schools. In schools, there is a disjuncture between the performance appraisal scores of some of the educators and the literacy and numeracy levels at schools. The scores of the educators are very high, but the literacy and numeracy levels of the learners are very low. It is ironic that the principal is the manager of the curriculum, but she or he is not part of the appraisal panel. The Development Support Group lends itself to biases. Cliques serve on each other's Development Support Groups when they engage in the appraisal process. According to some of the respondents, some of the DSGs' inflate the scores so that their colleague can qualify for grade or accelerated progression. To combat this, the employer has three options. The one is that the principal must be part of each DSG in order to ensure that the scores that are obtained are legitimate. The other option is that an external panel should appraise the educator. Another option is that remuneration should not be part of the evaluation process. Rather, the process should be geared entirely towards development of the appraisee. Principals and SMT educators need to be trained and re-trained on how to develop a staff and how to cater for their needs.

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- Although the employer boosts the morale of a few educators annually via the National Teaching Awards, this is not enough motivation for educators. The employer does not value the educators and leaders at schools enough. Principals and educators do not get the necessary recognition – which they regularly deserve - for their efforts. At least once a year, educators must be sent to a conference to acquire skills, get new educational insights and become more competent. In this way, the employer will get a better worker.
- The employer has to re-visit the number of schools that the circuit managers and curriculum advisors must service. Some principals claim that the services of the circuit manager and the curriculum advisors are unsatisfactory. The officials of the district offices must visit our schools more regularly to give our educators the necessary advice, support and guidance.

This study confirms that any school can only function properly if these structures are in place.

- The core responsibility of any principal is to co-ordinate the implementation of the curriculum. Of major importance is that principals can assure that educators are not teaching the curriculum using only class teaching methods. The principals and educator leaders must, through regular class evaluations, ensure that educators in the classrooms follow guidelines of the Revised National Curriculum Statement, which encourages cooperative learning. In a sense, the curriculum advisor, the SMT educator and principal must hone in on the pedagogical skills of the educators.

- The employer must organize conferences on the latest trends in the curriculum and on issues of educational importance, as well as supply the necessary resources for schools in township areas. There is this plea among principals and SMT educators for less paperwork so that the educator can have more time for teaching and revision. Although shared decision-making and power sharing are decentralised to school level, the researcher wishes to emphasise that the curriculum function should be centralised. The reason for this centralisation is so that every educator can know the quantity of work that needs to be covered for the academic year. Set planning per learning area should come from the curriculum planning at the provincial office. By implementing the curriculum in this way, the educator has more time at his or her disposal to teach. Less time would be spent on curriculum administration and planning lessons which is required in the current system of OBE. In addition, the employer must keep curriculum changes to a bare minimum. In order to improve the quality of teaching, learning and the performance of our schools, the following recommendations are made: decrease the educator-learner ratio from 40:1 to 30:1 in primary school classes; increase educator pedagogical content knowledge; provide free education for learners in economically challenged and semi affluent schools

in the township areas; simplify, standardise and align the curriculum so that educators can take incremental steps towards quality. To implement some of these strategies will cost the employer more – not less – money.

- The fact that Outcomes-based Education has to a large extent failed, has negatively influenced the literacy and numeracy standards of the learners. Ten years have past and South African educators are still struggling to implement and grapple with the understanding of the national curriculum. This struggle has a detrimental effect on the quality of teaching and learning in the classroom, which could lead to national education suicide. Some of the reasons for the failure of OBE are the inadequate orientation, training and development of educators; limited transfer of learning in classroom practice; the jargon of the curriculum policy was too difficult for educators to understand and the lack of understanding brought about confusion and demotivation among educators. According to the feedback of principals, what passes for OBE in the classrooms, has little to do with the principles of OBE. Veteran educators prefer to teach in the old ways, rather than using the OBE methods of teaching. Among others, the principles of OBE have significant learning outcomes; the outcomes are challenging and all learners are expected to achieve them at high performance levels and are given more than one routine chance to demonstrate their learning. According to the principals and SMT educators in schools, there is a strong support for the principles of OBE, but the understanding and implementation thereof in the classroom is difficult.

- Schooling is fundamentally about knowledge acquisition. Educators should rid themselves of isolated teaching, where they hand out worksheets or write short exercises on the board for the learners to complete. The worksheets that learners have to complete result in very little writing taking place in the classroom. When learners are encouraged to write about what they have read and experienced, it advances their reading skills. It also develops their

cognitive processes. Educators should move back to the basics of teaching with the emphasis on reading, writing and arithmetic.

The purpose of this study was to illuminate the transformational role of primary school principals in educational restructuring in the Bellville region of the Western Cape, where education has been in flux since 1994. The researcher hopes that the above recommendations on transformational leadership will contribute to the development of a sound curriculum and benefit the wider education fraternity.

The knowledge gained can be utilized to formulate effective and efficient transformational leadership strategies in a climate of restructuring and quality transformation in education.

5.3 Concluding remarks

Without a doubt, these recommendations leave the researcher with a few points to ponder as well as a question for further research:

How does the quality of school leadership promote sustainable, continuous improvement in schools facing economically challenged circumstances compared to school leadership in affluent areas?

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**THE TRANSFORMATIONAL ROLE OF PRIMARY SCHOOL
PRINCIPALS IN THE BELLVILLE REGION OF THE WESTERN
CAPE**

by

OWEN WEEDER

A mini-thesis submitted in partial fulfilment of the requirements for the degree of Masters of Education (M.Ed.) in Educational Management, Administration and Policy (EMAP), Faculty of Education, University of the Western Cape, Bellville, South Africa.

BOOK 2

June 2008

Supervisor: Professor H. D. Herman

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The Transformational role of Primary School Principals in the Bellville Region of the Western Cape

KEY WORDS

Bellville

decentralisation

transformational role

primary school principal

challenges

educator leader

decision-making

School Governing Body

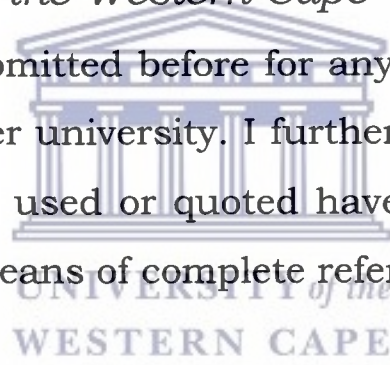
School Management Team

Development Support Group



DECLARATION

The researcher, Owen Weeder, hereby declares that “*The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape*” is my own work and it has not been submitted before for any other degree or examination in any other university. I further declare that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Signed: _____

OWEN WEEDER

Date: _____

ABBREVIATIONS

ACE:	Advance Certificate for Principalship
C2005:	Curriculum 2005
DoE:	Department of Education
DSG:	Development Support Group
EMDC:	Educational Management and Development Centre
HOD:	Head of Department
IQMS:	Integrated Quality Management System
ISS:	In-school Suspension
NCS:	National Curriculum Statement
NDoE:	National Department of Education
OBE:	Outcomes-based Education
OBE+:	Outcomes-based Education Plus
OSD:	Occupational Specific Dispensation
OSS:	Out-of-school Suspension
PAM:	Personnel Administration Measures
PDoE:	Provincial Department of Education
PGP:	Personal Growth Plan
RNCS:	Revised National Curriculum Statement
SFCC:	Schools Facing Challenging Contexts
SGB:	School Governing Body
SMT:	Staff Management Team
SWOT:	Strengths, Weaknesses, Opportunities and Threats
SMS:	Short Message Service
SDT:	Staff Development Team
STLS:	Senior Teaching and Learning Specialist
TLS:	Teaching and Learning Specialist
WCED:	Western Cape Education Department
UWC:	University of the Western Cape

Appendix A

Owen Weeder

oweeder@polka.co.za



**16 Tyger Crescent
PAROW VALLEY
7500**



021 933 4610



073 140 4012



021 934 2528

02 April 2007

The Supervisor
FACULTY OF EDUCATION
University of the Western Cape
BELLVILLE
7530

Attention: Prof. H. D. Herman

Request for a letter to confirm my status as research student in 2007

I, the undersigned, hereby inform you that I intend to conduct my practical research at the various primary schools [see list attached] during the month of May 2007.

The PURPOSE of my research study is to collect information for my minithesis: *The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape*. In order to complete my research study successfully, I need to interview the principal and a School Management Team educator. For this purpose, I request a letter from your office that is needed by the Research Directorate at the Western Cape Education Department before they can grant permission for this research study to go ahead.

Please do inform me when the letter is ready for collection at Estelle Maart's office. Your co-operation in this regard will be highly appreciated.

Thanking you in anticipation.

**Owen Weeder
RESEARCHER
STUDENT NUMBER: 9532150**



UNIVERSITY *of the* WESTERN CAPE

UWC RESEARCH PROJECT REGISTRATION AND ETHICS CLEARANCE

This application will be considered by UWC Faculty Board Research and Ethics Committees, then by the UWC Senate Research Committee, which may also consult outsiders on ethics questions, or consult the UWC ethics subcommittees, before registration of the project and clearance of the ethics. No project should proceed before project registration and ethical clearance has been granted.

A. PARTICULARS OF INDIVIDUAL APPLICANT			
NAME:	OWEN WEEDER	TITLE:	Mr
DEPARTMENT:	COMPARATIVE EDUCATION	FACULTY:	EDUCATION
FIELD OF STUDY:	TRANSFORMATIONAL LEADERSHIP		
ARE YOU:			
A member of UWC academic staff?	Yes <input type="checkbox"/>	No	<input checked="" type="checkbox"/> X
A member of UWC support staff?	Yes <input type="checkbox"/>	No	<input checked="" type="checkbox"/> X
A registered UWC student?	Yes <input checked="" type="checkbox"/> X	No	<input type="checkbox"/>
From outside UWC, wishing to research at or with UWC?	Yes <input type="checkbox"/>	No	<input checked="" type="checkbox"/> X
B. PARTICULARS OF PROJECT			
PROJECT NUMBER: TO BE ALLOCATED BY SENATE RESEARCH COMMITTEE:			
EXPECTED COMPLETION DATE: NOVEMBER 2007			
PROJECT TITLE:			
The Transformational Role of the Primary School Principal in the Bellville Region of the Western Cape.			
THREE KEY WORDS DESCRIBING PROJECT:			
Transformation, decision-making, teacher-leaders			

PURPOSE OF THE PROJECT:

M-DEGREE: M. Ed [EMAP]

D-DEGREE:

POST GRADUATE RESEARCH:

C. PARTICULARS REGARDING PARTICULAR RESEARCHERS

	FAMILY NAME:	INITIALS:	TITLE:
PRINCIPAL RESEARCHER:	WEEDER	O.	Mr
OTHER PROJECT LEADERS:	NONE		
OTHER CO-RESEARCHERS:	NONE		
THESIS : STUDENT RESEARCHER:	NONE		
THESIS SUPERVISOR:	Prof. H. D. HERMAN		

D. GENERAL INFORMATION

STUDY LEAVE TO BE TAKEN DURING PROJECT (days): NONE

COMMENTS: DEPARTMENTAL CHAIRPERSON:

IS IT INTENDED THAT THE OUTCOME WILL BE SUBMITTED FOR PEER REVIEWED PUBLICATION?
YES NO

SIGNATURE OF THESIS STUDENT RESEARCHER – WHERE APPROPRIATE:

SIGNATURE OF THESIS SUPERVISOR – WHERE APPROPRIATE:

SIGNATURE OF PRINCIPAL RESEARCHER – WHERE APPROPRIATE:

DATE:

SIGNATURE OF DEPARTMENTAL CHAIRPERSON:

DATE:

NOTE: THESE SIGNATURES IMPLY AN UNDERTAKING *BY THE RESEARCHERS*, TO CONDUCT THE RESEARCH ETHICALLY, AND AN UNDERTAKING BY THE THESIS SUPERVISOR (WHERE APPROPRIATE), DEPARTMENTAL CHAIRPERSON TO MAINTAIN A RESPONSIBLE OVERSIGHT OVER THE ETHICAL CONDUCT OF THE RESEARCH.

E. DESCRIPTION OF PROJECT AND RESEARCH ETHICS STATEMENT

Please type below, or attach a typed document, usually between 500 and 5000 words, setting out the purpose and process of the research. Please include a clear research ethics statement. The onus is on the applicant to persuade UWC that the research will be conducted ethically. This will normally require evidence of an up to date research ethics literature search in the particular discipline; evidence of what the world standard ethical practice is, in the particular discipline; a very detailed justification of any proposed departure from world standard ethical practice; and an explanation of how the proposed research is to be conducted ethically; and how the proposed research is to be conducted ethically; and a clear undertaking to conduct the research ethically. It may be useful also to agree to conduct the research in line with the published ethical rules of a national or international disciplinary association. UWC reserves the right to stop or suspend any research undertaken by its staff or students, or by outsiders on its property or in association with it, if the research appears to be unethical.

Research Question

How do primary school principals fulfil or accomplish their transformational leadership and management role effectively within the climate of educational restructuring?

The collecting of information will be with the focus on the transformational leadership and management role of the principal. The attempt will be to gain knowledge in the strategies that the principals apply, the dilemmas that they are currently facing and the techniques that they apply to overcome their problems. Merriam (1998:5) and Gomm (2004:7) state that qualitative researchers are primarily interested in how people experience the world, their interpretations, opinions, understandings, thoughts, ideas, emotions, feelings, perceptions, morals, behaviours, practices, actions, interactions, relationships and or how they make sense of it (Mason, 2000:37). Latching on to this statement, my intention is to value the transformational role of the principal and how they perceive their world as school leaders in the climate of educational change. To answer or to respond to the research question, the researcher will utilize research instruments such as semi-structured interviews and document analysis.

The semi-structured approach

The semi-structured approach, which will be used in this study, involves outlining a set of issues that are to be explored with each respondent before interviewing begins. Borg & Gall (1989:452) maintain that semi-structured interviews are considered most appropriate for interview studies in education. Semi-structured interviews provide a combination of objectivity, depth and often permit gathering valuable data that could not be successfully obtained by any other approach.

The interview guide (Powney & Watts, 1987:135; Borg & Gall, 1989:451; Wellington, 2000:76) or interview schedule (Cohen & Manion, 1980:305; Biklen & Bogdan, 1982:71; Mouton, 1996:66) serves as a checklist during the interview to make sure that all relevant topics are covered. Wellington refers to the interview schedule as a list of questions derived from the areas or topics of inquiry. Gay (1981:166) and Borg & Gall (1989:451) refer to the interview guide as a list of questions that are to be asked during the interview and it provides guidelines to the interviewer on what to say at the opening and closing of the interviews (Anderson, 1990:237). In order to obtain the necessary data required to meet the specific objectives of this study, an interview guide (topics) and interview schedule (questions) will be utilised. The interviewer adapts the wording and the sequence of questions to specific respondents in the context of the actual interview (Patton, 1990:280; Mason, 2000:42).

Documents

Mason (2000:78) claims that ethical issues can feel less immediate for researchers using documents and visual data, because they may be involved in fewer face-to-face interactions. However, documents and visual data can take a very private or confidential form, which make it difficult to access. Ethical practice and informed consent apply to the use of documents and visual data.

On the other hand, documents that will be scrutinized and analysed for this study are not of a private or confidential nature, because they are transparent and open to public scrutiny.

Only with the necessary consent from the education authorities can schools be accessed to conduct interviews and analyse the appropriate documents.

Ethical considerations

Access and permission from the education authority

When working with any administrative hierarchy, such as an education department or school district, it is very important to follow appropriate channels of authority (Borg & Gall, 1989:104). The researcher will seek the permission and consent of the Western Cape Education Department in two ways. Firstly, consult with the 'The Director: Education Research' at Grand Central, Cape Town and secondly, with the Circuit Manager at the Education Management and Development Centre (EMDC): Metropole North, to gain access to the various primary schools in the Bellville region to conduct this study (Sarantakos, 1997:23; Cresswell, 1998:20; Wellington, 2003:56).

Permission from the principals and educators

The protection of individual privacy in educational research involves two factors: the consent of the individual as to what will be disclosed to the researcher, and the confidential use of research data collected on individuals. Gray (1981:120) identifies two approaches concerning doing research: the covert and overt approach. The covert approach is collecting data without the subject's knowledge. The overt approach, which will be applied in this research study, is doing research with the subject's consent. The researcher should obtain the individual's consent, 'informed consent' before gathering data on the person (Gray, 1981:64; Borg & Gall, 1989:86). Principals and educators will voluntarily participate in this research study. In order to conduct the interviews, permission will be obtained from six principals and two educators serving on the School Management Team (SMT). Confidentiality, anonymity and trust will be ensured and the interviewee will exercise the right of freedom of expression. Coding schools and interviewees will further ensure confidentiality. A copy of the responses of the interview will be made available to the interviewees for confirmation that the data obtained is a true reflection of their views (Sarantakos, 1997:23; Cresswell, 1998:20; Wellington, 2003:56).

According to Wellington (2003:54), an 'ethic' is a moral principle or a code of conduct which actually governs what people do and is concerned with the way people act or behave (Babbie, 1983:452).

Sarantakos (1997:23) and Wellington (2003:57) elaborates on the relationship between the researcher, the respondents and the institutional representatives. The researcher must inform the participants about the nature, aims, purpose and findings (Gray, 1981:63; Borg & Gall, 1989:86; Creswell, 1998:132) of the research study. The respondents must be informed of the type of questions as well as the degree of its sensitivity. The researcher must respect the respondent's privacy; data collected should be anonymous (Babbie, 1983:455; Creswell, 1998:132) and the information offered should be used only for the purpose of the study (Babbie, 1983:457; Mason, 2000:38).

The interview guide (Powney & Watts, 1987:135; Borg & Gall, 1989:451; Wellington, 2000:76) or interview schedule (Cohen & Manion, 1980:305; Biklen & Bogdan, 1982:71; Mouton, 1996:66) serves as a checklist during the interview to make sure that all relevant topics are

covered. In order to obtain the necessary data required to meet the specific objectives of this study, an interview guide (topics) and interview schedule (questions) will be utilised. The interviewer adapts the wording and the sequence of questions to specific respondents in the context of the actual interview (Patton, 1990:280; Mason, 2000:42).

Data analysis

Gay (1981:93) recommends, actually prescribes, that if interviewing is a major technique in a research study, the tape recorder must be used. The tapes recorded in this research study, will be transcribed. The process of transcription will vary depending upon the aims and needs of the research design, and whether or not the transcription is done by the interviewer, analyst or both (Powney & Watts, 1987:146). In this research study, the interviewing and analysis will be done by the researcher. The role of the transcriber is to provide a record as accurate as possible of the discourse. Any transcription is an interpretation by the transcriber of what is being said. Where transcripts form part of the database it is important to remember that they are not 'raw' data, but represent the transcriber's view of the event. Full transcription is best tackled in at least two distinct stages: to represent the whole interview verbatim as far as possible or to replay the conversation whilst entering emphasis, annotation and comment (Powney & Watts, 1987:148).

Conclusion drawing and verification

Conclusion drawing and verification involve the researcher's interpretation or drawing meaning from the displayed data. Here a range of tactics can be used: comparison or contrast, noting of patterns and themes, clustering, use of metaphors to confirmatory tactics such as triangulation, looking for negative cases, following up surprises and checking results with respondents (Huberman and Miles, 1994:429).

Finally, the researcher will establish recommendations made by the principals and School Management Team educators. The knowledge gained can be utilized to formulate effective transformational leadership strategies in a climate of restructuring and quality transformation in education. These recommendations will be made available to the Provincial Education Department as well as the district office [Education Management and Development Centre: Metropole North] for distribution amongst the educator fraternity.

Declaration of Ethics

I, the undersigned, hereby declare that I will be sensitive to issues of a personal nature and guarantee anonymity of the school, principal and School Management Team educators. I am prepared to make amendments to any aspect of my research strategy to comply with the ethical requirements of research and rules of the institution, the University of the Western Cape.

SIGNED:



DATE:

O. Weeder
Student researcher

Appendix C

Owen Weeder

oweeder@polka.co.za



**16 Tyger Crescent
PAROW VALLEY**

7500



021 933 4610



073 140 4012



021 934 2528

Thursday, 24 May 2007

The Director: Education Research
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

ATTENTION: Dr Ronald S. Cornelissen

Application to conduct research in schools

As per our telephonic conversation, I herewith officially inform you that I need the permission of the Research Directorate at the Western Cape Education Department to conduct research in the Bellville region of the Western Cape.

Enclosed, please find the following information in order to approve this research study:

- the research proposal;
- the research interview questions;
- the letter from the supervisor;
- the list of schools' names and the contact details
- the respondents are the Principal [1] and School Management Team educator [1]
- the period of research will be from 01 June – 20 June 2007.
- the research application form

I hope this research project meets your favourable approval.

Thanking you in anticipation.

**Owen Weeder
RESEARCHER
STUDENT NUMBER: 9532150**

Appendix D

Date sent: Tue, 19 Jun 2007 14:10:36 +0200
From: "Ronald S Cornelissen" <Rcornelissen@pgwc.gov.za>
To: <admin@wmason.wcape.school.za>
Subject: Permission to conduct research

Dear Mr Weeder

Your request to conduct research in Western Cape Schools has been approved. Please find attached the letter granting this approval.

Regards

Ronald S. Cornelissen

Dr Ronald S Cornelissen
Western Cape Education Department
Directorate Education Research: Researcher
Tel: (021) 467-2286
Fax: (021) 425-7445
rcornelissen@pgwc.gov.za

"All views or opinions expressed in this electronic message and its attachments are the view of the sender and do not represent the view of the PGWC. No employee of the PGWC is entitled to conclude a binding contract on behalf of the PGWC unless he/she is an authorised signatory.

The information contained in this message and its attachments may be confidential or privileged and is for the use of the intended recipient only.

If you are not the intended recipient you may not copy or deliver this message to anyone."



Navrac
Enquiries **Dr RS Cornelissen**
IMibuzo

Telefoon
Telephone **(021) 467-2286**
IFoni

Faks
Fax **(021) 425-7445**
IFeksi

Verwysing
Reference **20070608-0058**
ISalathiso



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

Mr Owen Weeder
16 Tyger Crescent
PAROW VALLEY
7500

Dear Mr O. Weeder

RESEARCH PROPOSAL: THE TRANSFORMATIONAL ROLE OF PRINCIPALS IN PRIMARY SCHOOLS IN THE BELLVILLE REGION OF THE WESTERN CAPE.

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 Study is to be conducted from 19th June 2007 to 21st September 2007.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2007).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the Principal where the intended research is to be conducted.
9. Your research will be limited to the following schools:
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Education Research
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 19th June 2007

9

MELD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE /
NCEDA UBHALE IINOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>

INBELSENTRUM /CALL CENTRE

INDIENSNEMING- EN SALARISNAVRAE/EMPLOYMENT AND SALARY QUERIES ☎ 0861 92 33 22
VEILIGE SKOLE/SAFE SCHOOLS ☎ 0800 45 46 47

<https://etd.uwc.ac.za/>

Appendix E

Owen Weeder

oweeder@polka.co.za



**16 Tyger Crescent
PAROW VALLEY**

7500



021 933 4610



073 140 4012



021 934 2528

17 July 2007

Western Cape Education Department
Education, Management and Development Centre: Metropole North
PAROW
7500

Attention: The Chief Circuit Manager

Notification of the research study and detail of interview

I, the undersigned, hereby inform you that the Research Section at the Western Cape Education Department granted permission [letter attached] to conduct interviews at schools in the Bellville region in order to collect information of relevance for my research study.

It is very important that you are informed about the following:

- the PURPOSE of this study is to collect information for my minithesis: The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape. In order to complete my research study successfully, I need to interview the principal and one School Management Team educator;
- the interviewees/respondents will remain ANONYMOUS, the information shared will be treated as HIGHLY CONFIDENTIAL and for the purpose of this study only;
- the interviewee can answer the questions in the LANGUAGE of his/her choice: ENGLISH or AFRIKAANS;
- the interviews will take place during the months of July and August 2007.
- the duration of the interview will be less than 45 minutes and it will be tape recorded.
- the main focus of the interview will be on TOPICS such as: the demographics of the school; the Principal as transformational leader; decision-making; the curriculum; the school governing body; teachers as leaders and the contribution that this study will make to improve the quality of leadership.

Thanking you in anticipation.

SIGNED: Owen Weeder
STUDENT RESEARCHER: 9532150

Appendix F

Owen Weeder

oweeder@polka.co.za



16 Tyger Crescent
PAROW VALLEY
7500



021 933 4610



073 140 4012



021 934 2528

17 July 2007

Western Cape Education Department
Education, Management and Development Centre: Metropole North
PAROW
7500

Attention: The Circuit Manager

Notification of the research study and detail of interview

I, the undersigned, hereby inform you that the Research Section at the Western Cape Education Department granted permission [letter attached] to conduct interviews at schools in the Bellville region in order to collect information of relevance for my research study.

It is very important that you are informed about the following:

- the PURPOSE of this study is to collect information for my minithesis: The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape. In order to complete my research study successfully, I need to interview the principal and one School Management Team educator;
- the interviewees/respondents will remain ANONYMOUS, the information shared will be treated as HIGHLY CONFIDENTIAL and for the purpose of this study only;
- the interviewee can answer the questions in the LANGUAGE of his/her choice: ENGLISH or AFRIKAANS;
- the interviews will take place during the months of July and August 2007.
- the duration of the interview will be less than 45 minutes and it will be tape recorded.
- the main focus of the interview will be on TOPICS such as: the demographics of the school; the Principal as transformational leader; decision-making; the curriculum; the school governing body; teachers as leaders and the contribution that this study will make to improve the quality of leadership.

Thanking you in anticipation.

SIGNED:

Owen Weeder

STUDENT RESEARCHER: 9532150

Appendix G

Owen Weeder

oweeder@polka.co.za



16 Tyger Crescent
PAROW VALLEY

7500



021 933 4610



073 140 4012



021 934 2528

17 July 2007

The Principal
Primary School
BELLVILLE
7530

Notification of the research study and detail of interview

As per our telephonic conversation, I herewith officially inform you to conduct an interview.

It is very important that you, the interviewee, are informed about the following:

- the **PURPOSE** of this study is to collect information for my minithesis: The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape. In order to complete my research study successfully, I need to interview the you and one of your School Management Team educators;
- the interviewees/respondents will remain **ANONYMOUS**, the information shared will be treated as **HIGHLY CONFIDENTIAL** and will be used for the purpose of this study only;
- the interviewee can answer the questions in the **LANGUAGE** of his/her choice: **ENGLISH** or **AFRIKAANS**;
- the duration of the interview is less than 45 minutes and it will be tape recorded;
- the main focus of the interview will be on **TOPICS** such as: the Principal's view of transformational leadership; the decision-making process; the curriculum; school governing body and teachers as leaders.

Thank you for your willingness to share essential information and to contribute to this research study.

Thanking you in anticipation.

SIGNED:

Owen Weeder

STUDENT RESEARCHER: 9532150

Appendix H

Owen Weeder

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16 Tyger Crescent
PAROW VALLEY

7500



021 933 4610



073 140 4012



021 934 2528

17 July 2007

The Staff Management Team [SMT] educator
Primary School
BELLVILLE
7530

Notification of the research study and detail of interview

As per our telephonic conversation, I herewith officially inform you to conduct an interview.

It is very important that you, the interviewee, are informed about the following:

- the **PURPOSE** of this study is to collect information for my minithesis: The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape. In order to complete my research study successfully, I need to interview the you as School Management Team educator;
- the interviewees/respondents will remain **ANONYMOUS**, the information shared will be treated as **HIGHLY CONFIDENTIAL** and will be used for the purpose of this study only;
- the interviewee can answer the questions in the **LANGUAGE** of his/her choice: **ENGLISH** or **AFRIKAANS**;
- the duration of the interview is less than 45 minutes and it will be tape recorded;
- the main focus of the interview will be on **TOPICS** such as: the Principal's view of transformational leadership; the decision-making process; the curriculum; school governing body and teachers as leaders.

Thank you for your willingness to share essential information and to contribute to this research study.

Thanking you in anticipation.

SIGNED:

Owen Weeder

STUDENT RESEARCHER: 9532150

Appendix I

Owen Weeder

oweeder@polka.co.za



16 Tyger Crescent
PAROW VALLEY
7500



021 933 4610



073 140021234 2526



INFORMED CONSENT

from

RESPONDENT

Voluntary Participation in Research Study

I, the undersigned respondent, herewith acknowledge that ethical issues among others anonymity of the school, principal and School Management Team educators and sensitivity to issues of a personal nature have been discussed with me.

I voluntarily participate in the research study: *The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape.*

Signatories	Initial & Surname	Signature	Date
Respondent			
Interviewer			

Appendix L

RESEARCH PROJECT 2007

School:	Location of Interview:
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Interviewee:	Date:	Time:
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TITLE: The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape.

The Interview Guide: Principals [topics]

- 1. Vision**
- 2. The vision linked to goals**
- 3. Provide intellectual stimulation**
- 4. Provide support**
- 5. Best practice: educators as leaders**
- 6. Culture of learning and teaching**
- 7. Decision-making**

The Interview Schedule: Principals [questions]

1 The Principal as transformational leader:
During the past decade, deep-rooted changes have taken place in education. Amid, these changes, you as transformational leader must focus on the vision of the school:

1.1 Who were the roleplayers that took part in the drafting of the vision?

1.2 In a nutshell, what is the vision of the school?

2. The vision is linked to goals:
2.1 What makes it difficult for you and the other role players to achieve the set goals?

2.2 What suggestions would you make to achieve the set goals?

3. Provide intellectual stimulation

3.1 Apart from being stimulated by education policies, how do you stimulate your staff intellectually?

3.2 In which ways, would you say, are educators responsible for their own intellectual stimulation?

4. Being supported:

4.1 What contribution does the School Governing Body make to make your transformational leadership role bearable?

4.2 What kind of problems have you experienced concerning the commitment of School Governing Body members in relation to school governance?

4.3 What is the collaboration of School Governing Body members like with regards to fundraising?

4.4 What role do School Governing members play in the collection of school fees?

4.5 Support amongst staff members is important. What kind of support and leadership do you render to the educator leaders?

4.6 What do you regard as obstacles that prohibits educator leaders from fulfilling their tasks effectively?

4.7 How do you address these obstacles?

5. Best practice educator leaders

5.1 What is the role of teacher leaders and Staff Management Teams in leadership in addition to school reform?

5.2 What role are you [principal] playing to prepare educators to become teacher leaders?

PROBING QUESTION: In your opinion, how do educators empower themselves to become teacher leaders?

5.3 What motivational strategies (incentives) do you or the School Governing Body provide to inspire teacher leaders?

6. Culture of teaching and learning:

6.1 What impact did rationalization have on the school in terms of:

6.1.1 the class sizes?

6.1.2 class discipline?

6.1.3 the quality of teaching and learning?

PROBING QUESTION: What disciplinary methods (in Code of Conduct) are being used to discipline the learners?

6.2 How do you see your transformational role with the focus on the implementation of the Curriculum?

6.2.1 What would you suggest must change in the curriculum?

7 Decision-making

7.1 Are all decisions at the school made in a democratic way?

7.2 What type of decision-making method do you regularly apply at the school?

PROBING QUESTION: Is it only the educators that are involved in the decision-making process?

7.3 Do you sometimes delegate the decision-making responsibility to individual educators or the School Management Team?

7.4 What accountability do you attach to this type of decision-making?

8. Contributions to transformational leadership:

8.1 What recommendations/suggestions would you make to lead your school effectively?

8.2 What obstacles do you experience that prevent you from leading the school effectively?

8.3 How do you implement new policies at the school?

8.4 Is there any other transformational leadership problems or contributions that you would like to make or discuss?

Word of thanks: Thank you for your interest shown by voluntarily participating in this research project regarding transformational leadership. Your co-operation is highly appreciated. Thank you for your time and effort to answer the questions to the best of your ability. I do value your input.

Appendix M

RESEARCH PROJECT 2007

School:	Location of Interview:
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Interviewee:	Date:	Time:
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TITLE: The Transformational Role of Primary School Principals in the Bellville Region of the Western Cape.

The Interview Guide: School Management Team [topics]
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- 1. Vision**
- 2. The vision linked to goals**
- 3. Provide intellectual stimulation**
- 4. Provide support**
- 5. Best practice: educators as leaders**
- 6. Culture of learning and teaching**
- 7. Decision-making**

The Interview Schedule: School Management Team educators [questions]
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1. The principal as transformational leader: During the past decade, deep-rooted changes have taken place in education. Amid, these changes, the principal as transformational leader has to focus on the vision of the school:

1.1 Who were the roleplayers that took part in the drafting of the vision?

1.1.2 In a nutshell, what is the vision of the school?

2. The vision is linked to goals:

2.1 What makes it difficult for you as SMT member and the other role players to achieve the set goals?

2.2 What suggestions would you as SMT educator make to achieve the set goals?

3. Provide intellectual stimulation

3.1 Apart from being stimulated by education policies, how do the principal stimulate you or the staff intellectually?

3.2 In which ways, would you say, are educators responsible for their own intellectual stimulation?

4. Being supported:

4.1 What contribution does the School Governing Body make to ensure that the principal's transformational leadership role is much more bearable?

4.2 What kind of problems have the principal experienced concerning the commitment of School Governing Body members in relation to school governance?

4.3 What is the collaboration of School Governing Body members like with regards to fundraising?

4.4 What role do School Governing Body members play in the collection of school fees?

4.5 Support amongst staff members is important. What kind of support and leadership do the principal render to the educator leaders (SMT members)?

4.6 What do you regard as obstacles that prohibits:

4.6.1 educator leaders from fulfilling their tasks effectively?

4.6.2 What do you regard as obstacles that prohibit the principal from fulfilling his or her task effectively?

4.7 How does the Staff Management Team address these obstacles?

5. Best practice of educator leaders

5.1 What role do teacher leaders and the Staff Management Team play concerning leadership and school reform?

5.2 What role is the principal playing to prepare educators to become teacher leaders?

PROBING QUESTION: In your opinion, how do educators empower themselves to become teacher leaders?

5.3 What motivational strategies (incentives) does the School Governing Body provide to inspire teacher leaders?

6. Culture of teaching and learning:


6.1 What impact did rationalization have on the school in terms of:

6.1.1 the class sizes?

6.1.2 class discipline?

6.1.3 the quality of teaching and learning?

PROBING QUESTION: What disciplinary methods (in Code of Conduct) are being used to discipline the learners?



6.2 How do you see the transformational role of the principal with the focus on the implementation of the Curriculum?

6.2.1 What would you suggest must change in the Curriculum?

7 Decision making

7.1 Are all decisions at the school made in a democratic way?

7.2 What type of decision-making method do you regularly apply at the school?

PROBING QUESTION: Is it only the educators that are involved in the decision-making process?

7.3 Do the principal sometimes delegate the decision-making responsibility to individual educators or the School Management Team?

7.4 What accountability do the principal attach to this type of decision-making?

8. Contributions to transformational leadership:

8.1 What recommendations/suggestions would you make in order for principals to lead schools effectively?

8.2 What obstacles do you experience that prevent the principal from leading the school effectively?

8.3 How do you implement new policies at the school?

8.4 Is there any other transformational leadership problems or contributions that you would like to make or discuss?

Word of thanks: *Thank you for your interest shown by voluntarily participating in this research project regarding transformational leadership. Your co-operation is highly appreciated. Thank you for your time and effort to answer the questions to the best of your ability. I do value your input.*

Transcription of interviews with principals

Principal 1 male
Principal 2 male
Principal 3 male
Principal 4 male
Principal 5 male
Principal 6 male

The Interview Schedule: Principals [questions]

- 1. The Principal as transformational leader: During the past decade, deep-rooted changes have taken place in education. Amid, these changes, you as transformational leader must focus on the vision of the school:**

1.1 Who were the role players that took part in the drafting of the vision?

Principal 1: Role players attended a workshop where the educators, teaching and non-teaching staff was present. All role players gave their input. Educators focused on what is important for the school. Role players made an analysis of the Strengths, Weaknesses, Opportunities and Threats [SWOT] analysis of school and educators on how to accomplish the vision.

Principal 2: A joint meeting between the staff and the School Governing Body resulted in a draft vision, which was introduced to the parents at a parent meeting.

Principal 3: Two components of the school: the staff and the School Governing Body were involved in drafting the vision of the school. The staff had a discussion to formulate the vision for the school. The staff did the groundwork because of their involvement at school level in order to give an indication and direction to the School Governing Body. A draft version of the vision was introduced to the School Governing Body for further discussion and approval.

Principal 4: The staff and School Governing Body drafted the school's vision and mission. The parents were not involved with input, but we made the vision known to them.

Principal 5: We have engaged every role player from the start. We started with the learners where we try to sense what about coming to school is important for them. Then we had a meeting with the parents who completed questionnaires and we analysed the information. On the one hand, the staff members got together and on the other, we had a meeting with the SGB. The leadership team [SMT] and SGB gathered as a subcommittee – used the

information from the questionnaires – to draft the vision. Yes, all role players were involved.

Principal 6: The SMT and the staff were involved in the drafting of the vision.

1.2 In a nutshell, what is the vision of the school?

Principal 1: School of Excellence changed to School striving for Excellence

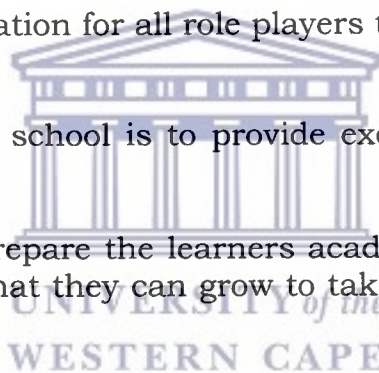
Principal 2: The learner must be prepared to be a critical-analytical thinker and an independent member of society. All the role players must focus their energy to reach that vision.

Principal 3: The vision in a subdivided mission contains a well-formulated academic programme to prepare the learners intellectually. The mission statement includes a compact extra-mural and co-curricular programme that includes sport, concerts, cultural evenings and talent festivals. Within the two mission statements, we as a staff try to accomplish our vision.

Principal 4: Our vision is education for all role players to improve our quality of living.

Principal 5: The vision of this school is to provide excellent teaching to all the learners.

Principal 6: The vision is to prepare the learners academically, emotionally, spiritually and physically so that they can grow to take an independent and rightful place in society.



2. The vision is linked to goals:

2.1 What makes it difficult for you and the other role players to achieve the set goals?

Principal 1: The problems are time management and resources: specifically finances.

Principal 2: Some of the problems that we have are that the values of the school, in most cases, clash with the values of the community that the child lives in. At school, the educators try to mould young minds, but the influence of society causes that we do not reach our goals. Then also, we have a very poor parent with a low morale and self-esteem. Another problem at school is the lack of resources and the poor payment of school fees.

Principal 3: What makes it difficult for us to achieve our goals is the educational level and illiteracy of some of the parents, alcohol and drug abuse. On the other hand, some parents are not aware of what happens around them concerning the education of their children. This restricts some of the parents from taking part in the education of their children. The three components of the school: the educator, the learner and the parent need to

function as one unit. Unfortunately, the collaboration of the parents is lacking.

Principal 4: In our community, there is a high rate of unemployment, a lack of resources, a lack of funds and learners that come to school being hungry. We have a feeding scheme at school to feed the learners. Some of the learners do not have their stationery. At home, there is no money to buy stationery. A large number of learners do not have the luxury that other learners enjoy at home. These factors have a negative effect on the education of the learner. Education cannot come to its full right.

Principal 5: For me, as the principal of this school, the biggest problem is that families are so divided and that the communities are so broken. It does not matter to us from what community the child comes from. Children will be children. We have all been born equal. Unfortunately, it is a big problem for us to see heartbroken families.

Principal 6: What makes it difficult to reach our set goals is the fact that the partnership between parents and the school is not always very satisfactory. I would like to see that the parents support the school and work as a team. In many cases, we have educators and parents that work very well together. This has a positive impact on the learners' progress. There are instances where there is no involvement from the parent. The lack of involvement from certain parents creates certain problems. In the aftercare, we have over three hundred learners who have single parents. Some single parents do not have the time to be involved in the activities of the school. Quite a number of parents do not show any interest in the school and its activities. Some have very good reasons such as work-related commitments, home circumstances, finances and some being single parents. Thus, the school has a greater responsibility and is more than an extension of a learners' home. The school plays a far greater role in the child's life. We make every effort to involve the parent.

2.2 What suggestions would you make to achieve the set goals?

Principal 1: More time need to be spent, to remind educators of their role to achieve the vision. Our goal-orientated development plan must be linked to the vision and put it into action. Concrete efforts need to be made to achieve the goals linked to the vision.

Principal 2: The National Department of Education [NDoE] must provide free education for all. Finance should be provided by the state so that we can address our lack of resources. In the township areas, parents must not be liable for paying school fees.

Principal 3: We have started with the empowerment of parents at school level. We have established an 'After sun centre' to get more parents here in the evening. The purpose of this centre is to upgrade or lift the literacy levels of our parents. Another purpose is to equip them to play a more meaningful

role in the education of their children. In our area, there is a lack of parental involvement, due to a culture of non-involvement. Some of the parents are not interested in the education of their children. They do not check if the learner has homework. Some of them do not even know in what grade their children are, or even who is the class educator. The lack of interest from the side of the parents influences negatively on the development of the child. The learners do not get the necessary support from the parent's side.

Principal 4: Somehow, something needs to be done with the high unemployment rate in the area. We try to address the lack of resources, especially stationery at school. We try to provide the primary stationery for the child. With various events at school, such as portfolio evenings, report card evenings, talent shows and concerts we try to involve the parents. In some instances, there is still a lack of synergy or collaboration between the educator and the parent. At our school, there is a major lack of resources. We ask for donations from the business people in the vicinity. In this way, we can fulfill in the primary needs of our learners. We also ask parents who can afford it to provide. We try our utmost to get the parents on board in connection with the education of their children.

Principal 5: What we are doing now, is we are trying to empower our parents with communication via SMS, e-mail and through our website. We update our website every week. During the evenings, we also have information sessions with our parents. During these sessions, we have motivational speakers who talk to our parents about topics to teach them parental skills. Some parents lack skills in how to be a parent.

Principal 6: Parental involvement: Through our system that we have in place, we try to involve as many parents as possible. At the beginning of the academic year, we have information sessions with the parents so that they can be informed about important information regarding the education of their child. We make it very clear to the parent what the school expects from him or her. The emphasis is also, on what the school expects from the child in a specific phase or grade. The grade educator informs the parents on the plans of action for the year. Parents visit the school every term to scrutinize their child's work. Parents are also involved in the academic performance of the child. During that evening, the parent receives the Progress Report of the learner. If there is something of concern that the parents wishes to discuss with the educator regarding the child's performance, he or she can arrange an appointment with the educator. Parents are also involved in fundraising activities at school. There is very good communication between the parent and the school. We have information circulars that we sent to the parent regularly.

3. Provide intellectual stimulation

3.1 Apart from being stimulated by education policies, how do you stimulate your staff intellectually?

Principal 1: My personal philosophy is that you must be a lifelong learner. The staff attends courses. I motivate educators to attend courses and workshops. During staff development sessions, it is not always necessary to hire service providers, but to use the expertise on the staff to do the necessary staff development. Expertise must be shared with colleagues.

Principal 2: We use the expertise among us to stimulate one another. I encourage educators to attend workshops and in-service training sessions to empower themselves. From my side, I have a staff development session every term. Sometimes I present the session and other times I use of a service provider or in-house expertise, depending on the topic.

Principal 3: We do it through practical and regular workshops. Recently, we had “The Enrichment Model of Joseph Franzulie” which entails the journey as a method on how to teach learners on another level so that they can become independent in their work. Another workshop was to teach educators on how to diagnose learners with literacy and numeracy problems so that the educators, learning support and remedial educators can do the necessary remedial teaching. I regularly emphasise the language-directed approach as a vehicle to teach all learning areas. We do equip educators and give them hope, irrespective of the circumstances, to provide quality teaching.

Principal 4: If one of the staff members does not have the expertise, we – the SGB or staff - hire a service provider or consult with the district office for help. If there is a need, we get a service provider in to address certain topics with regards to staff development. In this way, educators are stimulated intellectually.

Principal 5: Once a term, we have a staff development session where we address on what the staff wants. At the moment, we are working on a document called ‘Staff Organisation’. This is one of the approaches that we use to find out what the staff wants as well as their expectations.

Principal 6: As the principal of the school, I try to give the necessary teaching guidance. Teaching guidance does not come from me alone, but from the SMT educators and learning area heads. The teaching guidance stimulates the educators. I give the educators the opportunity to perform specific tasks. I involve the staff to participate and execute projects, which are monitored very closely. The staff is given the space, time and opportunity to attempt certain tasks and projects. They have the assurance that if the project or attempt fails, then the other staff members will not hold it against them. We involved young educators – without financial benefits – on the SMT to groom and stimulate that educator to become a departmental head. We create the opportunities for educators to grow. The young educator gets the opportunity to accept responsibility so that he or she can lead other educators.

3.2 In which ways, would you say, are educators responsible for their own intellectual stimulation?

Principal 1: I encourage educators to attend courses. The educator read material of educational importance, educational development as well as curriculum matters. Educators must see themselves as lifelong learners. The educator must be a practical researcher.

Principal 2: The educator must stay informed about changes to the curriculum and other educational issues. The educator must know his or her core duties, responsibilities and curriculum to do his or her planning accordingly. The educator must attend certain courses to enrich and intellectually stimulate him- or herself. The educator is an enthusiastic reader and a lifelong learner by studying further to improve him- or herself.

Principal 3: We have quite a number of educators on the staff that has engaged in further studies to equip them with new ideas on how to teach. By studying further, educators are exposed to new methods on how to present new learning material. Another way is to read. The educators do not read educational material in connection with how to improve their practice. I believe in 'Take time to read, it is the fountain of wisdom'. One of our educators was crowned Western Cape Educator of the Year [2004]. This particular educator uses a didactic approach to illustrate that you can accomplish all six learning areas in one lesson. Now she uses her expertise to empower other educators at our school and in the vicinity. When we moderate the educators' question papers or our learners' marks, then we ask our colleagues to give feedback on what they are doing in class about language development. The educators involve must explain the advantages, disadvantages and problems that they experience and share it with the rest of the staff.

Principal 4: Educators attend in-service training courses and workshops presented by the Provincial Department of Education [PDoE] and the district office. Some of the educators are busy with further studies.

Principal 5: A good educator will always be a student. As a real and true educator, you must take responsibility to stimulate yourself intellectually. You cannot expect other educators to stimulate you. I do believe in lifelong learning.

Principal 6: The educator must initiate projects and enrich him- or herself. The educator must play a voluntary role in coordinating tasks to gain new skills or exercise acquired skills and expertise. The educator must be open to take on the responsibility to learn. The onus is on the educator to improve him- or herself.

4. Being supported:

4.1 What contribution does the School Governing Body make to make your transformational leadership role bearable?

Principal 1: The School Governing Body contributes minimally. The SGB lacks capacity in fulfilling of their tasks and therefore becomes a burden. The SGB does not lead, but they follow with regards to school governance. I need a leading role from the side of the SGB.

Principal 2: I must say that the School Governing Bodies are not as committed as they should be for various reasons: one that stands out very pivotal is the fact that our Governing bodies are not committed to getting us the support especially when it comes to fundraising and the paying of school fees. Once they have actually realized that their role is of paramount importance they would have to make a mind- shift and in so doing, they would be able to assist the school tremendously.

Principal 3: I do get very good support from the School Governing Body [SGB]. The collaboration of the SGB is very good. The only problem that I have with the SGB is their level of involvement. They do need a lot of guidance to work independently. I have found that I put suggestions on the table and then they follow. I do not want followers, but leaders. The SGB must lead the way. I am in the process of changing their roles to leaders. Each member of the SGB is now a chairperson of a committee and they give feedback to the SGB and me.

Principal 4: The SGB plays a supporting role. If we as educators experience any problems, they are there to assist us. We do get 100% support from the SGB when we organize functions. I do not have a problem with the SGB.

Principal 5: I am in a lucky position to say that I have parents on the SGB – not all of them – because you do get different personalities that are fully supportive. We have educational events where some of the SGB members will be on duty to address the learners.

Principal 6: The SGB's involvement in the curriculum and academic sphere of education is limited. The SGB members are governors of the school. The SGB supports me in formulating policies. The staff executes the formulated policies such as the language, finance and Code of Conduct for learners. The SGB plays a leading role in school governance and they are well informed about the changes in education. The SGB are informed about what is happening in the school and gives the necessary support when it is needed.

4.2 What kind of problems have you experienced concerning the commitment of School Governing Body members in relation to school governance?

Principal 1: The SGB are contributing to school governance, but they need to focus on putting structures into place such as playing a leading role in fundraising and encourage parental involvement. The SGB do not intervene with school management.

Principal 2: Our School Governing Body has about three active members from the parents' side and we are supposed to have five. We have two vacancies within it that have not been filled which impacts negatively on the running of the school. Our educators form part of it, but we so much so lean a lot towards the SGB to play an extra role, which is not forthcoming.

Principal 3: In general, I have one or two members that do not play their membership role, as they should. The majority of them are committed. They attend the SGB meetings regularly and are present at functions.

Principal 4: We do not experience any problems such as the SGB interfering with school matters, school management or matters that does not concern them. Indeed the SGB's focus is on school governance.

Principal 5: I experience two things about SGB members, namely those who really have the skills and competency gets tired because the systems that they want to put in place, contradicts with the bureaucracy of the state. Concerning the execution of their duties, there is too much red tape involve. Some of them are business people and they get tired of being bogged down by the hierarchy of the state, then they resign. On the other hand, some of the SGB members do not realize when they are elected what the work of the SGB member consist of. The majority of SGB members play a leading role in performing their duties.

Principal 6: The SGB members are working in the private sector. With their expertise and competency, they provide valuable input at sub-committees. One must bear in mind that SGB members have other commitments too. A large number of the duties of SGB members are dealt with by the school. I do get their support and keep them informed on what is happening at the school.

4.3 What is the collaboration of School Governing Body members like with regards to fundraising?

Principal 1: The SGB supports fundraising. Structures such as playing a leading role in fundraising and collecting school fees should be put in place. They do have initiative, but lacks executive skills to make efforts materialize. The staff wants the SGB to take the lead in fundraising activities. In the past, the Staff had to intervene because the governing body did not make an effort to raise funds, especially when it is a budgetary item. The SGB neglected to make the necessary arrangements concerning the fundraising event.

Principal 2: Fundraising is a very important point that our School Governing Body surely lacks. Most of the fundraising takes place here at school via the educators who sell things. They do the fundraising. It should actually be the School Governing Body who takes the initiative to do that and that is not forthcoming.

Principal 3: At this point in time, I am not getting what I really want. The majority of the SGB members play a meaningful role when it comes to fundraising projects for instance the school bazaar. However, individual members give their full support and play her or his part. I have found that I will have to lead them, give the necessary guidance and support so that they can fulfill their leading role. The SGB members are playing a subservient role with regards to fundraising.

Principal 4: The SGB takes the initiative to arrange functions if there is a shortage of funds. Sometimes the SGB members play a leading role by organizing events such as the Karaoke and Food Fair. There are times when they play a subservient role, for example supporting the school concert.

Principal 5: We do not have a very active fundraising committee. We are not a community school. We do not have a catchment area; our learners come afar. The majority of the parents are working. Concerning fundraising, the parents requested that the school must rather charge the school fees so that they can continue with their lives. Parents requested that we rather include the fundraising in the school fees so that parents have more time for themselves. We do have ways of parental involvement such as information evenings, school concerts and Saturday sports days. The main aim is to get the parents involve in sport occasions and school choirs.

Principal 6: There are structures or sub-committees within the school that is actively involve in the raising of funds for the school. At our school, we have two structures namely the parent association and the staff who engage and drive the fundraising projects such as concerts, arts and culture evenings, market day, carnival and dance. The SGB exercises control over the fundraising parent association. The SGB governs the finances of the school; allocate funds and how it will be utilised. Parents of the parent association are a sub- committee of the SGB.

4.4 What role do School Governing members play in the collection of school fees?

Principal 1: The SGB plays a minimal role. The collection of school fees takes place at school. The accounts are issued at school. The financial officer receipts the money. The SGB plays a role at the end of each year, where learners have to register. At the end of the year, a registration or deposit day is set aside where parents who did not pay their children's school fees, arrange for the payment of the outstanding amount. The ideal situation would be where SGB members' phone parents who did not pay or partially paid school fees, but unfortunately, all these parents are currently working. Nobody has the time to phone parents during working hours. Therefore, the phoning of parents is not possible. Another way would be where SGB members' phone parents at night concerning outstanding school fees.

Principal 2: We have spoken at length about their active involvement in the collection of school fees. It was just many talks, with the result that we are

pulling on a very stringent budget now and shows that the role of the School Governing Body is also lacking.

Principal 3: The SGB members' role concerning the collection of school fees is at this moment minimal. We are busy designing an effective system to collect school fees. We have established a subcommittee that deals with school fees in order to instill a culture of payment amongst parents. A culture of non-payment on the part of many parents, are evident.

Principal 4: School fees are a problem. Letters have been sent to the parents. A few parents responded by paying the school fees.

Principal 5: The SGB do not play any role with the collection of school fees. We have financial and administrative systems that handle this. The SGB is only involved in the financial committee. In the financial committee, the SGB members formulate policies that are implemented.

Principal 6: A SGB member is responsible for the collection of school fees. This SGB member makes contact with the parents who are in arrears with their school fees. The parent, whose account is in arrears, arranges an appointment to explain reasons for not paying the school fees.

4.5 Support amongst staff members is important. What kind of support and leadership do you render to the educator leaders?

Principal 1: We conduct learning area meetings on a regular basis. Sessions for the development of educators are held. The learning area heads or phase heads will consult with me on what is currently happening within the phase or learning area. I will give the necessary guidance. I serve on the Development Support Group [DSG] of some of the staff members. I give my input, academic and administrative support and we really focus on the shortcomings of educators.

Principal 2: I give them all the support I have. I am sitting with a wealth of experience, which I very often share or regularly share with my teachers who show the initiative of wanting to go forward. That is exactly what I do, I assign people [educators] roles and I assist people in all ways to do best they can where it comes to roles that they have to play here. My support is of paramount importance. We have educators and we have leaders. Surely, I give people [educators] the opportunities who want to exercise their roles as leaders. Those who have it stand out clearly and with them, I do walk a path. Others, you can see clearly that they are not interested, so I stay clear of that type of person. It depends on the willingness and attitude of the person [educator] that is important.

Principal 3: The Staff Management Team [SMT] is a very strong and committed team. We work well together. I like to communicate with them on a regular and daily basis. Personally, I do not believe in formal staff meetings. However, I do have one formal staff meeting at the beginning of

the year where I give the job description of each SMT member. I issue a staff handbook at the beginning of the year, which describes the job description, core and general duties. Every SMT member knows her or his responsibility. We have moderation dates and spell out the objectives for the year. I am in consultation with the SMT members when we receive new circulars or information from the SGB that they need to know.

Principal 4: If there are any obstacles at school, I will offer help and give advice. I am also new in this job; therefore, I consult some of my colleagues around here. I organize workshops to stimulate them intellectually.

Principal 5: The support is basically that we are in a very big trust relationship with each other. When we are in a SMT meeting, we may differ in opinion from each other. When we are in a staff meeting, we give direction and support to each other on what has been discussed in the SMT meeting. In that way, we function at a very high professional level.

Principal 6: The SMT has an important role to play. As part of the SMT, I allocate a specific grade to a SMT member. This SMT member takes responsibility for that grade. The grade leader takes responsibility for a specific grade. Some SMT educators are also learning area heads, where they give the necessary teaching guidance and support about the curriculum. Their main guide in the classroom is the Performance Standards of the Integrated Quality Management System [IQMS]. The grade leaders, SMT members and learning area heads use this system as the central focus in teaching to support the educator.

I do class visits twice a year. I give a full report after every class visit. The staff does not see it as a threat, but rather as a way to help them. These class visits form part of your teaching guidance. Twice a year the SMT is responsible for moderation on work done by the educator in the class. They write a report on their findings as well as give recommendations that are submitted to my office. I make a summary of the shortcomings and recommendations. We discuss it in a meeting, try to find solutions and work out a plan of action.

4.6 What do you regard as obstacles that prohibits educator leaders from fulfilling their tasks effectively?

Principal 1: Time; unnecessary forms to be filled in. Loads of paperwork. Too much administration work.

Principal 2: Various obstacles prohibit educators and educator leaders from executing their tasks in an effective way: time, commitment and collaboration from parents and the loads of administration work. The willingness and attitude of educator leaders can sometimes be a problem.

Principal 3: I have found three major obstacles: time, motivation and the lack of skills prevent the SMT members from executing their tasks

effectively. The fact that the SMT members are full time in a class makes it difficult for them to do their administration work. I have come to realise that motivation is due to a lack of skills. Some SMT members are not equipped with specific learning area knowledge to give the necessary guidance to educators in a specific phase. We have compiled the learning area policy documents. These documents give direction to the whole school. These documents include work schedule, phase plans, term plans and lesson plans per learning area. We have developed a unified structure so that the SMT members can exercise leadership and guidance. We have formulated an assessment and learning support policy that makes our work so much easier. These policies explicitly states what each SMT member must do. I have found that without these structures our school would have been a dismal failure. These structures provide consistency. The principal's biggest challenge is to abide by consistency.

Principal 4: In general, it is resources. We struggle to get map books and dictionaries. In this case, we normally have one set of map books and dictionaries that will travel from class to class.

Principal 5: The main obstacle that we experience is the huge administrative burden on the shoulders of the SMT educators. The administrative burden causes that educators cannot focus on educational tasks for which they are really paid, namely to teach. Their main purpose is that they must focus on the child. They must focus on the curriculum, specifically leading teachers in applying new teaching methods.

They do get time according to the policies of the employer, to do their administration. At our school, we work electronically.

Principal 6: We are in a sense privileged to have contact with the district office. The services of the district office are very limited. Our district office is reasonably involved, but it is not sufficient. There are factors that lead to it, namely the workload, the number of schools per circuit and the changing policies that the curriculum advisors and circuit managers have to acquaint themselves. The curriculum advisors do not actually visit our school. I hope that the circuit manager will visit the school more often. The support that our school is getting from the district office is unsatisfactory.

4.7 How do you address these obstacles?

Principal 1: No winning recipe to address these obstacles. The filling in of forms from the employer must be reduced. The primary task of the educator is to teach. The educator is being overloaded with policies. Policies must be drafted. Democracy is that all the educators must be involved when drafting a policy: even if the educator is interested or not. The educators must give their input. If only two educators draft the policy, it is also not good.

Principal 2: The educators try to find time to execute the administration duties. In most cases, they prioritise their administrative tasks.

Principal 3: In addressing our challenges, obstacles or problems, we hold regular SMT meetings in my office. We have regular development sessions with SMT members on educator portfolios, education policies, and assessment. The SMT must have a good understanding of the content of education legislation. The SMT designs a draft policy and shares it with the staff for further discussion, suggestion and final formulation. We have found that the fact that we have developed a draft policy gives direction to the staff members. In that way, we assure that the educator will be part in the execution of the formulated policies and we know in what direction we are moving. The staff in turn, will identify what they like or dislike or what they think will work well about the policy. After a while, a review on the implemented policy will be held, to determine what worked well and suggestions for changes are noted.

Principal 4: In the foundation phase, we have the learners that leave at 13:00 every day. The advantage here is that the educators in the foundation phase can come together, do their planning as well as discuss educational issues. In the intermediate and senior phase, we use the time between 14:00 and 15:00 to discuss school matters. Some SMT members also do some administration work during this session.

Principal 5: The time has come that we need to implement policies in more or less the same way: 'What is good for the goose, is good for the gander'. The schools in the one district office are implementing policies differently than schools in another district. Every school must try to do the same, try to implement policies in more or less the same way.

Principal 6: The number of schools per circuit must be reduced. More curriculum advisors must be appointed to serve the interests of the educators more effectively. The curriculum advisors must give clear guidance to educators and must try to avoid uncertainty to reduce confusion.

5. Best practice educator leaders

5.1 What is the role of teacher leaders and Staff Management Teams in leadership in addition to school reform?

Principal 1: SMT and teacher leaders must be open to change. The SMT helped with the drafting of the strategic plan. Educators are in a comfort zone. The educators are sometimes negative towards change. Changing of educators is a slow process. The SMT must help to change the mindsets of educators and to focus on how to manage change. SMT must use their bargaining power so that educators can buy into the new changes: attitudinal changes. The principal must also use his/her bargaining power to convince SMT of the essence of the new changes. Sometimes the principal also need a mindset change. Sometimes the mindset of the principal can be contradictory to the suggested change, and then the principal need a

mindset change. The principal will not always easily accept the suggested change as indicated by the Provincial or National Department of Education.

Principal 2: It comes through very slowly, but the educators tend to accept and want to work with the SMT in terms of what we aspire to do at the school. Very slowly, educators seem to understand the different roles different people play and they respect that. The SMT educators perform the duty as supervisor on the Development Support Group of educators. These supervisors attend to the Personal Growth Plan [PGP] of educators to monitor that skills development takes place.

Principal 3: We make use of facilitation to enforce and encourage effective didactics and pedagogics at school. Facilitation to help educators to encourage best practice approaches. We adhere to the effective management of resources at school level. The purpose of the empowerment of SMT leadership roles is so that they can lead from the front. The Performance Appraisal system states the SMT educators serves on the appraisal panel, the DSG, of educators. Part of their duty is to help and assist the educators to address the development needs of the educators.

Principal 4: I am still new and if you look at certain policies that need to be implemented, then we work together to draft the policy. I believe if you have been part of developing a policy, then there is buy-in and the educators willingly execute it. Concerning the leadership role, I issue tasks to them and they, in turn give it to the other educators. The educators look up to them and they – the post level one educators – do as is expected from them.

Principal 5: The educator leaders and SMT educators take leading roles in that they help to motivate, moderate and provide information to educators. They moderate in what is happening in the class.

Principal 6: The educator leaders and SMT must play a leading and supporting role to the rest of the staff. Concerning school reform, educator leaders and SMT members must be open to change. They must influence the mindset of educators to change. Like the principal, the educator leaders and SMT members are agents of change for the betterment of the school.

5.2 What role are you [principal] playing to prepare educators to become teacher leaders?

Principal 1: A system is in place where every educator is responsible for an administrative task or tasks. SMT or ordinary educator is issued with an administration task. One educator will play be the leading role player. The shuffling of committees: financial, stocks and computer committee where other educators also get the opportunity to learn. The onus is then on the learning educator who have had exposure to take the chance to lead. Educators rotate to give educators the exposure as well as the opportunity to develop with the hope that they will lead that committee or administrative function. Even SGB educators serve as educator leaders.

Principal 2: I assign people roles and assist them in all ways to do as best they can when it comes to roles that they have to play here. My support is of paramount importance. We have educators and then we have leaders. Surely, I give educators the opportunity who wants to exercise their roles as leaders. Those who want to be leaders stand out clearly and I walk a road with them. Others, you can see clearly that they are not interested. I stay clear of that type of person. It depends on the willingness and the attitude of the educator.

Principal 3: In our staff handbook, we have additional tasks. The educators and I have identified these additional tasks. Educators get the opportunity to exercise these tasks. When we have a fundraising event like a bazaar, karaoke or dance, the meeting will decide on an educator to take the lead or ask for a volunteer. Educators are fortunate because we do create the opportunities for them to develop. The Integrated Quality Management System [IQMS] makes provision for development. The DSG addresses the shortcomings or areas for development of educators. Concerning the SMT, everyone gets a chance to conduct the assembly or do the vote of thanks. I believe, through exposure people gain confidence and thereby improve. Here the women on our staff take the lead. At first, they were shy or on their nerves, but now it is second nature, and they do it with confidence. I also give the SMT member a chance to take the lead. At first, there was a lack of collaboration, but it gradually improved. After five years, I detected a vast improvement on the part of collaboration and educational growth. My deputy principal and I actually share a post level. I share everything with him. I have given him executive power. He can make decisions, except for financial decisions because it might have financial implications and cause financial problems for the school. I support him in the decisions that he takes. If it so happens, that he makes a mistake, we will take note of the shortcomings and bear it in mind for the future. He must learn by his mistakes.

Principal 4: If we look at the phase or grade leaders and there is potential, then you will use these people to the advantage of the school. If one look at our staff establishment, our school have been granted a promotion post for a deputy principal. Now, we will look at the potential of the educators and avail to them the opportunity to act as deputy principal depending on their skills and expertise that they have to offer.

Principal 5: I give every educator the opportunity to develop, if he or she of course wants to develop. We work in committees at this school. You can choose to the number of committees you want to belong. We also use the 'buddy system', which works very effective. I give them [the educators] the opportunity to proof themselves as grade leaders. Every year a different educator in the grade gets a chance to be a grade leader.

Principal 6: The educator leaders and SMT recruit educators with potential onto the SMT team. The idea is to empower educators to become teacher

leaders, SMT educators or grade heads. Tasks are allocated to this educator and he or she will execute it to the best of his or her ability. The educator heads and educator leaders will give the necessary guidance and support.

PROBING QUESTION: In your opinion, how do educators empower themselves to become teacher leaders?

Principal 1: Every educator on the staff is a leader, that is a leader of a class, sport team or committee. Some educators do not have the ambition to become a departmental head, deputy principal or principal. Some educators get their satisfaction being educators in a classroom setting. Some educators do not want the extra responsibility or do not need the extra money. Principal encourages educators to apply for promotion posts or to take leading roles in committees and subcommittees.

Principal 2: Simply by reading books and educational material the educator can empower him or herself. Another way is to read educational articles and to take part in educational conferences and seminars. Very important is that educators must attend workshops to be aware of changes in education. The Performance Appraisal system makes provision for an educator to draft his or her Personal Growth Plan. The PGP indicates the area for development as identified by the DSG. The onus is on the educator to attend to his or her weaknesses.

Principal 3: At first, an educator must have the willingness to learn. I have an educator here who has a vast appetite [hungry] to learn. I have empowered him to administer and operate the computer room. Today, he manages the computer room on his own. In a way, he empowered himself to install and manage computer programmes. Another educator has been shown how to order learning support and teaching material. Unfortunately, sometimes we have to 'force' educators to take the lead or be responsible for their own learning. An example is where educators are responsible for their own typing. Everyone must type their own question papers for tests or examination purposes. If they do not know how to type, they will be taught how to do it.

Principal 4: If we look at the educators here, they are keen to know more. If they do not know something, they will come and ask you. These educators also use the internet to get information if they want to know certain things. Every educator is a leader and some of us want to be more of a leader. Some of them do show leadership qualities. Some educators serve on each other's DSG. They learn from the strengths of each other and empower themselves.

Principal 5: We, the SMT, are responsible for allocating classes to educators. The educators in the specific grade indicate who must take the lead. In some instances, they will work as a team to complete certain tasks. Not all educators can become educator leaders. If we look at personalities of certain educators, you will realize that that educators lack human resource skills. Some educators are leaders and other educators are very good followers. Not

all educators can be good leaders. The educator who has the leadership qualities will read and empower him- or herself. The leadership qualities can be easily spotted in these educators through their actions. Every educator is a role model and leader of his or her class. An educator is a leader of children or learners. It is a fact that not all educators can be a leader of other educators.

Principal 6: The willingness of certain educators to learn, make them perfect candidates to become educator leaders. These educators execute delegated tasks to the best of their ability and the educator leaders confide and trust in them. The educators proof their worth. Educators empower themselves to take initiative in running projects with a positive outcome.

5.3 What motivational strategies (incentives) do you or the School Governing Body provide to inspire teacher leaders?

Principal 1: The SGB provides no incentives [in the form of money] to motivate our educators. We, as the SGB, count on their sense of duty. The SGB counts on their self-development. At the end-of-year function, the educators are treated as a staff with the money that was provided by the SGB.

Principal 2: I keep my finger on my pulse in terms of what the educators want. Since I am the only male around here, I tend to put out feelers on a regular basis and I surveyed the area concerning the educators. I try to be on top as I possibly can on a daily basis to keep the morale high. I cannot offer any incentives. The SGB cannot afford incentives. Therefore, we cannot remunerate educators financially.

Principal 3: The SGB does not provide any money or incentives for staff members. As the principal, I have an informal way of showing my appreciation for their contributions and a way of saying 'thank you'. I give them an informal function twice a year. This is my way of acknowledging their contributions to quality education.

Principal 4: From our side we cannot provide financial incentives for educators. We cannot reward educators financially. School Governing Body educators receive a bonus at the end of the year to inspire them and to boost their confidence. If they proof themselves, they will get an increase at the end of the year.

Principal 5: Do you know sir; if you hear the word incentives, then you immediately think of money. At our school, we do not use money as an incentive, but we take time to say 'Thank you' and show appreciation. Everybody has the good in him or her; you must just catch them doing something right. I do praise educators when I catch them doing something good or valuable.

Principal 6: We do not use money as an incentive. What we do here, is the SGB has set aside some money so that we can buy a present when it is a birthday of a colleague. This handing over of gifts is a gesture of our appreciation.

6. Culture of teaching and learning:

6.1 What impact did rationalization have on the school in terms of:

6.1.1 the class sizes?

Principal 1: Rationalization caused that more SGB posts had to be established. Currently the school has five SGB posts. The SGB posts brought some relieve, but it is also a financial burden for the school. The class size is average thirty-five learners per class.

Principal 2: The class sizes have actually increased especially when it came to rationalization, because the educators that were there for those positions, they were taken out of these classes and left the profession. It was incumbent on the educators that remained to take more 'kids' [learners] into their existing classes. That worked out negatively for all of us.

Principal 3: Rationalization had a financial impact on our school; not a didactical one. Our school suffered a financial blow. We had to employ extra educators via SGB posts. Currently, we have four SGB posts. We have to work extra hard to pay the salary of these educators. Unfortunately, the SGB cannot offer these educators a competitive salary. I think, if the legislation [clauses] in connection with the Severance Packages change, the SGB posts will go back to state posts. SGB educators will apply for these state posts. The reason for this is the remuneration is better. This will cause that the pool of reserve educators will be empty. This will lead to a shortage of educators in the Western Cape.

Principal 4: Rationalization heavily affected the staff and the teaching of the learners. Rationalization created headaches. Class sizes became bigger and grew to more than fifty learners per class. I was also a victim of rationalization. I was in excess at this school, redeployed to another school, re-applied to this school via a vacancy list and was appointed in a promotion post. Another school in the area had to close its doors of learning, because of rationalization. Some of the learners and educators were redeployed to our school. In that way, we gained learners and educators as a result of rationalization. Our learner-numbers were boosted, which led to that we can now appoint a deputy principal.

Principal 5: Rationalization had no impact on our school or classes as such. The SGB and parents decided to pay for an extra eight educators. The fact that the parents are paying for extra educators, makes it possible for us to have twenty-eight learners per class.

Principal 6: Rationalization had a severe impact on the budget of the school. We have decided to pay for the services of extra educators so that we can keep the ratio per class at 32:1. We catered for this expenditure by raising the school fees. Rationalisation brought about SGB posts. Educators, who left the profession via severance packages, could re-enter as SGB educators. For some educators it was an emotional and traumatic experience to be declared in excess.

6.1.2 class discipline?

Principal 1: The fact that the practical learning areas such as Physical Training, Handwork and Needle Work have been taken away caused that the learners are now less disciplined. The educators teaching practical learning areas were practically equipped for their task. Nowadays, educators teach practical learning areas like Life Orientation, but they neglect the Physical Training section due to the fact that they are not practically equipped to do the job. The balance of practical and academic [theoretical] learning areas of the past brought forth a more balanced learner.

Principal 2: Class discipline is but one, but control, the marking of books, the supervision, the presenting of lessons. All of those factors influenced negatively on the teachers performance.

Principal 3: Class discipline deteriorated. We have fifty to sixty learners per class. Rationalization caused bigger classes, which led to sound didactical practices being replaced by 'crowd control'. Class sizes have been reduced. Now, with the SGB posts, we have a class size of approximately fourty-to-fourty five learners.

Principal 4: We, at our school, are lucky. We do not have disciplinary problems as such. We have isolated cases of minor class discipline problems.

Principal 5: Rationalization did not have any impact, whatsoever on class discipline.

Principal 6: The fact that we have 30 to 32 learners per class did not create any discipline problems. Luckily, we could keep the classes more or less the same class size as before rationalization. I can reasonably say that rationalization did not have any impact on class discipline, because our class sizes did not change.

6.1.3 the quality of teaching and learning?

Principal 1: The educator in disadvantaged schools has become less motivated due to rationalization. Some educators take stress leave, which burden the other educators at school. The educators at school must teach the class of the absent educator. With rationalization, a new curriculum was introduced into education called Outcomes Based Education. Educators

have not been properly prepared for the new curriculum. The majority of educators left the profession. Some of the educators were against this new curriculum because it brought change in education, while others were frustrated and more others wanted to implement the new curriculum. The education of our learners definitely suffered.

Principal 2: The quality of teaching and learning is an individual matter. If the educator is well prepared and she does what she has to do in the classroom, she would push out [produce] learners who are of high calibre. That will also mean that the principal and Head of Department [HOD/education specialist] need to keep control over what work has been taught in the classes and what work has been done. More people [educators] are involved than just the teacher in the classroom. Re-shuffling of expertise in the classroom is a very sore point, because educators tend to stay in one grade for up to ten to fifteen years. To make mind shifts can be very negative because educators are not as easy as one would expect to make mind shifts and moves to other grades, once they have been established in a certain grade.

Principal 3: Rationalization did not have that much of an impact on the quality of learning and teaching, but rather the changes to the curriculum. The expertise of educators that exited the system was not that much of an impact at school. The structures that were created are that the every educator has the skills to do the majority of the educational tasks, and by so doing minimised the impact of rationalization.

Principal 4: The bigger class sizes had an impact on teaching and learning. Educators cannot attend to all learners in a class of more than fifty. There is a possibility that it could influence learning and teaching negatively. The bigger class sizes definitely disadvantaged the slow learner. We have the learning support teacher to see to his or her learning needs. Here we have the remedial teacher that supports the learning of these learners.

Principal 5: No! Rationalization did not have any impact on the culture of learning and teaching or on the quality of learning and teaching. Part of our mission statement is 'Carpe diem', which means 'seize the moment'. We make sure that we are and stay on the forefront of changes and happenings in education.

Principal 6: The expert educators exited the system. One can call it 'An exodus of expertise.' Educational competency left the profession. This resulted in that new SMT educators had to be appointed. With the loss of the expertise, new SMT members had to be appointed. The employer had the opportunity to invest in the education of the disadvantaged, but did this minimally.

PROBING QUESTION: What disciplinary methods (in Code of Conduct) are being used to discipline the learners?

Principal 1: The Code of Conduct of the school is a dynamic document. Our parents and learners are aware of its content. The Code of Conduct has three levels of transgressions: level one: mischievousness; level two: drug abuse and the level three: kinds of assault. No disciplinary committee exists. The educators deal with disciplinary problems. The Principal and deputy principal deal with serious misconduct. The Educational Management and Development Centre [EMDC] issued a manual that will be implemented to deal with misconduct. The Code of Conduct will be adjusted accordingly.

Principal 2: At our school, we do not have detention classes, but we do have the disciplinary committee that works in conjunction with the SGB. Depending upon a transgression of the learner, he or she will be accompanied by his or her parent; will appear in front of the disciplinary committee. Serious offences will be dealt with by the SGB. We had cases for suspension, but we do not expel learners. Here learners expel themselves: they become habitual offenders and then they leave school.

Principal 3: We do not use corporal punishment, it is forbidden. Educators punish disruptive learners by keeping them in class at break time. At the moment, some schools are exercising Out of School Suspension [OSS]. On the other hand, I do believe in In School Suspension [ISS]. In School Suspension is more beneficial. With this system, learners that do refuse to work, cause behavioural problems or are disruptive are removed from the class. These learners are sent to another class with a responsible programme. These learners are punished at school and do not disrupt the class. Currently, the principal and deputy principal drive this suspension programme. This programme is well structured and links to the work of the learner. The work of the educator is well planned for these learners and they do not sit idle.

Principal 4: At our school, we have different levels of misconduct. Certain learners, guilty of misconduct [depending on the level of misconduct], will be sent to the SGB. The SGB deals with serious misconduct. I will handle the minor offences such as late coming, gossiping among groups and staying absent without a valid excuse. We do not have a disciplinary committee.

Principal 5: The staff, principal and learners have developed a system where we focus on the positive and correct behaviour of learners. Every learner has a merit, de-merit form. Merit awards are based on five values of the school. Learners can get merit awards. The learners that get five or more merit awards at the end of the term, gets a voucher to visit a famous restaurant. The recipients of the voucher only apply to those learners who did not receive any de-merits. We make a very good example of all the role models. Every alternative week we have the Star-in-you awards. Learners earn this award when they are caught doing something right while being watched by fellow-learners. The recipients of these awards do not know that they were watched. The recipients are in many cases astonished or amazed when they are called on stage to receive the awards. On the stage, they are told the reason for the award.

The de-merit system works very well. The de-merit system are updated weekly and the parents or guardians must sign the de-merit form. The SGB deals with extreme disciplinary cases. We do not have any disciplinary committee at school. In 1997 was the last when the SGB had to deal with a serious disciplinary case at school: a learner brought a gun to school.

Principal 6: At the beginning of the year, we discuss the Code of Conduct with the parents and the learners. The learners are well informed on what are the three levels of misconduct. We have a well-formulated Code of Conduct for Learners. The Code of Conduct makes provision for three grades of misconduct. We have our procedure for the detention classes. We communicate any misconduct to the parent. We record any type of misconduct in the disciplinary register or detention register. The responsible educator pastes a copy of the recorded misconduct in the Life Orientation book or file. We monitor the misconduct of learners. If the learner attended three detention classes, then he or she – accompanied by the parent – must attend Saturday detention. If there are occurrences of other offences, then the parent and the learner must appear before the disciplinary committee. The SGB takes the necessary disciplinary action against the learner.

6.2 How do you see your transformational role with the focus on the implementation of the Curriculum?

Principal 1: The principal is co-responsible for the execution of the curriculum. One of the deputy principal's core duties is to see that the curriculum is properly executed. The deputy principal is the curriculum manager of the school. The principal is officially involved in all facets of the curriculum. The Department of Education holds the principal responsible for the curriculum management of the school. Educators tend to teach in the old ways, rather than using OBE methods of teaching. Outcomes Based Education [OBE] is not the best system for the disenfranchised people of South Africa. OBE is a resource-based system. The school does not have the financial resources to acquire the educational resources. The ex-model C schools do have resources in abundance. 'OBE is resource hungry'. Unfortunately, schools in the district do not have the educational resources to let OBE prosper. OBE is a good system, but all the support structures must be in place, to make it succeed.

Principal 2: With the implementation of the curriculum, I had to study myself into the curriculum and therefore work very closely with my Head of Departments or School Management Team to put the Revised National Curriculum Statement into place. It is important to know as much of the curriculum or the RNCS as such so that we [SMT] can inform the staff for better or quality education for our learners. Curriculum 2005 [C2005] was a very sore point, because so many flaws surfaced from there and it was difficult for me as principal to convince our educators to buy into C2005. The educators were instructed to leave their old methods as such and implement what was new. They were not so offay with the new methods.

With the NCS, educators seem to see the light, because there was a downscaling from C2005. The employer offered a limited amount of courses or workshops on the implementation of the curriculum. With the NCS, they were able to learn a little more, learn a little easier on what they had previously. So yes, there are tremendous changes from the old [C2005] to the NCS that we are presently using. The workshops helped them to a large degree, but it affects the educator's time after school. After they had served a day's work at school, they are still expected to attend courses beyond four o'clock, sometimes five o'clock and it influences negatively on the workload of our educators.

Principal 3: The principal is the education and teaching leader and I make sure that I am on par with the changes to the curriculum. If I am weak and do not give the necessary guidance to the implementation of the curriculum, the teaching in our classes will become a dismal failure. If I have limited knowledge of the curriculum, the academic side of education will fall to pieces. I have empowered myself with the Revised National Curriculum Statement. Very important for me was to be acquainted with the composition of the curriculum: the learning areas, the assessment standards, the assessment techniques and the learning outcomes. I give the necessary guidance in the school, so that we can draft policies to enhance uniformity on how to implement the curriculum. I must take the initiative and instill the necessary confidence in the educators so that they can come to me for the necessary curriculum direction. My role is to ensure that all the educators are on par with the understanding of the curriculum. As an example, I approach the assessment of the learner using the inverse method. The marks on the report card comes from a recording sheet; the recording sheet links to an assessment activity; the assessment activity links to a lesson or series of lessons; these lessons are part of a work schedule which entails a year, term and lesson plan with the central focus on the assessment standards. The guidelines of the National Curriculum Statement are very clear: an educator knows what is expected; what work he or she must cover and the number and type of assessment tasks that need to be covered for the year. The Curriculum Protocol Document states the guidelines and requirements for each grade. If you do not change, then you are going to stay behind.

Principal 4: The central focus of my school is its curriculum. We, as a staff, will come together, do the necessary planning such as the work schedules and lesson plans. At the end of the year, we do the necessary planning for the end of the year. We will also come together during the afternoons of the fourth term. I must tell you that the educators found Curriculum 2005 very difficult to understand. As the time went by, and with the workshops that educators attended, Curriculum 2005 became easier to understand. If I look at the quality of work that the educators hand in, it shows that they have a better understanding of the curriculum. With regards to the educational planning with the focus on curriculum, we have the different phases: the foundation, intermediate and senior phases that come together. This, in a

sense, guarantee that educators deal with learning material in a particular manner.

Principal 5: My core duty at school is to see that the curriculum of the school is properly implemented. If I could only do for what I am being paid for, I would be extremely happy. Unfortunately, I have to delegate the curriculum responsibility to SMT members. I am on par and aware of the changes in the curriculum. The fact that I have many administration and managerial tasks to perform, I have to delegate the curriculum responsibility. I see the curriculum: the Revised National Curriculum Statement [RNCS] and National Curriculum Statement [NCS] as positive policies to enhance quality within our schools. I always say that the curriculum is a fantastic system. We do not use textbooks in our classrooms. In our classrooms, educators use the complete learning material called Outcomes Based Education Plus [OBE+].

Principal 6: The central focus of the job of the principal is to take the leadership role in teaching. I cannot be an expert on all learning areas. I delegated this leadership role to the learning area heads who are experts in their various fields. The curriculum advisors at the district office guide the learning area heads.

6.2.1 What would you suggest must change in the curriculum?

Principal 1: The practical learning areas: Physical Training, Handwork, Needlework and Music must be re-instated in the curriculum. Handwork and Needlework are incorporated in Technology. Unfortunately, Handwork and Needlework does not come to its right in Technology. There must be competent educators to teach these learning areas. However, there is a shortage of these educators in schools. Arts and Culture must focus more on the culture of our learners. The Music educator must be re-instated in schools, so that the culture can come to life and to give learners a better sense of music.

Principal 2: Some of my suggestions would be to have workshops for educators during the school day; the employer must organize conferences on the latest trends in the curriculum as well as supply the necessary resources for schools in township areas.

Principal 3: The educators spend most of their time doing the administration of the curriculum. Less time is spent on actual teaching in the class. My plea would be to have less paperwork so that the educator can have more time for teaching and revision.

Principal 4: Really, educators are over-burdened with paper work. This results in that less teaching takes place. Some of the educators here suffer from the handout syndrome: educators hand out activities without explaining the work.

Principal 5: I would suggest clear-cut guidelines in the curriculum. There are too many changes to the curriculum. Curriculum changes happen too quickly. We have not yet adapted to one change and then the other changes follow.

Principal 6: Every educator must make an effort to know his or her learning area. The outcomes and assessment standards are different for each learning area; therefore, one must be knowledgeable of the learning area. Currently, we have specialized learning area teaching from grades 4-7.

7 Decision making

7.1 Are all decisions at the school made in a democratic way?

Principal 1: Yes! We do have a shared decision making process.

Principal 2: Yes! Authoritarian decision-making does not work in 2007. I have gone beyond that long time ago, because if we have an active involvement of all members of staff, you can attain so much more than wanting to do your own thing. For me, authoritarian decision-making is taboo, it does not work here.

Principal 3: No! Some decisions are made democratically and others autocratic. Unfortunately, some decisions cannot be made democratically. Decisions that have been made in our staff handbook are not negotiable. Policies like the assessment policy, the educator and learner portfolio policy, and the moderation policy. Any changes to any policies will be made during the formal staff meeting at the beginning of the year. The policies are valid for that whole year. The policies of the employer, the Western Cape Education Department [WCED] are non-negotiable. We as a staff have to implement it.

Principal 4: We strive to make decisions at school in a democratic way, but the learners must complete it.

Principal 5: Yes! We at this school apply the consultative approach to decision-making where we get all the role players onboard. Sometimes, there are changes on changes in the curriculum.

Principal 6: In some instance, I as a principal have to make a decision. In other cases, the SMT or learning area heads had to make decisions. Then there are instances where you consult with the staff, SMT learning area heads or grade leaders. I do consult with others. The staff gets an opportunity to share their views regarding a decision that has to be taken. You cannot tell each and everyone to make his or her own decisions, because you must reach consensus.

7.2 What type of decision-making method do you regularly apply at the school?

Principal 1: The staff is informed about decisions that need to be taken. Sometimes a concept or proposal is taken to the staff. They will then give their input. The necessary adjustments will be made and then the decision will be made. Sometimes, the proposal or concept is, at first, discussed on SMT level and only then, it is taken to the staff to make a decision.

Principal 2: Decisions in the final analysis comes from me, but I involve my SMT and we collaborate and speak about issues. We take it to the staff where we have joint decision-making policy. In the final analysis, I make a decisive decision as to what we as a staff together decide on. We do our decisions through consensus.

Principal 3: I exercise a strictly consultative approach concerning the process of decision making. Some educators are selfish and exercise ways on how they can benefit. What I do is, I remind them of our common purpose at school. I want to illustrate this via an example. Part of our planning for the year was that we would have a concert in the third term. The majority of the educators want to cancel this fundraiser. The educators emphasise that the strike of the second term affected our time for preparation negatively. I argue that we have planned it at the beginning of the year and we will pull through with this fundraising event. The learners and parents are looking forward to this concert and we cannot disappoint them now.

Principal 4: As I have said, I strive to make decisions in a democratic way. Sometimes, someone on the staff must perform a particular task. At a staff meeting, you will ask if there is any volunteer to execute the task, then there is no reaction. Then you have to say that educator did it the last time, it is now your turn sir or madam. They do not volunteer out of their own free will. We sometimes make decisions in a democratic way and other times via a voting procedure. With democratic decision-making, you sometimes have two suggestions, and then you have to go over to a vote. Sometimes we also have decision-making through consensus. When we have three suggestions, then we debate the advantages and disadvantages of each and then take the best suggestion.

Principal 5: We apply the consultative approach to decision-making. I consult and listen very carefully to what the educators are saying. I also gather information in the form of opinions within a specific time frame. Then, we make a decision via consensus. Depending on the circumstances, we consult with the SMT or grade leaders. At times, I also involve the whole staff.

Principal 6: We use the consultative approach where there is communication with the relevant parties. I listen to their views regarding a situation or an activity in order to make a meaningful decision. The decision sometimes

depends on the situation for instance, sport or culture where those educators who take the lead, make the necessary suggestions and the SMT or whole staff make the decision together.

PROBING QUESTION: Is it only the educators that are involved in the decision-making process?

Principal 1: The non-teaching staff and the SGB are sometimes involved in the decision-making process. The staff: teaching and non-teaching staff must buy in, because they must help to implement the decision that was taken. The SGB must allocate money to implement the decision. In many instances, the task to be implemented evolves around money.

Principal 2: No! At times the non-teaching staff is part of the decision making process if it involves them.

Principal 3: I embark on the consultative approach. There are educators on the staff with brilliant ideas and I want to give them the opportunity to participate and share those ideas. I also work with educators that do like to be told on what to do. I also give them the opportunity to participate. Of more importance, is that we make the decisions together. After consultation, it becomes the staff's decision. On the other hand, educators cannot say that the principal made the decision. We make joint decisions.

Principal 4: I only involve the non-educator staff, if the matter or issue to be decided upon concerns them.

Principal 5: The reason for using the consultative approach to make a decision is to make every educator a part of it. If the whole staff is part of it, it makes the execution and collaboration of that decision easier because they are informed. By using this approach, we have buy in from the majority of the staff. Everyone then feel co-responsible for the decision that was made. Sometimes I do get educators that were part of the decision-making process, but lack the execution thereof.

Principal 6: Yes!

7.3 Do you sometimes delegate the decision-making responsibility to individual educators or the School Management Team?

Principal 1: Yes! During the drafting of the budget, the different grade educators will meet, to determine the educational needs and resources of the specific grades as well as learning areas. On that level, they make the decisions of what their needs are and what they need to buy. The deputy principal holds planning workshops with her team on a Saturday. The principal is informed, but does not interfere in the nature or times of these workshops.

Principal 2: Individual educator: I do it both ways: to individual educators and to the SMT. When I take it from the educator's side, our educators have been put on committees. I give them a kind of ownership to run with it. When I sit in their meetings, I take a secondary role and allow my educators to be the coordinator of such committees. In terms of the SMT, there we have joint decision-making policy going. We jointly decide on issues, which is the best for the school.

Principal 3: Definitely! If it comes to the job description of the SMT and educators as described in Chapter 2 of the Personnel Administrative Measures [PAM], the policies describe specific responsibilities. I will approve the decisions as long as it is not contradictory to existing policies. I give educators and the SMT the freedom to make decisions as long as it does not infringe on teaching, learning and the rights of the learner.

Principal 4: Yes! If you look at the budget of the school, or stocktaking as well as placing orders for learning and teaching support material, then you give educators an opportunity to gain some expertise and to exercise skill. In that way, you also empower the educator.

Principal 5: Yes! They must empower themselves in order to lead the other educators.

Principal 6: The principal is the accountable officer at the school. The educators, subcommittee or group that makes the decisions will come and discuss it with me. If the decision is meaningful, acceptable or right, I will approve. For the principal to delegate decision-making is sometimes a good thing, but what one must remember is that the principal is the accountable officer. That means if anything goes wrong, the principal must explain and will be held accountable. Decisions must always be taken in line with policies.

7.4 What accountability do you attach to this type of decision-making?

Principal 1: If the decision is made by a specific grade or phase, the principal as manager of the school is informed. The principal will check if it is feasible or attainable. Some of the educators are not always aware of the financial implications of the decision. The educator, grade or phase is accountable for the decision s/he or they have taken.

Principal 2: In terms of the educator, I have assigned roles like being in charge of the library and Numeracy and Literacy program. They actually run the programs. I also have music and cultural committees. All those people [educators] play a pivotal role and it is only incumbent on them to steer that committee. I am just there as a coordinator.

Principal 3: Accountability of the educators or SMT is linked to the policies of the school. Decisions that are made must be to the advantage of the learners. I delegate certain aspects like the assessment and moderation, but

I also control or moderate to justify that the educator or SMT did a proper job. I will then approve the report.

Principal 4: At times, I do ask educators to do a particular task, then I will take the time to check if that person needs help and if he or she made any progress in that regard.

Principal 5: I do delegate decision-making responsibility to individuals on the SMT. The school's disciplinary system have been delegated to my deputy principal and she deals with misconduct. The deputy principal keeps me informed. The learning and teaching support material and stock are in the hands of my SMT educators. I do get regular reports from the SMT educators regarding their various portfolios. It is important that when we make a mistake that we, with the emphasis on 'we', acknowledge that we made a mistake. Instead of dividing people, you hereby get people together. Then the leader must be creative to make the necessary adjustments or corrections.

Principal 6: The SMT, group or subcommittee is accountable for the decisions that they make. If however the outcome of the decision made led to failure, then disciplinary procedure may not necessarily follow, but it will be seen as a learning experience. If the outcome was the result of repeated negligence, then disciplinary action will be taken. Sometimes the principal have to delegate decision-making with authority.

8. Contributions to transformational leadership:

8.1 What recommendations/suggestions would you make to lead your school effectively?

Principal 1: The democratic way of applying transformational leadership, sometimes hamper the progress within the school setting. Sometimes the principal is held responsible and accountable for decisions, which he or she has not decided as an individual. The Department holds the principal responsible for a decision even if he or she did not make the decision. Therefore, it is important that the principal is informed about decisions. The principal must have a certain sense of autonomy concerning decision making irrespective of a democratic decision making process especially if it has to do with the advancement of the school. Some decisions are made democratic and some autocratic. Some educators do not trust you as a principal, but it is not always possible to have democratic input from all the staff members.

Principal 2: Our School Governing Body has been given the opportunity to attend workshops, which they have not done. Due to a lack of interest and commitment, they know very little about governing of the school. We have also issued them with books to make them clued up with the latest trends, but it just not seem to work with the School Governing Body.

Principal 3: As a lifelong learner, I try to stay informed regarding the tremendous changes in education. Very important is that educators must also be lifelong learners. I encourage them to study further. One of the biggest problems in education is inclusive education. Inclusive education does not come to its full right. Inclusive education in schools is not effective. Inclusive education at schools is neglected, because the educators are not empowered to do intervention at an acceptable level in the classroom. The slow learners are neglected because of the learner numbers in our classes [fourty or more]. The slow learners are on another level of learning. The principal must be a constant motivator. She or he must give demonstrations and make suggestions to educators regarding teaching and learning. Another suggestion is that educators must experiment with new methods in the classroom: 'You can only gain experience if you try something new'. However, it is difficult for educators with thirty years experience to make changes to her or his methods or teaching styles. The employer needs to have a serious look at the administrative burden of the principal. My suggestion here is that an administrative head must be introduced to schools. Principals will then have the time to focus on the curriculum.

Principal 4: We do need better and sufficient learning and teaching support material as well as other resources. We do not have any computers for our learners or educators. One of my goals is to establish a computer room at the school. I am also faced with a problem of the collaboration of staff is lacking specifically among the SMT members. The SMT educators want to do the bare minimum. On our staff, there are certain clicks that can become very technical on certain issues.

Principal 5: I am positive about the new Occupational Specific Dispensation [OSD] with its new post structures that will be introduced in education. The big picture that I am getting is that the school is going to be divided into two sections namely, the administrative role that the principal and the deputy principal will be playing and the curriculum role played by Teaching and Learning Specialists [TLS] and Senior Teaching and Learning Specialists [STLS]. This makes a lot of sense. I hope and trust that the employer will have the money to finance it. This is a sort after system that is applied in many countries. The parental skills of adults on how to be a parent must be addressed.

Principal 6: I think if proposals for change come your way, then the way you manage it will determine if you will be effective in the future so that it have a positive impact on the improvement of the school. What is important is to utilize the expertise on the staff to enhance change in order to be more effective. The principal must be the change agent. On the other hand, the educators who will implement the changes must be open to change. Very important is the trust relationship between the SMT, the staff and me [the principal]. I would like to suggest that an academic and administration head must be introduced to schools. I have so many administrative duties that it is difficult to focus on the academic core of education.

8.2 What obstacles do you experience that prevent you from leading the school effectively?

Principal 1: Mistrust, but the principal does not experience blatant mistrust. If the principal made an autocratic decision, some of the staff members will confront or question him. They want to know the legitimacy of the decision/s made because the staff did not have any input. The message that the principal derives from that is that some educators doubt the principal's integrity to lead the school. The principal has been appointed with certain leadership qualities and this must support you in the decisions that you have made. Support in the sense that educators trust the principal. The principal must be objective and fair. In the media, there is evidence of problems concerning the leadership of some schools therefore; you cannot blame educators who mistrust the principal or SMT. Decision-making because of consensus can sometimes be a problem. Decision-making because of consensus is sometimes impractical due to time constraints. Unfortunately, there is no alternative way than to sit in a meeting and to reach consensus on decisions about the school. On the other hand, educators must be able to sacrifice if they want consensus on decisions. Educators do not have the time to sit in meetings every day. Educators complain that they have too many meetings.

Principal 2: Some of the educators that do not want to work together as a staff unit. Some educators can sometimes be very difficult that may cause unhealthy conflict.

Principal 3: I have a whole list of obstacles that prevent me from leading my school effectively. Principals must not teach and manage the school. I have mentioned the huge administrative workload: too many forms to fill in. Too many policies need to be implemented. Some policies are ineffective. Principals do not have the time to do all that reading: policies, education minutes and circulars. The policy on inclusive education needs to be reviewed. Special attention should be paid to the slow learners. Learner ratios need to be reduced from 40:1 to 30:1. Free education for all is the ideal.

Principal 4: One of the obstacles is that on the staff there are two camps. The second-in-command [the Head of Department or Education Specialist] does not support me. I do not get the necessary support that I should from SMT and certain staff members. I also engaged in teaching a certain learning area, but I do not find it to be much of a problem. Last year [2006], I was engaged in class teaching every day. I had to do all my administrative tasks at home that impacted on family time. This year [2007], I am only teaching three lessons per day. Next year [2008] when the deputy principal is appointed, I will be teaching even less. I do not see teaching a learning area in itself as an obstacle; to me it is a relief.

Principal 5: At this point in time, I have a shortage of young educators on the staff. The moment that the staff members are getting older, they retire

from certain duties. At school, I have a serious shortage of young role models: educators fresh from college or university. We do not have educators in comfort zones. What we do have is that some of our educators are getting sick: heart problems, high blood pressure, diabetes, stress-related sickness and sport injuries. What do not happen are young educators entering the profession. Educators staying absent for any period of time can cause major problems for any school. We have a sin-bin system in place. The learners that disrupt a class are sent to the sin-bin. The sin-bin educators are sent to the classes where the educator is absent. If the period of absence of an educator is for more than three days, then we hire ex-educators [educators that resigned or took the severance package]. We do not consider parents to look after children. We do not believe in voluntary service.

Principal 6: The curriculum of the employer is in shambles. Our biggest obstacle here is the curriculum with its uncertainty and confusion. The curriculum has too many changes. While we are trying to get use to and adapt to one change, more changes to the curriculum come along. Now this makes educators frustrated. Here I want to illustrate with an example. After 1994 a new curriculum was introduced, namely Curriculum 2005. Then the Revised National Curriculum Statement followed. Now we have the National Curriculum Statement. I wonder what is next. Running a school has become a business. Educators do fundraising and marketing of the school. They get sponsors to sponsor some of our extra mural activities. A lot of energy of the educator is being utilised on a secondary level namely, to raise funds. They do not focus on their primary function at school namely, teaching the curriculum and extra mural activities. We need to come to a point where educators can concentrate on what they have been trained to do: to teach learners. Vandalism at our school takes a huge chunk from my working day: informing the police, fill in the forms and consultation with the insurance. I could have spent time doing better things. This is teaching time spent on something else. SGB posts must be filled and the funds must be raised. The maintenance of the school building is my responsibility. As a principal, you must maintain certain standards. These aspects can be very time-consuming.

8.3 How do you implement new policies at the school?

Principal 1: At first, I will read the policy to get a grasp of what it is about. Then, I would distribute a copy to each educator to read. I will first discuss it with the SMT to get some input and then inform the staff. After the discussion, we will work on a plan of action. We will regularly monitor and evaluate progress and make adjustments if necessary.

Principal 2: We have quite a lot of policies that need revision annually. We really need our SGB to actually assist us in as much as possible with what they know regarding policies. That is why it is very important for governing bodies to go for training to know the content of policies and by that, they will be able to assist us in the school situation. Regarding the employer's

policies, I try my utmost to implement policies as it comes through on a regular basis. It is good for me and the SMT to know the content of policies so that we can inform our co-educators of what the latest trends are in the education of WCED [employer].

Principal 3: I do believe in the input of the staff. I give every staff member a copy of the policy beforehand. Then, we discuss the policy at a staff meeting. We also emphasise the main issues in the policies. Sometimes policies must be visible in the classroom, like the Code of Conduct. Sometimes I give a concept document to the educators, then after discussion, we adjust the policy.

Principal 4: When receiving a new policy, I give a copy of the policy to the educators. They will take some time to read it. Then we will have a meeting to discuss the implications and implementation of the policy. If it is applicable to the SGB, then I will discuss it with them. If the policy requires the input of the broader parent community, then the SGB and I will arrange a meeting with them. Sometimes I compile a draft policy, then we as a staff discuss it and finalise the implementation. We also put the necessary structures in place.

Principal 5: The way to operate depends on where the policy comes from. If the policy comes from the employer via a circular, then we have to work through it as a staff or team. We have a meeting and the staff gives the necessary input. If the policy's focus is on a specific group, then the group will have a meeting to work through it. In this case, it is also important that the rest of the staff knows about this circular. If it is a new policy at school, or because of a need from the side of the staff, then the staff will read it, analyse it, formulate and finalise it to suit our context and circumstances.

Principal 6: We implement policies received from the SGB and the employer. The SGB supports me in formulating policies. The SGB plays a leading role in school governance and they are well informed about the changes in education. The staff executes the formulated policies such as the language, finance and Code of Conduct for learners. The employer formulates certain policies that have to be implemented. Sometimes, we as SMT formulate our own policy from the guidelines and discuss it with the staff. The staff gives their input. The SMT monitors the implementation of the policies. After a while [a year], the staff evaluates the policies and make the necessary changes.

8.4 Is there any other transformational leadership problems or contributions that you would like to make or discuss.

Principal 1: A leader must be paid more. The employer does not gauge the educators and leaders at schools. Principals and educators do not get the necessary recognition –which they regularly deserve - for their efforts. At least once a year, educators must be sent to a conference to acquire skills, get new educational insights and become more competent. In this way, the

employer will get a better worker. Teambuilding/work: Some educators on the staff form groups, which is not always educationally sound for the staff environment. Personalities on the staff differ. Twenty-five educators on the staff with twenty-five personalities. All the educators cannot bond with each other. With teambuilding, there is always the problem with time. Teambuilding takes place on a Saturday. Some educators have a problem with attending on workshops on a Saturday because on a Saturdays teachers spent times with their families.

Principal 2: With education today, its transformation on end on a daily basis, where we have to make changes with regards to where the school is going within the next five years. For this, I would like to aspire to put it [the school] on a new level because the morale of the parents is down. The low morale is caused by the high poverty level and unemployment rate that is very high. These basic commodities and things that we need to address in the area the literacy and numeracy levels are low. I would like to start an ABET class and library program. The aim is to bring parents and children on board to come and attend classes or workshops where they will be able to elevate themselves to a higher level.

Principal 3: Parents are shy to come to school because they owe school fees. Parental involvement is definitely lacking. For this reason, I cannot give learners the quality education that they deserve. Some of my colleagues are still teaching in the old mode where the teacher makes use of class teaching. These educators do not confine to the guidelines of the Revised National Curriculum Statement, which encourages cooperative learning. These educators, as I call it, suffer from 'paper exercise syndrome'. The learners get an exercise and they must do it. Very little teaching takes place. The learners are not taught to become critical analytical thinkers. My main concern is the weak pedagogics in the classroom. The teaching skill of some educators must be honed.

Principal 4: We need a surplus of educators in education. Now we struggle to get substitute educators when one of my educators is absent for more than ten days. At times, we are forced to use educators that were boarded due to ill health.

Principal 5: What I am glad about is the fact that the educator cannot skip ranks to become a principal. A person that aspires to become a principal must now have a certain qualification in leadership namely the Advance Certificate in Education [ACE] for Principalship. I think that our district office is one of four or five district offices in our land that arranges conferences and workshops to empower our principals. Empowering principals will make us leaders that are more effective. Another point that I want to make, is that the employer must improve our conditions of service and remuneration package for educators. Cliques at schools are like cancer: it erodes the human relations, impacts negatively on the vision of the school and school leadership. The effect that cliques and conflict can have at schools is the staff becomes misaligned with purpose and in reaching set

goals. Very important is that the employer must attract more young people to the profession. The employer must make the profession more attractive for young people. In the Western Cape, there is a shortage of educators. I struggle to find a substitute educator when one of my educators is absent for a month or longer.

Principal 6: The officials of the district offices must visit our schools more regularly to give our educators the necessary support and guidance. I want to make a statement that any school can only function properly if the structures are in place. The SMT, learning area heads, grade heads or leaders must be aware of what are expected of them. They must have direction and know which way they are going in order to lead the other educators.



Transcription of interviews with School Management Team educators

- School Management Team 1** male
School Management Team 2 female
School Management Team 3 female
School Management Team 4 male
School Management Team 5 female
School Management Team 6 male

The Interview Schedule: School Management Team [questions]

1 The principal as transformational leader: During the past decade, deep-rooted changes have taken place in education. Amid, these changes, the principal as transformational leader has to focus on the vision of the school:

1.1 Who were the role players that took part in the drafting of the vision?

School Management Team 1: All role players drafted the vision. Educators focused on what is important for the school. Role players made an analysis of the Strengths, Weaknesses, Opportunities and Threats [SWOT] of the school and educators on how to accomplish the vision.

School Management Team 2: The staff and the SGB held a meeting. Then they drafted the vision, which was introduced to the parents. Parents had to give some input.

School Management Team 3: The staff had a discussion to formulate the vision for the school. The staff did the groundwork because of their involvement at school level in order to give an indication and direction to the School Governing Body. The vision was introduced to the School Governing Body for further discussion and approval.

School Management Team 4: The staff and School Governing Body drafted the school's vision, mission and important values. The parents were not involved with input. The SGB chairperson made the vision known to the parents.

School Management Team 5: We issued questionnaires and analysed it. The SMT and subcommittee used the information from to draft the vision. All the role players were consulted and involved..

School Management Team 6: The SMT and the staff: teaching and estate staff were involved in the drafting of the vision.

1.2 In a nutshell, what is the vision of the school?

School Management Team 1: From that session that we had on the vision and mission of the school, came the following vision: To prepare the learner for the future to become an independent member of society. To produce a well-balanced learner where we provide education that caters for his or her mind, body and soul. The ultimate aim of our education is to achieve excellence.

School Management Team 2: The learners must be prepared to become well-balanced and independent members of society. The importance is that all the role players must play a meaningful role to reach that vision.

School Management Team 3: The vision entails three aspects namely, the role of the educator in the school and the community; the learner's dream of what he or she envisages; and the holistic education of the learner.

School Management Team 4: Briefly, the vision of our school is to provide education for all role players so that they can reach their full potential and abilities.

School Management Team 5: The vision of our school is to confidently lead every learner towards the fulfillment of his or her full potential.

School Management Team 6: Our vision is to prepare and lead our learners from their level of development to maturity.

2. The vision is linked to goals:

2.1 What makes it difficult for you as SMT member and the other role players to achieve the set goals?

School Management Team 1: The problems that we face at our school are quite challenging, but we are coping. Some of the problems are the lack of resources, the lack of parental involvement, the discipline of the learners and a lack of collaboration among the educators. The socio-economic circumstances of parents in the area have an effect on education and our vision. The role players have a lack of ownership of the formulated vision. The members do not commit themselves to live up to the vision of the school.

School Management Team 2: There is this way of thinking or notion amongst some of the parents that their children are the responsibility of the school. This attitude of the parents results in a lack of interest and support in the children's schoolwork. A major problem at school is that we struggle with resources and the parents are reluctant to pay school fees.

School Management Team 3: It is difficult to reach our goals, because resources definitely play a role. Sometimes the commitment of the learners makes it difficult for us. Some parents lack involvement in the education of the learner. The parents are very young and not committed which result in that the child stays with the grandparents. Only 15% of our learner population is welfare children. The leading role of some of the parents is definitely a problem. Some parents are irresponsible.

School Management Team 4: Some of the challenges that we face, are a lack of parental involvement, parents and guardians being unemployed, a lack of resources and a lack of funds. This results in that we cannot truly live up to our vision.

School Management Team 5: You would think that we do not have major problems at our school. I can assure you that we do have our fair share of challenges. Some of the challenges that we face are single parenthood, divorced parents and some parents that have very little interest in their child's education. On the other hand, I must say that some of the parents are working very well together and give us the necessary support. About 10% of our parents struggle to pay school fees and the debt collector deals with them.

School Management Team 6: The challenges centre mainly around two things: funds and parental support. As you well know, that we do get very little money from the government. Some of our educators on the fundraising committee have to scout around for sponsors. They sacrifice some of their own time to get sponsors to fund some of our events. The second major challenge is that some of our parents have primary commitments that makes it difficult for them to support and show interest in the education of the child.

2.2 What suggestions would you as SMT educator make to achieve the set goals?

School Management Team 1: Here, parental involvement must definitely improve. Every role player must commit him- or herself to live out the formulated vision. The government should provide more funds so that we can address the lack of resources such as computers, research material, textbooks and a laboratory.

School Management Team 2: What we are going to do is that we are finding ways to involve our parents. Parents must attend regular meetings; they must show more interest in the schoolwork of their children; educators will have regular sessions with them; the school is organizing regular workshops on common parenting skills.

School Management Team 3: Parents should become more involve in the education of their children. The state should provide more resources and give educators better salaries.

School Management Team 4: High priority on our agenda is the parental involvement and providing resources. We have established various events such as information meetings, sessions for issuing report cards and the progress of the learner, fundraising evenings like a talent show, food fair, karaoke and a concert where we try to involve the parents. To fulfill the primary needs of the learners we ask businesses for donations. We also utilise our school funds to provide in the dire need of the learners.

School Management Team 5: One of the biggest problems that we address is to hammer home the role of the parent in the life of our learners. Through various

attempts and events, we try to get the parents to show interest and support in the schoolwork of their children.

School Management Team 6: We try to involve as many parents as possible. We have established various ways of doing this through sporting events, beauty pageants, market days and award evenings. Our various fundraisers also create opportunities for parents to be involved. Through our point system, we are in a way, forcing parents to be involved. The onus is on the parent if he or she wants to be involved or not. We try our utmost and encourage them to participate.

3. Provide intellectual stimulation

3.1 Apart from being stimulated by education policies, how do the principal stimulate you or the staff intellectually?

School Management Team 1: At our school, we hold regular information and staff development sessions. At information sessions, the principal shares important information about education that he received from national, provincial or district level. At the staff development sessions, a service provider or educator conducts the session. Common skills such as assessment techniques and assessment methods are shared in this session. Very important is the fact that the principal motivates educators to engage in further studies, attend courses, educational conferences and workshops.

School Management Team 2: The principal encourages educators to read material on educational issues, to attend workshops and in-service training sessions to empower themselves. I am the curriculum coordinator at our school. Concerning the curriculum, the principal sometimes approaches me to conduct sessions on assessment or new developments within the curriculum. When the principal has been to an information session concerning the curriculum or staff development such as progressive discipline, performance appraisal or whole school evaluation, he shares it with us by holding a workshop.

School Management Team 3: In our development plan, we have development sessions. Every month we have a development session. We have a development talk where we get service providers: Non Governmental Organisations to develop our teachers. With regards to stimulation, the principal have an inspirational talk with the educators at the start of each term. The principal also have one-on-one sessions with individual educators to encourage them.

School Management Team 4: The principal stimulates the educators at our school intellectually by challenging members on the staff to prepare workshops on topics like how to improve the reading, writing and numeracy skills of learners. The principal encourages the educators to share their best practices with other educators.

School Management Team 5: Our principal really takes some time to stimulate our educators intellectually. The principal also hold informal, points to ponder sessions where we raise issues that needs the attention of other educators or challenges that we need to address. At least once a year the School Governing Body provides the financial resources so that we can go on a Staff Development training weekend. At this session, the staff really finds ways so that we can work closer as a unit.

School Management Team 6: What the principal at our school does, he gives willing educators tasks to perform in order to stimulate them intellectually and administratively. He also rotates the tasks so that you as an educator can be exposed to various tasks. If you have been exposed to a project, you need to write a report on the successes and areas for improvement. You also have to include recommendations so if another educator deals with the same or similar project, he or she will anticipate what to expect and how to improve. At our school, we stimulate educators who have the potential to become education specialists (head of department) by adopting them on the Staff Management Team. In this way, the educator is stimulated intellectually, is exposed to administrative duties and learns organizational skills.

3.2 In which ways, would you say, are educators responsible for their own intellectual stimulation?

School Management Team 1: As I have already indicated, educators are encouraged to study further and attend educational courses. By studying further in the educational field educators improve their qualifications and become well informed on issues and trends in education.

School Management Team 2: The educator reads material of educational importance, educational development as well as curriculum matters. An educator is not only a lifelong learner, but also a reflective practitioner. The educator must continuously reflect on his or her practice in order to improve it.

School Management Team 3: Educators have an important role to play. He or she must love reading. The principal can provide the necessary leadership, but at the end of the day, it is the educator that must show that they [educators] are interested. Educators must stimulate themselves, because that is where the interest lies. They must not wait on the principal. Three educators on the staff are busy with further studies to improve their qualifications. Salary being linked to qualifications is a good thing, because it motivates our educators. If the salaries of educators improve, it creates a positive influence and contribution for our educators. The educator staff moans because they have a problem that they are inundated with workshops. They also groan about all the paperwork that they have to complete, then they tend to neglect the education of the learners, which is more important. Workshops must be there, it must be a form of in-service training and check if the education is on the right track. Workshops must reinforce the curriculum. Personally, I feel that the workshops are sometimes too much.

School Management Team 4: Very important is that educators must be aware of changes in education specifically the curriculum. Therefore, it is important that educators attend in-service training sessions and workshops presented by the curriculum component of the district office. Some of our educators are engaged in further studies and training courses that are represented by Western Cape Education Department.

School Management Team 5: I would say one of the best ways for educators to stimulate themselves are by reading in order to be exposed to new knowledge, ideas, methods of teaching and assessment. Normally, these educators put new

teaching and assessment methods to the test. On the other hand, only certain educators like to read. Every educator is responsible for his or her intellectual stimulation.

School Management Team 6: Educators stimulate themselves through doing action research on topics of importance in the curriculum. At our school, educators also stimulate each other through group and peer sessions. In so doing, educators learn and empower from each other.

4. Being supported:

4.1 What contribution does the School Governing Body make to ensure that the principal's transformational leadership role is much more bearable?

School Management Team 1: The members of the School Governing Body try their best to fulfill their role, but they do have shortcomings. The members of the School Governing Body play a meaningful role concerning discipline, disciplinary hearings and coordinate the fundraising. The SGB relies on the guidance of the principal and educators in order to play a meaningful role.

School Management Team 2: At our school, it is very clear that the School Governing Body does not give their full support especially when it comes to governance, the raising of school funds by finding sponsors or the collecting of school fees. The SGB have a very important role to play, but due to a lack of expertise, they are not playing their role effectively. The majority of the members of the SGB play a subversive role.

School Management Team 3: I can honestly say that our principal gets good support from the SGB to make his task more manageable. The way, in which the SGB members manage their task, one can see that they really try their best. The principal really gets good support from the members of the SGB. What I have sensed is that the principal give them in-service training and empower them so that they can do their job more effectively. According to what I have already said, one can derive from this that the SGB members do not play a leading role in the governance of our school.

School Management Team 4: The SGB at our school plays a supporting role; however not a leading role concerning the governance of our primary school. If we as educators experience any problems, they are there to assist us. One thing that I can say is that they really support the functions that we organize very well.

School Management Team 5: From my experience, I have sensed that the parents on the School Governing Body are fully supportive. What I have seen is that some of them do have the courage and expertise to be excellent governors, but they are hampered by the red tape of the government. The red tape of the government makes it difficult for them to play a leading role. Some of these parents take their task as governors very seriously.

School Management Team 6: I do not know about the other schools, but at this school, I can proudly say that the SGB members play a leading role with regards to

the governance of the school. I must say that our principal is really lucky in the kind of support that he gets from the parents on the School Governing Body.

4.2 What kind of problems have the principal experienced concerning the commitment of School Governing Body members in relation to school governance?

Staff Management Team 1: As a member of the SMT and SGB, I want to emphasise that our governing body are very committed people. Due to the fact that they are working or working shifts, they do not always have the time to play an effective role in school governance. The availability of the parent component to attend meetings is sometimes a problem. At times, the principal needs to make the clear distinction between school governance and school management. Members are at times confused.

Staff Management Team 2: The School Governing Body at our school does not function at its full capacity because there are vacancies on the governing body. Parents are reluctant to serve as members of the governing body. The principal and SGB members have to persuade some of the parents to serve on the governing body. Some of them only attend a few meetings, and then they lose interest and stay away. Some serving members do not know the fine line between governance and management. They attended workshops on the governance and management of the school, but some still seem to be confused.

School Management Team 3: I can honestly say that with the previous SGB we had certain problems with one or two SGB members. One of them did not understand the role of a SGB member. School management is the job description of the principal and governance is the work of the SGB. The new SGB do understand their role, but there are sometimes misunderstandings or gaps.

School Management Team 4: The SGB has been well trained and knows that they must not interfere with school matters or school management. Our SGB has been empowered to utilize their skills and abilities on school governance.

School Management Team 5: Firstly, some of the School Governing Body members do not realize the task on their shoulders when they are elected as governing body members. When they start to engage in meetings, attend workshops and information sessions, they realize the important role that they have to play and then they lose interest, resign or simply just stay away. Secondly, concerning school governance, the majority of the SGB members work together to uphold the ethos and vision of the school.

School Management Team 6: There are no problems with the SGB in relation to school governance. The principal has been blessed with a very good SGB. One thing that I must say is that our members on the SGB are mostly from the private sector and provide valuable input with regards to fundraising, provide advice when dealing with sponsorships and donate generously to the school. Practically, the subcommittees run on its own with little input from the principal or staff members.

4.3 What is the collaboration of School Governing Body members like with regards to fundraising?

School Management Team 1: The SGB does not only support fundraising, but they are fully responsible for the fundraising of the school. The School Governing Body members and the staff are working well together. There is a very good relationship between the staff and School Governing Body members. One can reasonably say that they do have initiatives, but sometimes lack the executive skills to make efforts materialize. In those cases, the principal gives the necessary guidance and advice.

School Management Team 2: The members of the School Governing Body must work collaboratively in order to raise funds for the school. Due to vacancies on the SGB and the fact that our governing body is not fully functioning, causes that the staff has to raise funds for the school. The fact that educators must do the fundraising, places a heavy burden on them. I hope that the governing body will be fully functioning and that they will fulfill their role as fundraisers.

School Management Team 3: I have two out of five parents that work really hard. They involve themselves with the necessary arrangements such as the processing and issuing of tickets for the Surf Walk and Raffle. They are really trying their best. Some of the SGB members are unemployed, at home and that give them time to assist at school. They do have very trying circumstances. You do expect all members to work together, but their circumstances do not allow them to do so. Currently, the staff is burdened with the task that the funds must come in. Concerning the raising and collecting of funds, the staff still plays a leading role. The SGB plays a subordinate role. The SGB discusses the raising of funds, but when it comes to the actual event (raising of funds), then the staff plays the leading role. We do not really want the staff to play the leading role. We want the roles to be reversed.

School Management Team 4: As part of the fundraising committee, we take the initiative to organize functions to generate funds for the school. The fundraising committee linked to the SGB, engage in special efforts such as organizing the market day and carnival, trip around the Peninsula, a mystery drive and treasure hunt competitions. The members of the SGB are like workhorses and play a leading role at our school in connection with fundraising.

School Management Team 5: Due to the fact that our learners are not from the area, the majority of the parents have decided that they do not have time to raise funds for the school. The parents have given the governing body of our school permission to include the contribution towards fundraising as part of the school fees. The majority of the parents have accepted this. We do not have major fundraising events.

School Management Team 6: At first, fundraising was a huge headache. Then we established subcommittees for various activities at the school. One of them was a fundraising committee. The various subcommittees, including the fundraising committee, operate under the auspices of the School Governing Body. What I like about this fundraising committee is the camaraderie amongst the members, their dedication and commitment to raise funds for the school. Although we help or assist with the fundraising, they take the leading role.

4.4 What role do School Governing Body members play in the collection of school fees?

School Management Team 1: At the moment, the SGB is not playing a role. The financial officer at our school is responsible for the collection of school fees. The accounts are issued at school. The financial officer receives the money. The financial officer reports to the financial committee under the control of the School Governing Body.

School Management Team 2: The secretary at our school is responsible for the collecting of school fees. Unfortunately, we are not by the financial means to appoint a financial clerk to administer this duty. The principal has approached the SGB in this regard and asked them to play a more meaningful role in the collection of school fees. It seems to me that they [SGB members] do not put their words into practice. Certainly, the role of the SGB concerning the collection of school fees is definitely lacking. Something has to be done about this.

School Management Team 3: The SGB and administration clerk are annually responsible for the registration of learners and school fees. It is the school's problem ["baby"] to collect school fees. The parents do not pay school fees, as they should. We struggle with the collecting of school fees. However, school fees are paid in. There should be a remarkable improvement on the paying of school fees. The SGB plays a subservient role, rather than a leading role in the collecting of school fees. I would say in the SGB meeting they play a leading role, but with the execution of collecting school fees, they play a subordinate role.

School Management Team 4: The parents at our primary school are reluctant to pay school fees. The paying of school fees is definitely a problem. The principal and SGB members communicate with the parents in this regard, but the money seem not to be forthcoming. I must say, there are those faithful ones who pay the school fees of their children. Verbally, the SGB members are playing a role, but physically their contribution in the collection of school fees is zero.

School Management Team 5: Our administrative system does not allow any SGB member to collect school fees. The financial clerk is responsible for the issuing of receipts and for the receiving of money at her office. The financial clerk reports to the financial committee on the School Governing Body. If a parent for some or other reason does not pay school fees, then that account will be handed over to the debt collector. The debt collector will see to it that the school gets the money.

School Management Team 6: The financial committee on the SGB is responsible for the collection of school fees. The SGB nominates a member to deal with school fees. This member will contact parents who did not pay school fees. The parents who did not pay will make an appointment to settle the account or make arrangements for payment. However, there are parents or guardians that are exempted from paying school fees. They have to apply and have to provide the necessary proof before they can be exempted.

4.5 Support amongst staff members is important. What kind of support and leadership do the principal render to the educator leaders [SMT members]?

School Management Team 1: Currently, the principal tries his utmost to lead the SMT, to give the necessary guidance and support to the staff. The conflict that exists between a SMT member and the principal makes it difficult for him to give the necessary advice, guidance and support, but as I have said 'He tries to manage'.

School Management Team 2: The educator leaders or School Management Team members get quite a lot of support from the principal. I can confess to that. The principal gives us room or space to experiment with our initiatives. His wealth of experience is very often tapped into and the advice given is put to fruitful use. When the principal came from a workshop, seminar, conference or information session, he will share valuable information with us. At school, we will have regular SMT sessions where we are reminded of our expectations and responsibilities. When he assigns a task, he has a one-on-one follow up session to determine progress and if you have any problems that needs fixing.

School Management Team 3: In the past, we talked about grade leaders or grade heads. With educator leaders, I refer to grade leaders and grade heads. We are a very small school, with two classes per grade, so we do not have grade meetings. We do have our staff meetings, where we address issues. As SMT member, I also have individual conversations, sessions or meetings with individual educators. If tasks have to be performed, then I address the grade leaders over the intercom and ask them to take the lead. Sometimes there can be duplication, where we have the grade leader and the Head of Department doing the same thing. I have experienced that educators do not want conflict [ill feelings] where the principal assigns more tasks or assignments to the grade leaders or individual educators than to the Head of Departments. The grade leaders do have a role to play concerning the health aspects of the learners, administrative duties as well as the execution of moderation.

School Management Team 4: I have been newly appointed as deputy principal at this school. Although I know that I must support, give guidance and play a leading role in the SMT, I heavily rely on the support and guidance from the principal. As a serving member of the Staff Development Team [SDT], I conduct workshops and team-building sessions. Concerning the SMT, the principal plays a pivotal role in either organizing or conducting teambuilding sessions. The principal is a firm believer that the SMT must function as a team unit.

School Management Team 5: High priority on the agenda of our school is the School Management Team that must function as a close unit. By this I mean, that the abilities and attributes of the educator leaders must be utilized and aligned to support one another. The strengths of one member must complement the weaknesses of the other on the SMT. Our success of our school is largely based on teamwork and dedication in order to market our school and to make a difference in the lives of our learners. We have an understanding that we support the principal and he supports us. One thing that I must say is that we have differences in opinion in the SMT meeting, but at the staff meeting, we support one another. The principal constantly reminds us of the informed leadership role that we are

expected to play, and must play at school. The principal and School Management Team members do class visits to help and support the teaching and aspects of learning.

School Management Team 6: The principal do not only render support to the Staff Management Team members, but to the whole staff, which include teaching and non-teaching educators. I regard the principal of the school as a serving leader. He leads the staff, learners and community by serving them. Here I want to emphasise that he makes quite a lot of sacrifices in order to lead effectively. He gives phenomenal support to our school community. What I as an educator leader have experienced is that the principal mainly focus on a few aspects namely: performance appraisal, performance measurement, and the focus areas of whole school evaluation that contain key aspects of an effective school.

Educators, who show commitment and are interested in serving on the SMT, are adopted with a detailed job description [without compensation] so that he or she may know what is expected of him or her. Quite a number of educators who aspires to be educator leaders, because of the valuable experience that they gained during their grooming session, were successful when they applied for posts.

4.6 What do you regard as obstacles that prohibits:

4.6.1 educator leaders from fulfilling their tasks effectively?

School Management Team 1: Some of the problems that prohibits educator leaders from fulfilling their tasks effectively are a lack of motivation among the staff and educator leaders, the skills of certain educator leaders to perform their tasks, too much administration work and of course finding the time to do it.

School Management Team 2: Rationalization caused that educators and educator leaders have to work more. The luxury of administration periods have either been seriously reduced or completely taken away because of the shortage of educators. The School Governing Body cannot afford to employ more educators. Many of these educator leaders have too much administration work, but they do not have administration periods to do it. As an SMT member, I have four administration periods for the week. The marking of learners' books and assessing assignments take the bulk of my time. Now this results in that some of the educator leaders have to do their administration work after working hours, which is at home. Although we have very committed educator leaders, we also have some educator leaders with a lackadaisical attitude and who are downright lazy. We also have some educators who want to take the lead, but lacks the skill. Either those educator leaders are sent on skills training or we try to assist them the best we can.

School Management Team 3: The fact that the educator leaders are full time in a class makes it difficult for them to execute their educator leadership duties effectively. The implementation of their tasks is being hampered by the fact that they are full time in a class. Very often, I have to do my administration work in the afternoons after school or during the holidays. I do not find time during the school day to do my administrative work. Time is definitely a factor. We have limited resources. Resources are definitely a problem. Time and resources are the primary obstacles.

School Management Team 4: One of the main obstacles at our school is resources. The lack of resources causes that the educators and educator leaders cannot teach effectively in a class. The educators have to improvise and commit themselves to a lot of extra work. We have a shortage of textbooks. Not every learner has a textbook for each learning area. This makes it difficult for educators to give homework. The educators have to make copies to provide for each learner. A worrying aspect at our school is the fact that some of the educators do not take ownership of our vision. This makes the task of the educator leaders very difficult and sometimes causes conflict.

School Management Team 5: Some of the obstacles that the educator leaders face are the management of their time in relation to their administrative tasks. The demands of the curriculum make it difficult for them to achieve administrative goals or simply complete tasks. I hope that we will get more visits from the officials of the district office to help and support us. What I have sensed is that the curriculum advisors visit low performing schools. At the moment, what they do not realize is that the schools that perform well also need occasional guidance.

School Management Team 6: Although we are fortunate to have sufficient resources, some of our educator leaders have certain problems that they face. Some of them do not know how to deal with change; especially the veteran educator leaders. They are set in their ways and find it difficult to adapt to new policies or curriculum issues that need to be implemented.

4.6.2 What do you regard as obstacles that prohibit the principal from fulfilling his or her task effectively?

School Management Team 1: The School Management Team does not work effectively and puts pressure on the principal. This is due to a lack of commitment and skills to perform their tasks. A lack of cooperation and collaboration from some of the SMT members are eminent. The principal must see to it that everything in the school runs smoothly; but this is not always possible. The delegation of the workload is hampered by a lack of skills.

School Management Team 2: The principal has a daunting task. With the new appraisal system called the Integrated Quality Management System, the principal is expected to teach. This makes his task to manage the school very difficult. Sometimes he has to attend to disciplinary or urgent administration issues, and then he is required to be in a class because he is responsible to teach a learning area. Sometimes he does not even get to the class to teach, because of urgent matters that require his attention.

School Management Team 3: The principal delegates some of the administrative tasks, but there are still tasks that he has to complete. Absenteeism of educators at our school makes it very difficult for us to teach. Burglars tend to target our school ever so often. Say for instance, there was a burglary at our school during the cause of the weekend, then the principal takes the whole Monday to complete the necessary forms and quotes to repair the damage. Burglaries and disciplinary problems caused by some of the learners take the bulk of his time.

School Management Team 4: If the bulk of our learners' parents could play a more contributing and meaningful, role in their child's education, then the majority of the principal's problems will be solved. The principal has a heavy administrative burden as well as a multitude of issues that he must attend to: the learners, the educators, SMT and non-teaching staff, the parents and School Governing Body, business people, the officials at the district office and the officials at head office.

School Management Team 5: The principal deals with a heavy workload, but with the support of the SMT and administrative personnel, he is coping well. The principal do get a number of policies to implement. Then there are instances where some of the policies had to be revised. The principal also had to deal with a few legal issues where parents wanted to take the school to court because of instances that happened at school.

School Management Team 6: I must emphasise that the principal has quite a lot of work to do. I think the fact that we are able to employ extra educators, extra administrative and financial staff makes his task as leader of the school bearable. What contributes to our success is the fact that there is unity on the staff. Some of the difficulties that the principal face is the difficult parent and some learners that cause disciplinary problems.

4.7 How does the Staff Management Team address these obstacles?

School Management Team 1: Some School Management Team members must accept and respect the authority of the principal. Every School Management Team member must adhere to his or her job description. Efforts must be made to work towards and establish unity on the SMT and the staff. SMT members need to hone their skills in order to perform their tasks more effectively. Some SMT members must change their attitude towards their work and the principal.

School Management Team 2: I know it is difficult, but the principal must be more effective in time management. Very important is that the principal must prioritise the administrative tasks to what is important to what is the least important. I also know that the principal must sometimes multi-task. Nevertheless, he must still complete the most important tasks first.

School Management Team 3: We try to allocate administration periods on the timetable, so that the educator leaders can attend to administration issues. Educators do not want to be disturbed in a class. The SMT educators are responsible for the execution of administration duties. There will always be stumbling blocks or obstacles; it is how you deal with it. We are trying to rid ourselves from stumbling blocks. We are trying to deal with the stumbling blocks for the past few years, but it is difficult. You must make stepping stones out of stumbling blocks. The employer must deal with the absenteeism of educators. The time has come that educators need to be disciplined as well. More stringent disciplinary measures for offences need to be put in place. We must make more use of the School Governing Body to deal with disciplinary issues.

School Management Team 4: The employer must employ more administrative staff to assist the principal in dealing with his administrative burden. At the moment, the principal is not fulfilling his role as the Public Relations Officer of the

school effectively, because of all the administrative work. The school must involve the parent more in activities and parenting skill workshops at the school.

School Management Team 5: Only policies that are really important must be implemented. The School Management Team must sometimes take a wait-and-see approach before implementing a policy. I think that the SMT makes all the effort to implement a policy, then after a while, the employer must revise the policy because of suggested changes. Through more contact and better communication with the parents, the problems with parents will be minimized.

School Management Team 6: Forced parental involvement and effective communication are ways to combat the problems with parents. We cannot solve all the problems, but we will be able to minimize them. Concerning discipline, each class must have the Code of Conduct for learners and classroom rules displayed.

5. Best practice of educator leaders

5.1 What role do teacher leaders and the Staff Management Team play concerning leadership and school reform?

School Management Team 1: Firstly, the SMT and teacher leaders at school level must be open to change and be a driving force behind it. Changes of benefit to the school must be initiated. We must not wait on the National, Provincial or District office to put pressure on us to initiate change. The SMT members must perceive change as positive and must try to change the mindsets of educators that are sometimes negative towards change. However, changing the mindsets of educators is a slow process and it takes time. The SMT must help to change the mindsets of educators and to focus on how to manage change.

School Management Team 2: Concerning the leadership of the educator leaders and the School Management Team, they are expected to take the lead with the implementation of educational issues and policies at the school. This is easier said than done, because some of the SMT or educator leaders find it difficult to accept or be part of the change or change process.

School Management Team 3: The SMT have regular meetings where we discuss issues of educational importance. In the SMT meetings, we do emphasise that it is important that we share the same view on a particular issue. It is important that when you [SMT] are in a meeting, then SMT members must not differ and attack each other in the staff meeting. On the issue of the leadership role, it is important that you motivate the SMT educators. Drastic changes have taken place over the last few years. It is difficult to keep up with the changes that take place. Changes will always be in education. Changes that have taken place in education caused drastic changes to the leadership style of principals, SMT and educator leaders. Changes happen so quickly. Some educators are in their comfort zones. If you do not want to change, you as an educator or SMT member can stagnate and then you will become a problem. I must be honest, there are educators that have stagnated and want to exit the system. People that stagnate, I think it is their own fault.

We are change agents. Any information of importance is discussed at a staff meeting. I emphasise the importance and the execution thereof are monitored. We share it with everyone on the staff. We have a thorough discussion on the issue. If

it comes from the SGB, then we first discuss it in the SMT, then we share the information with the staff.

School Management Team 4: I am a firm believer that educator leaders and the SMT must lead by example. Educator leaders must set the example in whatever they do so that the other educators can follow. They must not only support one another, but they must be committed to their work and walk the extra mile with our learners and fellow educators. One thing that one must remember is that there will always be changes in education because we must adapt to the changing world. This means that the leadership style of the principal, members of the School Management Team, educator leaders and educators will continually change. All these educators must have the skills to adapt to change and change initiatives.

School Management Team 5: The SMT and educator leaders have accepted the fact that they must utilize their leadership skills to promote the values of teaching and learning. The principal, SMT members and educator leaders understand the different roles that they have to play, in order for the school to run effectively. They play a meaningful role concerning change and they are the change agents or persuaders of change, which means they will advocate change initiatives.

School Management Team 6: Although the principal, SMT members and educator leaders are expected to play a leading role, it is expected of them to play a very supportive role towards the staff. They are the change initiators and must positively influence the other educators to implement change issues.

5.2 What role is the principal playing to prepare educators to become teacher leaders?

School Management Team 1: Here, at our school the principal really encourages educators and educator leaders to empower themselves by studying further, attend workshops and courses. They are also encouraged to apply for promotion posts. The function of the grade leader is rotated every year. That means each educator gets a turn to be a grade leader. Educators and educator leaders are also encouraged to share their expertise, because everybody is a leader.

School Management Team 2: In addition to their job description, the principal gives them certain tasks to do. By executing their tasks, they utilize their strengths or skills to lead other educators. They are given the opportunity, but it is up to them of what they make of the chance they get. Some of the educators take these opportunities created by the principal or SMT members to experiment with their leadership skills, while others are really not interested.

School Management Team 3: I can honestly say that it is not easy. We have identified educators at our school. Here we have an educator that is in an acting position; she is doing a wonderful job. We discuss it in the SMT meeting and help this person. She has all the qualities. You see that this person is doing excellent work. This person is given special tasks. The importance is that the educator must move with these tasks. The principal motivates them and tell them that they must apply for the promotion posts advertised in the vacancy lists.

School Management Team 4: The principal gives the SMT members, educator leaders and ordinary educators the opportunity to utilize their strengths and attributes to the benefit of the school. If valuable decisions are made at grade or phase level, the SMT members and the principal support it.

School Management Team 5: Except for the extra tasks that some of the educators are getting, they are also approached to act in a higher post if a vacancy exists. If there is a vacancy for an education specialist [head of department] on the staff establishment, then the educators who aspire to be promoted are given an opportunity to act in that position.

School Management Team 6: The willingness and attitude to improve oneself paves the way for an educator to excel in his or her career as an educator. The principal encourages educators to study further, to attend courses, seminars and conferences. The principal supports all educators, but especially those who show the character and confidence to be educator leaders. These type of educators are co-opted onto the SMT so that we can nurture and guide them.

PROBING QUESTION: In your opinion, how do educators empower themselves to become teacher leaders?

School Management Team 1: Educators on the staff are encouraged to study further. Educators are exposed to administrative tasks of the school so that they can experience the 'know how'. Our principal encourages educators to apply for promotion posts or to take leading positions in the educator support team, staff development team, committees and subcommittees.

School Management Team 2: They avail themselves to serve on certain structures such as the disciplinary committee, the School Governing Body or the fundraising committee. There is a difference in being a member of such a structure or playing a leading role in that structure. To the educator who really wants to make a difference, it is more than a sense of belonging. Educators who volunteer to do certain tasks is another way of empowering themselves by gaining expertise to become educator leaders. In so doing they gain confidence in what they do.

School Management Team 3: If you delegate a task, an educator leader must adhere to time and neat work must be presented. If a person can execute the given task to the best of his or her ability, then one can reasonably say that that educator have empowered him or herself. It is the task of the SMT or principal to talk to that educator or give him or her a compliment for excellent work. This is the type of educator that the principal must engage in school activities. You can see when an educator is interested in leadership and strife to be a leader in education. You must have a goal for leadership in education. The fact that the educator is interested in becoming a leader and furthering his or her studies, then the principal and SMT must give that educator a chance and the necessary support.

School Management Team 4: Well, assigning extra tasks are not enough. Educators must show character and be go-getters to make changes for the better. In addition, to study further is not enough, but to use that acquired knowledge to share with and empower colleagues to become better educators. They are

committed educators who put in special effort and long hours to make the events successful.

School Management Team 5: Educators empower themselves to take up promotion posts at our school or other schools in the area. There are some of the educators that aspire for a promotion post, but do not have the potential. This happened at our school where an educator applied for a HOD post, but did not have the potential. The applicant [educator] was very busy with private duties outside the school and an educator not from our staff was appointed in the HOD post. The educator that was appointed had less experience, but we made the right decision. This new educator has lots of potential. It is difficult, but we can quickly see the difference between potential and aspiration. Aspiring educators and its qualities can be easily detected. Over the past few years, we have been lucky that the SGB members had thorough attempts of short listing and interviews. We held thorough processes, discussions and we could reach consensus on the ideal person to appoint for the post. A person was appointed, that would fit in and who is a benefit to our school.

School Management Team 6: Educators with core characteristics such as the willingness to take the lead, the person that shows commitment to his or her work, the educator with the enterprising attitude to make a difference will become educator leaders. These are not people who wait for things to happen at school, they make things happen. Other educators confide in them and show that they are trusted.

5.3 What motivational strategies (incentives) does the School Governing Body provide to inspire teacher leaders?

School Management Team 1: We do not have the money to provide incentives for our educators. However, at the end of the year, educators are treated at the end-of-year function to show some gratitude. The SGB gives the money for this function. This is something that the SGB needs to look at for the future.

School Management Team 2: We do not have the funds available to offer any incentives. The budget of the school does not make provision for any incentives.

School Management Team 3: We are in the unlucky position that the SGB cannot offer incentives bonuses for our educators. I wish that we could give the educators an incentive. There is no system in education where the educator can be recommended. You are actually limited. However, the new system in education makes provision for incentives, where you recommend and motivate.

School Management Team 4: In education, some educators equate incentives with money. We do not give educators money. Every year on World Teachers Day [5 October], we spoil our teachers by giving them a treat. The School Governing Body provides the money so that we can take the educators to a nice restaurant or hotel.

School Management Team 5: We have ways of showing our appreciation. An educator's birthday is very important at our school. Out of the educators fund we provide some money to buy gifts for the educators on their birthdays. The principal

compliments staff members regularly on a job well done. The School Governing Body provides the finances for staff development.

School Management Team 6: The principal shows his appreciation by thanking educators for their presence at meetings or for their contributions made at extra-mural activities. Another sign of appreciation from the School Governing Body is the end-of-year function that we get where we can go to a restaurant of our choice.

6. Culture of teaching and learning:

6.1 What impact did rationalization have on the school in terms of:

6.1.1 the class sizes?

School Management Team 1: Rationalization still has an impact on our school today. Rationalization caused that the learner numbers per class became bigger. Educators are sitting with up to fifty-five learners per class. Due to a lack of finances, we cannot afford to create School Governing Body posts in order to have fewer learners per class.

School Management Team 2: If there is now one thing that had a serious, negative effect on education in the townships, then it was rationalization. The class sizes have actually increased. With bigger classes [50+] come learner discipline problems. The size of our classrooms cannot accommodate large numbers. Our educators got a fright for the big classes. On the other hand, an educator must adapt to circumstances. For the educators who came out the old system [before 1994], it was quite shocking, but they had to handle it. The educator can work better with a class of 28 to 30 learners. In a bigger class size there is always the possibility that slower learners can become lost and be left behind.

School Management Team 3: One of the problems is the bigger classes. In a small class, the educator can spend more time with the individual learners. The educator will have more quality teaching and that takes place within the classroom. Some of the educators take some time to work with the slower learner. The educator does have a lot of administration work such as paperwork, assessment tasks and portfolios. With rationalization came numerous problems such as valuable expertise exited the education system and left vacancies, new School Management Team members were appointed, School Governing Body posts came into being as well as disciplinary problems amongst learners.

School Management Team 4: Rationalization caused that less educators had to teach the same number of learners. Educators were in excess at our school and had to be re-deployed. The class sizes were definitely bigger which affected the discipline and the teaching of the learners.

School Management Team 5: We were in the fortunate position that rationalization did not have that much of an effect on our class sizes. For us, rationalization meant that more School Governing Body posts were created. By the raising of school fees, parents actually paid for these posts. Some of our educators exited the system to open a private business or went overseas. This meant that some of the SGB educators were re-deployed into these posts.

School Management Team 6: Our class sizes stayed more or less the same as before rationalization. The contributing factor is the SGB posts.

6.1.2 class discipline?

School Management Team 1: The large number of learners per class causes disciplinary problems and some of the educators cannot cope. The ill discipline of learners has a negative impact on the image of the school. This causes greater problems for the staff, when some of the educators take stress leave or is sick. On the other hand, the absenteeism of educators means that those educators, who are at school, must teach those learners whose educators are absent.

School Management Team 2: As a SMT member, I want to stress the negative impact that rationalization had on class discipline and our school. The fact that the discipline of learners deteriorated, resulted in more disciplinary hearings, which sometimes led to in-school suspension.

School Management Team 3: Rationalization had a major effect on the quality of teaching and learning; the quality dropped. With rationalization, our school has lost ten educators over the past years. Rationalization definitely had an effect on the morale of educators. I had to deal with all the issues of rationalization since 1998: held a right-sizing meeting with the staff, with the help of the staff declares educators in excess and redeployed educators to another school. This was one of the most unpleasant tasks that the principal had to perform. At the end of the day, a policy had to be exercised. Some of the educators could not understand the fact that they were in excess and held it against the principal. Some of the educators left the profession via a severance package.

School Management Team 4: Rationalization affected both the staff and the principal. Educators had to divide administrative tasks that were normally done by educators in excess, amongst themselves. With rationalization, the principal was actually forced to teach to relief some of the SMT members. Due to rationalization, more classrooms are not in use. At our school, there were isolated cases of minor class discipline problems.

Staff Management Team 5: Rationalization had a minimal effect on the discipline of the learners.

School Management Team 6: We carried on with business as usual. Rationalization did not have that much of an effect on discipline.

6.1.3 the quality of teaching and learning?

School Management Team 1: Due to rationalization, some educators have become less motivated. It is difficult for the educator to teach a class of more than forty learners. Educators have not been properly trained to teach classes of more than forty learners. For some educators teaching has become unbearable and then they apply to be boarded or they resigned. Rationalization, large class numbers and changes to the curriculum have a negative impact on the quality of teaching and learning which caused that the education of our learners definitely suffered.

School Management Team 2: If you put rationalization in perspective, then you will find that many educators – with their expertise and know how - left the profession. This in itself caused a detrimental effect on the quality of teaching and learning. The school had to function without their expertise.

School Management Team 3: The bigger classes had an impact on teaching and learning. Educators cannot effectively attend to all learners in a class of more than fifty. The bigger class sizes definitely disadvantage the slow learner. We have the learning support teacher to see to her learners' learning needs. Here we have the remedial teacher that supports the learning of these learners. It is not only the bigger classes, but also the changes to the curriculum and how educators perceive those changes as well as the policy on inclusive education that has a negative effect on the quality of teaching and learning.

School Management Team 4: We gear our efforts towards the quality of teaching and learning. Educators realize that they must look beyond rationalization and provide the best quality of education the school has to offer the learners. It is difficult, but we try our best.

School Management Team 5: Rationalization had an impact on the quality of teaching and learning in a small way. Expert educators left the profession. New educators had to be groomed to take their place. Irrespective of that, the school still provides good, quality education.

School Management Team 6: The fact that we as educators and professionals work towards a common, shared vision leaves little room for rationalization to influence negatively on the quality of teaching and learning. Rather we assess the impact of rationalization and try to find solutions to solve our problems.

PROBING QUESTION: What disciplinary methods (in Code of Conduct) are being used to discipline the learners?

School Management Team 1: At our school, we make use of the Code of Conduct to discipline our learners. Each learner knows what the content of the Code of Conduct entails. The type of disciplinary action that will be taken depends on the type of misconduct. The Code of Conduct has three levels of transgressions: level one: mischievousness; level two: drug abuse and the level three: assault. At school, we also have a disciplinary committee, which deals with the misconduct of the learners. The principal and School Governing Body address serious misconduct.

School Management Team 2: At school, we have the Code of Conduct and the disciplinary committee to discipline the learners of our school.

School Management Team 3: We do have a Code of Conduct. At our school, we warn learners for the first and second time. Disciplinary methods have changed over the years. The district office provided some guidance in connection with the discipline of the learners. I do not like the complaint system, where learners or educators complain. The educator must file a report: what did the child do and complete a form. The educator must indicate where he or she was at the time of the

incident. If you do not have this system in place, the educator will send any petty case to the office. The educator must deal with petty cases because the principal is also responsible to teach.

School Management Team 4: The educator deals with minor offences such as late- coming, failing to do homework and misbehaviour in class. The principal deals with major offences. The Code of Conduct determines the type of punishment or caution.

School Management Team 5: The principal deals with serious cases. In very serious cases, the parents are informed and must visit the school so that we can sort out the issue. Sometimes offenders will appear before the SGB. The educators indicated that the South African Schools Act states that the SGB must deal with behavioural problems. Here is no disciplinary committee.

School Management Team 6: Recently, the principal and I went to a workshop presented by the district office on how to deal with discipline in schools. We use the knowledge gained at the workshop and the Code of Conduct for learners to address the misconduct of learners. The subcommittee of the School Governing Body, the disciplinary committee addresses severe cases of misconduct. In some way, we are blessed because we rarely have serious misconduct cases. In many instances, we deal with petty misconduct cases.

6.2 How do you see the transformational role of the principal with the focus on the implementation of the Curriculum?

School Management Team 1: The principal is the main force behind the execution of the curriculum. The curriculum is the core business of any school and the core duty of the principal. The principal must ensure that proper curriculum planning takes place and that educators adhere to the specific requirements of the curriculum. The principal must engage in grade, phase and learning area meetings in order to give the necessary guidance and support. The principal must be on par with the latest changes to and developments within the curriculum. Then, very important, the principal must monitor the work of educators and learners.

School Management Team 2: Over the last decade, many changes took place within the curriculum. The principal is expected to play a leading role and share his knowledge and wisdom in connection with the curriculum with us. I think our principal finds it difficult to stay abreast with all the changes that have taken place in the curriculum. The deputy principal is the curriculum coordinator and they assist one another. The Staff Development Team runs regular workshops on the curriculum to inform us of the latest changes.

School Management Team 3: We, as SMT members, have attended a course: "The Principal as Manager of the Curriculum". We are responsible for the implementation of the school curriculum. I also have a curriculum head at the school. We, the educators at school have decided that the deputy principal is the coordinator of the curriculum. The different changes to the curriculum are confusing: Outcomes Based Education, Curriculum 2005, Revised National Curriculum Statement and now the National Curriculum Statement for the educators. Many educators did not understand the different facets of the

curriculum. The primary schools are the lucky ones because educators went for training courses during the holidays. The curriculum must be more refined. Personally, I feel we focus more on the assessment of the curriculum and the minimum assessment standards that the learner must reach. We, as a staff bought a curriculum package that entails the planning of lessons. The curriculum package was very expensive. The standard of the curriculum package is too high for the type of learner at our school. From that curriculum package, we had to do our own curriculum planning focusing on the background of the learners. I discourage educators to make copies and rather encourage that learners write in their books. The educator must not just make copies he or she must also teach and work with the learners.

School Management Team 4: The principal puts a high premium on quality education in our classrooms. Therefore, we as staff members have to prepare our educator and assessment portfolios, curriculum planning per term and get the work schedules ready for the following year. The principal do regular class visits – twice a year - and moderation of the learners’ work. We, as SMT members, are also engage in the moderation of learners’ work. By checking the work of our learners, we get a sense of the quality that an educator produces. We also assist educators who struggle to work out there lesson plans.

School Management Team 5: The curriculum is the main focus of any school. The curriculum is the primary business of the principal. If I look at the quality of work that the educators hand in, it shows that they have a better understanding of the curriculum. Concerning the educational planning with the focus on curriculum, we have the different phases: the foundation, intermediate and senior phases that come together. This, in a sense, guarantee that educators deal with learning material in a particular manner. The principal suggested that we buy a curriculum package where all the lessons and planning have been worked out.

With the National Curriculum Statement, there are more guidelines: an educator knows what is expected; what work he or she must cover and the number and type of assessment tasks that need to be covered for the year. The Curriculum Protocol Document states the guidelines and requirements for each grade. If you do not change, then you are going to stay behind.

School Management Team 6: The principal has a firm grasp on the requirements of the curriculum. The principal deals with many aspects of the National Curriculum Statement namely its many requirements, the types of assessment, the number of assessment tasks per learning area as well as assessment requirements per phase.

6.2.1 What would you suggest must change in the Curriculum?

School Management Team 1: Specialists must be re-instated at schools to teach practical learning areas such as Physical Training, Handwork, Needlework and Music. Some of the educators currently teaching these learning areas are not competent to do so.

School Management Team 2: The employer must provide the necessary resources for schools in disadvantaged or township areas so that we can fulfill in the requirements of the curriculum. In-service training concerning changes in the

curriculum is of paramount importance so that educators can be aware on how to implement these changes.

School Management Team 3: We still have to go a long way with the curriculum. The paperwork is too much. I do have a problem with all the paperwork.

School Management Team 4: Due to the fact that so many changes have taken place in the curriculum, resulted in that some of the educators focus too much on the administrative requirements, than on the actual teaching of the curriculum. Of importance is the fact that the paperwork must be reduced.

School Management Team 5: Educators find it difficult to adapt to changes, even more so changes to the curriculum. The employer must try to stick to one curriculum for at least five years, so that educators can get use to the system. Changes should be gradually implemented. After 1994, we have been through various changes to the curriculum namely Outcomes-based Education, Curriculum 2005, Revised National Curriculum Statement and the National Curriculum Statement.

School Management Team 6: The authorities, employer, policy makers, or more specific curriculum planners must think of streamlining the curriculum. With streamlining, I mean that the curriculum material must be made simplistic. Now the curriculum terminology that is used is very difficult for the educators to understand.

7 Decision making

7.1 Are all decisions at the school made in a democratic way?

School Management Team 1: The majority of the decisions are dealt with in a democratic way where the principal consults the staff before making a decision. At times, the principal has to make decisions on his own taking into consideration the circumstances of the school.

School Management Team 2: Credit must be given to the principal in this regard. In the majority of cases, he consults with the whole staff or with the SMT to whom that decision is applicable.

School Management Team 3: From what I have experienced, I can say that decisions are made in a democratic way. This type of decision-making has its benefits. One of it is the process involves the whole staff and educators willingly participate in the execution of the decision made. Unfortunately, you cannot make all decisions in a democratic way, for example the time when the school starts, ends and its management and leadership. There are certain guidelines that the principal must adhere to.

School Management Team 4: Quite a number of decisions are made in collaboration with the staff. However, there are times when the principal makes decisions on his own or where he only consults with the SMT or with the SGB.

School Management Team 5: The answer is definitely yes. Decisions are made in a democratic way.

School Management Team 6: The staff is consulted when making decisions.

7.2 What type of decision-making method do you regularly apply at the school?

School Management Team 1: The principal consults with the SMT and the staff, to get their input on the matter under discussion. The staff then makes a decision. At times, the principal makes a decision on his own or consider their input when he makes a decision: 'He applies his mind'.

School Management Team 2: At a staff meeting, we have joint decision-making policy. Before we come to a final decision, we weigh the advantages or disadvantages when making a particular decision.

School Management Team 3: We are sitting with a type of educator that comes from an era where educators were told what to do. The old system dates back to where most of the things were done in an autocratic, bombastic way. The autocratic approach or attitude towards decision-making does not always work. To adapt to the current, consultative approach one should have had a mindset change.

School Management Team 4: We try our best to make decisions in a participatory, consultative way. What I have experienced is that some of our educators want to propose other educators to execute the decision taken, but they refrain from volunteering.

School Management Team 5: The consultative approach makes educators part of the decision. At times, the principal takes some time to consult with certain entities on the staff namely the SMT, educator leaders, grade heads, learning area heads or in many cases the whole staff. Sometimes the principal goes on a fact-finding mission where he approaches individual staff members to get their input.

School Management Team 6: The principal is a firm believer that educators must be consulted before we can make any decisions. After we as a staff made a specific decision, the principal will meet, with us the SMT, so that we can work out an action plan on how to implement the decision made. The action plan is then taken to the staff for further approval.

PROBING QUESTION: Is it only the educators that are involved in the decision-making process?

School Management Team 1: Teaching and non-teaching staff are consulted when decisions have to be made. If the decision that has to be made is of a governance nature, then the SGB will be consulted.

School Management Team 2: Where educational issues are concerned, the educators will make the necessary decisions. When the issue concerns the non-teaching staff, then they will make a decision.

School Management Team 3: Concerning educator and educational issues, I involve the educators. When it comes to non-teaching matters, I will involve the non-teaching staff.

School Management Team 4: Many decisions that have to be made concern only the educators. In very rare cases, the SGB or parents are consulted to make decisions. I know that the parents play a pivotal role in the election of the SGB members, the approval of the school's budget and the amount of school fees that need to be paid per learner.

School Management Team 5: Where applicable, the educators and the ground staff are consulted. We believe in making decisions in a participatory fashion.

School Management Team 6: The educators, the estate staff, SGB or the parents had to be consulted when making decisions. The relevant component will make a decision if it is required of them to do so.

7.3 Do the principal sometimes delegate the decision-making responsibility to individual educators or the School Management Team?

School Management Team 1: Yes! When it comes to the budget and planning of co-curricular activities, the educator takes responsibility for his or her decisions. The principal takes responsibility for the many decisions that are taken.

School Management Team 2: Decision-making responsibility has been delegated to individual educators, the SMT and educator leaders. To make decisions on educational issues are a learning experience for them. By the way, we are a 'learning school'. We learn from our decisions and the mistakes that we make.

School Management Team 3: We have this believe that we base any decisions that are taken on accountability. With the focus on accountability, decision-making has been delegated to the various phases, namely the foundation, the intermediate and the senior phase. Sometimes, decision-making has been delegated to the SMT. The fact that we are accountable for our decisions, gives us a sense of ownership. This is one of the mechanisms that the principal uses to ensure that growth takes place.

School Management Team 4: Yes! If you look at the budget of the school, or stocktaking as well as placing orders for learning and teaching support material, then you give educators an opportunity to gain some expertise and to exercise skill. In that way, you also empower the educator.

School Management Team 5: In many cases, decision-making responsibility is delegated to individual educators so that they can experiment and empower themselves. Sometimes it is good for educators to make mistakes so that they can learn from their mistakes. Did you know: 'Mistakes are our best teachers in life'.

School Management Team 6: The decision-making process is not restricted to the SMT and educators, but also to the SGB and parents. With delegated responsibility to the SMT, educator leaders, learning area heads, grade or phase heads make these educators accountable for their decisions and action plans.

7.4 What accountability do the principal attach to this type of decision-making?

School Management Team 1: The individual educator or group of educators that were involved in making the decision is accountable for the outcome of that decision.

School Management Team 2: In one of our SMT meetings, it was decided that if we do not make the educator or group of educators fully responsible for the decisions that they have taken, they might become lackadaisical in the execution thereof.

School Management Team 3: It is important that an educator is accountable for the success or failure of a particular task assigned. With that task comes decision-making responsibility, which makes the educator fully accountable. As SMT educator, I try to make the educator accountable for his or her decisions, which are taken. Sometimes you have the case where a task has been assigned, but the educator co-opts other educators to do it. Sometimes, an educator indicates who has the ability to execute a specific task, but they would not volunteer to do it. Although we would like everybody to participate in the activities of the school, only a handful of educators work really hard.

School Management Team 4: The fact that an educator is accountable for his or her actions; he or she must also be held accountable for his or her decisions taken.

School Management Team 5: Here at our school, the educator or group of educators cannot shy away from their responsibility. If you are responsible enough to make decisions, then you are accountable for that decisions that you have taken.

School Management Team 6: With responsibility comes accountability. Educators are held accountable for their decisions.

8. Contributions to transformational leadership:

8.1 What recommendations/suggestions would you make in order for principals to lead schools effectively?

School Management Team 1: Some suggestions that I would like to share are the authority of the principal must be broadened; the principal must get more support from the Provincial Department of Education as well as from the district office. Currently, the principal is expected to teach a class or classes depending on the need of the school. Now, what is also important is that the principal must have a certain sense of autonomy concerning decision-making irrespective of a democratic decision-making process especially if it has to do with the improvement of the school.

School Management Team 2: The employer must make it compulsory for principals to attend seminars and conferences on educational issues. Another thing is that the principal must attend workshops on the curriculum. In many instances, the principal sent the deputy principal or one of the SMT members to attend workshops on his behalf. This results in that the principal does not have first hand information on the curriculum. The principal cannot give proper guidance and mislead educators.

School Management Team 3: You are never a perfect human being; therefore, you as a SMT educator strive to do your best. I give my full support and assist the principal to manage the school to the best of our ability. Effective leadership starts with the principal, then with the SMT and then it filters through to the educators. The SMT and administrative staff must work closely together. I know it is not always possible, but the principal must lead by example. Principals must not teach and manage the school. The principal must be available for educators, parents and learners. It is a problem that learners cannot come to the office, because the principal is teaching in a class. The principal is only available during certain times of the day, because he is also teaching. The principal must be visible and not be office-bound. Less paperwork will give principals more time to play a leading role in the school.

School Management Team 4: There are a few suggestions that I would like to make in order for principals to lead more effectively. Educators must work as a team to assist and support the principal; every role player must contribute effectively to the vision of the school, resources needs drastic attention in order for educators to produce better results and to provide quality teaching and learning.

School Management Team 5: I think in order for the principal to play an effective leadership role, the skills, knowledge attitude and values of the role players need to be addressed. The role players include the SMT, educator leaders, SGB parents and learners. From the start, the role players must be aware of what is expected of them. They [the role players] must utilize their skills and abilities to accomplish the shared vision.

School Management Team 6: Although the question focus on the leadership role of the principal; it is not only the principal that plays a leading role, but the educator, educator leader, learning area head, SGB and SMT. Now, they must synergize and make the school a better place for our learners. O' yes, then there are the common parenting skills that need to be addressed. Parents must be aware of what is expected of them.

8.2 What obstacles do you experience that prevent the principal from leading the school effectively?

School Management Team 1: There are a number of obstacles that prohibits the principal from leading the school effectively. Among others they are conflict on the staff; very little support from the circuit manager or labour relations at the district office, the lack of capacity of the staff to run with projects and mistrust on the part of some of the educators. The principal has to attend to many minor issues that take a lot of his time. This leaves very little time to attend to the effective implementation of the curriculum and to be a visionary. The principal must teach a class, manage the staff and lead all role players effectively. This is a daunting task

for the principal. I have experienced that some of the staff members refer to the different groups on the staff as 'us' and 'they' and not 'we'. The 'us' refers to the post level one educators and 'they' refers to the School Management Team educators. They do not see us as one unit that work together as a team. Sometimes, I think they feel inferior to the SMT members. We are addressing that, but it is difficult.

School Management Team 2: Instead of giving you a long list of obstacles that make it difficult for the principal to lead the school effectively, I am going to name a few. The lack of resources at our school is a major obstacle; the principal's energy is sometimes absorbed in the minor administration tasks; the lack of knowledge on the curriculum; too many changes to the curriculum or aspects thereof; support and assistance from the SMT, SGB and educators.

School Management Team 3: Principals must not teach, administer, lead and manage the school. This is too much for one person. The principal must be available for educators, parents and learners. It is a problem that learners cannot come to the office, because the principal is teaching in a class. The principal must be visible. The administrative burden is a main concern. Time management is sometimes a problem.

School Management Team 4: Some of the main concerns that does not contribute to quality leadership are the lack of support from certain staff members; staff members that do not commit themselves as they should; the lack of skills amongst some of the SMT and SGB members and the lack of administrative staff.

School Management Team 5: I think that we as SMT members need clearer guidance from the curriculum advisors at the district office. Some of the SMT members and educators are uncertain and confused pertaining certain issues in the curriculum. Curriculum advisors and circuit managers should play a more supportive role to well functioning schools. The fact that we are well functioning does not mean that we do not need support. In fact, we do need support, because what we are good at we can do even better. In that way, we can improve the quality of our education for the learners.

School Management Team 6: The circuit manager and officials at the district office must visit schools to give the necessary guidance and render support. The circuit manager visits our school only during the time of my principal's performance appraisal.

8.3 How do you implement new policies at the school?

School Management Team 1: At first, every staff member receives a copy to read. The purpose is that the educators can get a firm grasp of the contents of the policy. In many cases, the principal and SMT will first discuss it with the SMT to get some input. Then the principal will take it to the staff for some further explanation and discussion. After the discussion, we will work on a plan of action. We will regularly monitor and evaluate progress and make adjustments if necessary.

School Management Team 2: Implementing new policies as directed by the employer can sometimes be a problem and a burden. The problem that we are currently experiencing is that you implement a policy, a few months after implementation then you have to adjust the policy to accommodate the changes. After a few months to a year, then you have to make changes on the changes. Now this really frustrates everybody on the staff. The other thing is that it leads to confusion amongst educator. We [the SMT] have to take precautionary measures to see that the educators are not confused and that they adhere to the right thing.

We definitely inform and workshop the staff on new policies that need to be implemented.

School Management Team 3: It is one of my colleague's jobs to see that every educator receives a copy of the policy. They have to acquaint themselves with the content of the policy. The main issues of the policy are explained and discussed in a staff meeting in order to get the opinion of the educators. At the staff meeting, we will also determine a plan of action on how we will implement the new policy. Sometimes we do not implement the policy immediately.

School Management Team 4: Before we implement new policies, we get the input from the staff or the group to whom it is applicable: the parents or SGB. If it is necessary, we will brainstorm the approach and plan of action to implement the new policy. We determine if the whole staff or just a section of the staff (SMT or educator leaders) is responsible for implementation.

School Management Team 5: The staff must draft some policies that a school must have. The employer provides a guideline on such policies. In such a case, the SMT compiles a draft relating to the policy. The approach that the principal as part of the SMT takes is that the policy is first discussed with the SMT; then we inform the staff. The staff analyses it and make the necessary recommendations for implementation.

School Management Team 6: From the experience that I had with policies, I want to mention that it can become quite an operation. Either you formulate your own policy or the principal receives a draft document with guidelines from the employer. A very time-consuming process is where the whole staff drafts the policy that needs to be implemented. In a case where a policy received from the employer must be implemented, then we contextualize it to fit our context and circumstances. After discussion with the staff, the policy is implemented, monitored, evaluated, adjustments made and re-implemented.

8.4 Are there any other transformational leadership problems or contributions that you would like to make or discuss?

School Management Team 1: Every newly appointed principal must attend in-service training courses to equip them for the task ahead. A well -developed support structure must be in place for all principals. The principal must never feel that he or she stands alone. The circuit manager must support and guide the principal. In the case of newly appointed principals, the employer must provide a mentor to guide and assist him or her.

Educators, at any school must be loyal to the principal, work together to adhere to the vision of the school.

School Management Team 2: A thing that worries me is the fact that only a few young people choose education as a profession. This can lead to that the profession experience a shortage of skilled educators in the long term. The point that I want to make is that the education profession does not have a surplus of educators. Mathematics, Science and Technology educators are a scarcity in education. The employer needs to do something about this. As an educator, it is not good to read in the newspapers that the literacy and numeracy levels of our learners, compared to other countries are very low. My questions are 'What are they doing right and what are we doing wrong?' and 'What can we do to improve our standard of quality education?'

School Management Team 3: The employer must play a more effective role concerning the absenteeism of educators. The employer must deduct money from the salaries of those educators who has a habit of staying absent. The principal's task will be made easier if fewer educators stay absent. The employer must address absenteeism at schools. When three or more educators are, absent at school and then the parents will come in to baby-sit the classes. Learners will go to their guardian educator for the day. We had in-service training sessions with parents on how to manage a class and supervise. Some of the educators moan when they have to baby-sit another class if it is their administration period.

School Management Team 4: The employer must encourage lifelong learning by linking further studies to financial benefits. The work schedules must come from the employer so that all the educators cover the same amount of work per term. Salaries of educators can improve to encourage young people to become educators. During the long period of sick leave of my principal, I found it difficult to get hold of a substitute educator to teach my learning areas. I received names from the provincial and district offices. When I contacted these educators, I found that they either emigrated or were in a contract post. The shortage of educators is a serious concern and needs the urgent attention of the employer.

School Management Team 5: There are a few recommendations or contributions, whatever you want to call it, that I would like to make. The employer needs to attend to a few things namely the focus of SMT workshops should be aimed at the whole SMT of a particular school because cascading can cause problems; an educational administrator should be appointed at each school especially those schools in the townships;

School Management Team 6: My first concern is the various changes that take place in education on a daily basis. The officials of the district need to make a thorough study of the policies concerning these changes so that they can find simplistic ways to implement it. They must be able to give the right guidance on problematic, educational issues. My second concern is that some of educators – after various workshops on the curriculum – still have a problem in understanding the basics of the curriculum. My third concern is that monitoring and evaluation from the side of the curriculum advisors must be done on a regular basis, at least twice a term at school. My last concern is that new (novice) educators need to be nurtured at school, but also by the district officials by giving them clear guidance concerning the curriculum.

Certificate of Appreciation

awarded to

Mr/Ms Interviewee

for being a voluntary respondent



*“The Transformational Role of Primary School Principals
in the Bellville Region of the Western Cape”*

**Thank you for your time and for sharing your wealth of
knowledge and experience. Your cooperation is deeply
valued.**

Signed: _____ Date: 20071004

O. WEEDER

STUDENT RESEARCHER: U W C