



**CHARACTERISTICS OF SCHOOL LEADERSHIP AND
MANAGEMENT IN LOW AND HIGH PERFORMING
SCHOOLS: VOICES OF SMT**

By

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DEDICATION

I dedicate this research project to my younger self, who had the audacity to dream and the determination to turn those dreams into reality. I challenge the more mature Mandisa Chardeen Ndaba always to remember the path that lies ahead. This represents a significant achievement, yet the journey persists. I take pride in your accomplishments, find continual inspiration in your endeavours, and offer my unwavering support through prayer. In the wise words of Professor Alex Angulo, “I hope you dance through life”.

DECLARATION

I declare that the entirety of the work contained here is my own original work. I am the owner of the copyright thereof and that I have not previously in its entirety or in section or part submitted it for obtaining any qualification.



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ABSTRACT

The purpose of this research was to explore the school leadership and management characteristics in high-performing schools (HPSs) and low-performing schools (LPSs), with a focus on how their characteristics (based on their roles and responsibilities) contribute to the quality of the schools. By concentrating on both HPSs and LPSs in the Tshwane South District, the research identified specific characteristics among the participants, with the emergent subthemes:

- i. Shaping the direction and managing the school as an organisation
- ii. Managing teaching and learning and assuring accountability
- iii. Working with and for the community

These factors influenced schools' quality and the researcher delved into leadership theories connected with these characteristics. Employing an interpretive paradigm, the study established its philosophical foundation through document analysis and semi-structured interviews. The results highlighted the necessity for varied leadership approaches, placing particular emphasis on the significance of the participative leadership theory in HPSs. In challenging the concept of a universal leadership model for school excellence, the study introduced a theoretical framework linking the model of school effectiveness and theories of school leadership to form theoretical pluralism and comprehend the intricate dynamics of leadership and management in public schools. It also advocated for the further exploration of participative leadership as a key aspect in achieving excellence in education.

Keywords: School leadership and management, School quality, High-Performing Schools, Low-Performing Schools

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LIST OF ABBREVIATIONS/ACRONYMS

ACE	Advanced Certificate in Education
ATP	Annual Teaching Plan
DBE	Department of Basic Education
DH	Departmental Head
DP	Deputy Principal
FET	Further Education Training
GDE	Gauteng Department of Education
HPS	High-Performing School
ICT	Information and Communication Technology
LPS	Low-Performing School
LTSM	Learning and Teaching Support Material
NPO	Non-Profit Organisation
NSC	National Senior Certificate
PAJA	Promotions of Administrative Justice Act
PD	Professional Development
SDP	School Development Plan
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
SSIP	Secondary School Improvement Plan
SWOT	Strengths, Weaknesses, Opportunities, and Threats
WSE	Whole School Evaluation

CHAPTER ONE: INTRODUCTION

1.1. Introduction

Leadership and management's impact on schools' quality is profound, potentially enhancing or hindering educational excellence. Agasisti, Bowers and Soncin (2019), for example, emphasise that school leadership can be enhanced through improved conditions for teaching and learning. Conversely, leadership can be hindered by applying single leadership strategies unrelated to the school's purpose (Day, Sammons & Gorgen, 2020). Interestingly, *quality schools all have excellent leadership in common* (researcher's emphasis in italics), notably the curriculum formula for achieving improved learning quality (Barber, 2013).

Dimmock (1999) defines 'school leadership' as a set of values guiding principals; its role is to establish the school's vision and mission. School management, according to Dimmock (1999), entails implementing decisions aligned with the school's vision and mission. Successful school management teams (SMTs) consist of the principal, deputy principals and departmental heads. The team is responsible for implementing leadership's (the principal in this study's context) clear vision and mission, and this strategy provides a means to improve schools' quality. Brink (1958) defines 'school quality' as clear objectives guiding all school-related activities. Education Evolving (2016) expands on this definition by indicating that schools' quality is established based on students' achievement and high performance. Similarly, Boyce and Bowers (2018) allude that poor performance in Grade 12 is often the result of inadequate school leadership and management, positioning the school's quality of leadership and management as a pivotal factor in education. Thus, the researcher used the National Senior Certificate (NSC) Grade 12 results as a measure of public schools' quality for this study. This decision was supported by Bhengu (2013), who emphasised the importance that is placed on these results.



Figure 1: Relationship between school leadership and management and school quality

Figure 1 illustrates the school leadership's role in facilitating improved school management. Effective school management then increases a school's quality, which, in turn, impacts student results.

1.2. Problem Statement

The research problem stems from disparities in academic performance among learners in public schools; particularly township schools and former Model C schools, with many township learners lagging academically by at least ten percent (Mlambo, 2024). There are also differences in performance within schools that face similar social challenges despite receiving support from the Department of Basic Education (DBE), specifically under the Secondary School Improvement Programme (SSIP). Moreover, Bush and Glover (2016) found that the quality of school leadership and management influences the variance in learners' performance.

Another challenge principals and SMT members face is the lack of educational resources to effectively lead and manage schools (Mncube, Ajani, Ngema & Mkhasibe, 2023); without the necessary resources, principals encounter difficulties in dealing with management and leadership changes (Mestry, 2017). Naturally, there is a need to thoroughly explore the qualities of leadership and management in schools in order to prepare the SMT with essential characteristics and detect any potential deficiencies. There are also principals and SMT members who ascend to their positions based on years of experience and pedagogical knowledge, but this foundation may no longer be sufficient to meet the evolving educational and school leadership and management demands.

Although South Africa introduced the Advanced Certificate in Education (ACE) in 2011 to address principals' leadership and management gap, a disparity in school leadership and management remains. Since new principals have been appointed, there is a recognized need to enhance their managerial and leadership skills in the current educational landscape. This study aims to address these disparities by examining the characteristics of the SMT. Sepuru and Mohlakhwana (2020) underscore that novice principals often feel underprepared to effectively lead and manage schools during their initial years in the role. School leadership and management struggle to execute their duties due to internal conflict between the SMTs and staff members; extreme community interference in the school; educator resistance; learners' lack of discipline in school; and centralised leadership and management. Therefore, according to Pascoe, Hetrick and Parker (2020), if schools' performance is monitored and addressed early on, it will minimise the chances of learners struggling and dropping out of school. Therefore, the significance of conducting this qualitative exploratory study on the characteristics of school leadership and management is highlighted, as its results could contribute to improving the quality of school leadership and management, ultimately enhancing student performance.

The researcher aimed to understand the cause of inconsistencies in public schools' performance by exploring the quality of school leaders' and managers' characteristics. This was done through semi-structured interviews and investigated participants' interpretations of the SMT's functions; and the researcher determined how well they adhere to the roles and responsibilities outlined in the reviewed Education Labour Relations Council and South African Standards for Principalship policy document for SMTs to ensure the broken school leadership and management cycle, outlined on Figure 1, is restored. Furthermore, the researcher intended to use her knowledge or opinions of practice and interpretations to construct meaning and draw thematic conclusions from the semi-structured interviews and documents reviewed about how these factors impacted schools' quality.

1.3. Main Research Question

How do characteristics of leadership and management in high and low performing schools affect school performance?

1.3.1. Research Questions

The study attempted to answer the following research questions:

- What are the characteristics of leadership and management in low-performing public schools in the Tshwane South District?
- What are the characteristics of leadership and management in high-performing public schools in the Tshwane South District?
- How do leadership and management characteristics in high and low-performing public schools in the Tshwane South District compare and lead to school performance?

1.4. Aims and Rationale of the Study

The purpose of this research was to explore the school leadership and management characteristics in high-performing schools (HPSs) and low-performing schools (LPSs), with a focus on how their characteristics (based on their roles and responsibilities) contribute to the quality of the schools. This study provides valuable insight into school leadership and management approaches by identifying key school leadership and management characteristics that influence schools' quality. It also empowers SMTs to understand the quality gaps in LPSs and implement strategies to enhance the factors influencing school quality (Fleischman & Heppen, 2009). The study's outcomes, combined with SMT members' educational backgrounds, could enable SMTs to lead quality schools with a comprehensive understanding of the practical aspects required for excellence, bridging the gap between theory and practice.

At a professional level, previous research has shown that teachers' perceptions of school management significantly impacted their performance positively and negatively (Lindahl, 2010). This study sought to understand leadership and management characteristics in LPSs and HPSs so that effective strategies could be applied to create a fair and equitable education system for all public schools in the future. This, in turn, is expected to boost educators' morale and motivation, resulting in improved school quality.

At a theoretical level, Lindahl (2010), as well as Musselman, Crittenden and Lyons (2018), argue that schools' improved quality is achieved based on various factors that include school leadership, socioeconomic backgrounds, and teachers' quality. This study aimed to explore

different leadership theories and identify specific daily or weekly activities associated with leadership styles. It further attempted to close the gap in the existing literature by comparing the leadership and management characteristics of LPSs in the South African context to those of HPSs.

The study highlights the lack of sufficient evidence in the literature, comparing LPSs' leadership and management characteristics to high-performing ones in South Africa. Liebowitz and Porter (2019) presented literature that focused on improving schools' quality through principals' behaviour towards students, teachers and school outcomes globally, while Lumban Gaol (2023) investigated major educational issues in Indonesia. This study would specifically benefit districts such as Tshwane South, respectively, a previously high-performing district with schools now performing below the desired target pass rate. This research aimed to challenge existing assumptions, as well as contribute to an improved understanding of leadership and management factors influencing school quality in the context of the Tshwane South District.

1.5. Objectives of the Study

The objectives of the study were to:

- Explore the characteristics of school leadership and management in low-performing public schools in the Tshwane South District.
- Explore the characteristics of school leadership and management in high-performing public schools in the Tshwane South District.
- Compare and contrast schools' leadership and management characteristics from low and high-performing public schools in the Tshwane South District to determine which characteristics lead to high performance.

1.6. Study Outline

CHAPTER 1: Introduction

The research report is structured into four sections. The first chapter offers a broad outline of the study, encompassing its introduction, problem statement, research questions, study aims and rationale, and study objectives.

CHAPTER 2: Literature review

Chapter Two encompasses a literature review where essential definitions of school leadership and management are outlined. The review is divided into theoretical and empirical literature, aiming to explore school leadership and management in order to address the study's objectives and examine the characteristics of leadership and management in low-performing and high-performing schools. Additionally, the chapter presents the theoretical framework that informed the study.

CHAPTER 3: Research design

Chapter Three describes the research process that was followed in conducting this study. It presents the research paradigm, research methodology, participants, data collection tools, data analysis and interpretation processes, and ethical considerations for the study.

CHAPTER 4: Data analysis

Chapter Four presents the study's research findings. Results are discussed in accordance with the documents that were reviewed and semi-structured interview questions that were answered.

CHAPTER 5: Summary, conclusions and recommendations

A summary of the study's conclusions and recommendations is given based on the main findings.

1.7. Definition of Key Concepts

In this study, the following key concepts are used:

High-performing school (HPS): According to Brink (1958), an HPS is an institution that is functional and has definite objectives that serve as guidelines promoting the success of the school, further seen through the final performance results of Grade 12 learners. According to Gauteng Department of Education School Performance Report, it is a school whose average Grade 12 results were above 80% between 2019 and 2021 (the review period selected for this study).

Low-performing school (LPS): With reference to Brink's (1958) definition of HPSs, LPSs can be identified as institutions with indefinite objectives that serve as a guideline for schools'

success or failure. It is a school that attained an average Grade 12 result below 70% at least twice between 2019 and 2021, according to Gauteng Department of Education School Performance Report. These are identified as LPSs.

School leadership and management: According to Day, Sammons and Gorgen (2020, p.10). school leadership and management is a team that plans and maintains programme development. The team consists of a leader whose role is to establish the school's vision and mission, and the manager who ensures that the vision and mission are implemented through the allocation of resources, improving the performance of employees and students by encouraging and guiding them to meet the school's objectives. It refers to a group of individuals, namely heads of departments and deputy principals, who work together to implement desired goals and objectives set by the principal to improve schools' quality. For the purpose of the study, it is referred to as the SMT.

School Quality: Education Evolving (2016, p.2) defines 'school quality' as schools that drive the learning process to improve learners' achievements, as reflected through their Grade 12 results in this study's context. Brink (1958) refers to a 'quality school' as one whose objectives are definite and serve as a point of focus for all school activities. He further alludes that good schools focus not only on general objectives but on specific objectives and the kind of behaviour that is dependent on them.

Tshwane South District: The Tshwane South District, also known as D4, is an education district in Pretoria East, West and South, in Gauteng, South Africa. There are public schools that form part of the different quintile categories, private schools and independent schools that range from Grades RRR to Grade 12. The Tshwane South District has a track record in attaining the highest marks nationally and provincially, with an exception for the 2022 and 2023 NSC matric results. The district has seen large population growth due to provincial immigration, according to Poincettia Thobejane (2020).

Public School: A public school, also known as a government school, is an educational institution funded and managed by the government, typically governed by the DBE in South Africa. These schools are financed through public resources like taxes and aim to provide education to a broad segment of the population. Public schooling in South Africa is categorised into ordinary schools and special needs schools under the DBE (Gazette & Notice 84 of 1996).

Additionally, public schools are classified into different quintiles ranging from Quintile 1 to Quintile 5, with Quintile 1 schools being the most disadvantaged and Quintile 5 schools the least disadvantaged. This quintile system is designed to allocate resources and support schools in a manner that addresses socioeconomic disparities.

1.8. Summary

This chapter provided the background, problem, and rationale for the study. The continuous disparities in Grade 12 performance results among different schools in the Tshwane South District prompted this research. It focuses on investigating how leadership and management characteristics, guided by Scheerens's (1990) theoretical framework, influence learner performance. The next chapter reviews literature on the research phenomenon. It discusses and evaluates what other scholars say about school leadership and management in schools that attain high Grade 12 results.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter explores how theoretical and empirical literature addresses the quality of educational leadership and management's impact on students' achievements. It sought to answer questions about school leadership and management's role in determining schools' quality in the Tshwane South District. The investigation involved a comprehensive review of literature, divided into two sections: a theoretical review, involving the analysis and connections between empirical studies to establish or advance theoretical perspectives, and an empirical review, which is based on original experimental or observational data.

The primary goal of this study was to enhance existing knowledge at the intersection of school leadership, management, and school quality by examining SMTs' characteristics in the Tshwane South District. The reviewed literature delved into a deep understanding of educational leadership, management, and their connection to schools' quality. It also explored a variety of leadership and management theories and principles specific to educational contexts. By referencing the South African education framework, the review investigated school management's role and duties, as outlined by the Education Labour Relations Council document (DBE, 2022).

2.2. Literature Review

Naidoo (2019) defines 'school leadership' by alluding to three interchangeable functions, namely as managers, leaders, and administrators. Naidoo states that leaders drive the school's vision and focus on organisational development and schools' improvement. Christie (2010) alludes to school leadership as a concept that can be understood as the impact that directs outcomes, specifically the school's vision and mission. Moreover, Bush (2007) further underscores this view by explaining leadership as the process of steering the actions of others toward desired goals through a shared vision. The author implies that leaders shape the objectives, motivations, and deeds of others, frequently instigating changes to attain current and new objectives. Connolly, James and Fertig (2019) also expand on this notion, highlighting that educational leadership involves guiding individuals within educational environments with

a vision that directs managers to attain specified goals, thereby demanding proactive measures. This influence over others necessitates a form of authority, which can arise from hierarchical structures or other origins. However, while the ideal practice of educational leadership entails responsible conduct, in reality it does not imply carrying the complete responsibility for the operation of an educational system where this influence is exerted, as noted by Connolly et al. (2019); hence, the relationship between leadership and management.

‘Management’ is defined by Dimmock (1999) as the process of implementing operational decisions that align with the school’s vision, values and objectives. Furthermore, according to Christie (2010), it involves overseeing the execution of leadership decisions and pertains to organisational frameworks and procedures that align with the organisation’s vision and mission. Christie (2010) also implies that ample research in South Africa established that effective management positively impacts schools’ functioning, while the absence of or poor management contributes to schools’ lack of success. Additionally, Bush (2007) asserts that management entails the efficient and effective maintenance of existing organisational structures. Although proficient management often showcases leadership aptitude, its overarching goal is maintenance rather than change (Bush, 2007). Within school management, a delegation of responsibilities exists; where individuals are designated, they assume and bear the accountability of educational leadership to establish a functional school system (Connolly et al., 2019).

Connolly et al. (2019) view educational management and educational leadership as distinct concepts, but Bush (2007) suggests an overlap between leadership and management, associating leadership with change through an organisation’s vision and management, with the implementation of operations. In accordance with the literature, this study established a similar connection between school leadership and management. Further, it acknowledged that in education systems that have full autonomy to decide on their direction, the school principal provides the direction for the school. At the same time, managers execute the directives given to them. However, where governance structures are in place, it is their responsibility to provide direction, and executives (principals and SMTs) should execute or implement measures to achieve the stipulated objectives. The absence of leadership can ultimately have a significant impact on the quality of schools’ management, which highlights the importance of the SMT as a representation of both educational leadership and management, following Bush’s (2007) perspective.

2.2.1. Theoretical Literature

The literature review section explores different facets of educational leadership, examining the leadership principles and theories in education identified by Amanchukwu, Jones Stanley and Ololube (2015). It also delves into the policy framework outlining the roles of school leadership and management, specifically focusing on South Africa's historical context and its impact in formulating school principals' and SMTs' roles and responsibilities. Understanding the context of the policy framework and various leadership styles, theories, and principles enhances comprehension for both the researcher and the reader, facilitating a better understanding of the study's findings.

2.2.1.1. Principles of leadership

Amanchukwu et al. (2015) identified 11 principles of leadership and the means for implementing them. The principles listed below were relevant to this study as they serve as a guide to the existing characteristics of school leaders and managers in theory. The study contextualised the principles to the South African public-school context to further discover their usefulness in improving schools' quality.

i. Be technically proficient

Leaders should be acquainted with the roles and responsibilities of each member of the team. In the context of education, a principal should have a solid familiarity with the deputy principals', departmental heads', and educators' duties.

ii. Develop a sense of responsibility in your workers

Leaders build on employees' character traits in order to encourage independence and the ability to perform their professional responsibilities with ease and avoid excessive on the principal (Sepuru & Mohlakwana, 2020). Mbatha (2021) further alludes to the importance of proactive planning and the need to avoid blame-centric approaches but focus on developing a sense of responsibility.

iii. Ensure that tasks are understood, supervised, and accomplished

Leaders should be able to effectively communicate. A quality leader and manager spends 70 to 90% of each day at work communicating with others.

iv. Keep your workers informed

Leaders do not only communicate with junior staff, but also with senior staff, the community, and all school community members that form part of the education spectrum. It is crucial for a leader to know how to communicate and inform stakeholders of schools' activities timeously. This view is echoed by Mestry and Govindasamy (2021), who reported on the significance of maintaining consistent, clear communication. Jidefor's (2018) study also advocates for leaders' training in communication, which is a characteristic of participative leadership (Saġnak, 2016), while Salamondra (2021) similarly focuses on effective communication traits.

v. Know your people and look out for their well-being

Leaders extend their humility, are well-versed in basic human nature, and recognise the significance of caring for employees.

vi. Know yourself and seek self-improvement

Leaders must be self-aware and seek self-improvements where necessary. A self-aware leader understands what they know and their individual attributes. Conversely, they also acknowledge what they do not know and where their skills are lacking. Their self-awareness strengthens continuous development through self-study, formal education, interaction with others, reflections, and workshops. Leaders are thus life-long learners.

vii. Make sound and timely decisions

Leaders have excellent problem-solving, planning and decision-making tools. As a result, they make sound and timely decisions. Bradberry and De Maio's (2019) study suggests that active learning methods are more effective in developing problem-solving skills and applying knowledge to various situations.

viii. Seek responsibility and take responsibility for your actions

Leaders search for new strategies to guide organisations to new heights and take accountability and responsibility when things do not go as planned. Leaders do not blame but introspect to establish effective and efficient solutions.

ix. Set the example

Leaders model good practices to followers; they do not only communicate what needs to be done but embody organisational qualities and ethics. They are role models to employees.

x. Train as a team

According to Amanchukwu et al. (2015), leaders do not focus on individual, departmental, or sectional training only; they train as an organisation, which enables them to envision the whole organisation as an entity that must learn and succeed as a unit.

xi. Use the full capabilities of your organisation

Leaders create opportunities for employees to employ their abilities for the benefit of the organisation by developing a team spirit.

Although the principles of leadership referenced by Amanchukwu et al. (2015) might appear straightforward to implement, the reviewed literature reveals that some school leaders and managers face challenges in their practical application. Nonetheless, it is worth noting that certain schools effectively apply these principles, resulting in high performance. This study aimed not only to outline school leadership characteristics but also identify factors crucial in determining leadership approaches and implementing these principles, as emphasised by Amanchukwu et al. (2015), which ultimately influence schools' quality (Kaleem et al., 2021). The systematic review of international and South African literature, along with research by Bush (2007), underscores the critical impact of school leadership's quality on both school effectiveness and student performance. This requires training to develop competent principals and enhance school quality, as mentioned by Amanchukwu et al. (2015).

This study also determined that a nation's growth is contingent upon the quality of its leaders, and it explored the broader African context of leadership's effectiveness in improving school management. These findings emphasise the significance of studying leadership and management characteristics in the South African context, considering individual school circumstances and resultant outcomes.

Bush (2007) also established a link between leadership and change, where leadership influences actions to achieve desired results, while management maintains organisational efficiency. Amanchukwu et al. (2015) extend this view, asserting that effective leaders are developed through experience, knowledge, patience, commitment, negotiation skills, and collaborative abilities. This perspective provides insights into key aspects of school leadership, though it remains silent on the specific attributes of LPSs and HPSs.

Bush (2007) underscores the necessity of effective principals as leaders, but uncertainty exists regarding which leadership behaviours yield desired outcomes. In contrast, Amanchukwu et al. (2015) outline factors such as institutions' size, communication strategies, members' personalities, goal alignment, and decision-making levels as determinants of leadership styles. These perspectives collectively contribute to addressing the research questions, offering insight into the elements of effective school leadership while highlighting the complexities of leadership choices and outcomes. According to Portin (1999), various leadership styles have been proposed, but it is essential to recognise that these distinctions do not always mirror everyday school leadership practices. Furthermore, there is not a singular leadership style universally suited for achieving success in schools.

2.2.1.2. Theories of educational leadership and management

Various leadership models have been proposed due to the absence of a universal leadership style (Amanchukwu et al., 2015). Bush (2007) and Leithwood and Jantzi (1999) categorise educational leadership and management theories into several theoretical approaches to school leadership: managerial, transactional, participative, post-modern, contingency, moral, instructional leadership and transformational leadership theory. This exploratory study thoroughly analysed the characteristics of school leadership and management, and the various leadership and management theories employed to improve schools' quality. The sections that

follow offer an understanding of leadership and management theories, as identified by Leithwood and Jantzi (1999) and Bush (2007).

i. Managerial leadership

Bush (2007) defines ‘managerial leadership’ as focused on effectively handling current activities rather than envisioning a school’s future improvements. This approach suits centralised school systems but can be challenging to implement in innovative schools due to educators’ professional roles. However, Osseo-Asare, Longbotton and Chourides (2007) suggest that managerial leadership enables staff in leadership positions to balance their responsibilities between quality improvement and leadership roles. Notably, Ullah and Almali (2022) claim effective research-based choices in teaching-learning materials are anticipated to enhance resource utilisation and management, aiding in achieving predetermined objectives to improve schools’ performance. Moreover, Karim, Agus, Nurnilasari, Widianari, Fikriyah, Rosadah, Syarifudi, Triono, Lesmi and Nurkholis (2023) elaborate that managerial leadership fosters a civilised organisational environment, cultivates cohesive teamwork, and is closely associated with formal or bureaucratic models of management.

ii. Transactional leadership

Transactional leadership, as highlighted by Amanchukwu et al. (2015) and Huber (2004), is focused on the roles of supervisors, organisational structures, and group performance, ensuring efficiency and clear goal achievement through leader-follower exchanges. Bush (2007) associates transactional leadership with a political model that favours the most powerful party in conflicts, suggesting that resources benefit those in both political and transactional leadership paradigms. Miller and Miller (2001) and Khan (2017) emphasise the exchange of valuable resources in transactional leadership, such as principals supporting staff members in contributing to schools’ development. The transactional leadership model aligns with a style where leaders instruct their team, provide rewards for compliance, and offer clarity, but this approach often requires a blend with another style for optimal effectiveness. Teachers using this style in a classroom can manage expectations by rewarding positive behaviour and addressing negative behaviour. Transactional leadership also involves clear expectations, maintaining calm and control, and desiring an orderly environment.

iii. Participative leadership

According to Bush (2007) and Amanchukwu et al. (2015), participative leadership focuses on group decision-making processes to enhance schools' effectiveness, democratic principles, and participation. This approach builds strong connections among members, relieving the pressure on school management and leadership. Saġnak (2016) describes participative leadership as establishing platforms for innovative decision-making ideas, contributing to schools' success. Recent research by Purwanto, Mayesti Wijayanti, Chi Hyun and Asbari (2019) also highlights that the leader's ability to engage subordinates in character education is notably realised within this leadership model, aligning superiors' and subordinates' interests to achieve educational goals.

The participative leadership model, aligned with democratic leadership styles, is especially beneficial in educational settings. This leadership style prioritises collaboration, with leaders actively seeking input before making decisions. Principals embracing this style involve teachers and staff, bringing together diverse groups to collaboratively address challenges for the benefit of the entire school community. In the classroom, the democratic leadership style empowers students, making them feel integral to the learning process and providing practical experience in democratic participation. Individuals who enjoy collaboration, prefer joint decision-making, and value engagement are likely to exhibit democratic leadership qualities.

iv. Post-modern leadership

Greenleaf (1973) assumes that organisations do not have an ontological reality but are created by the people within them who have different views. In this study's context, schools do not exist independently but are shaped by the diverse views and actions of individuals within the school. Bush's (2007) post-modern model supports Greenleaf's view by alluding that leaders should pay attention to the individual and diverse perspectives of educators, while minimising their reliance on hierarchy. However, Keough and Tobin (2001) indicate that the present post-modern leadership culture promotes the 'multiplicity of subject truths', leading to a loss of authority, which supports more personal truths while weakening traditional authority. Post-modern leadership emphasises that organisations, including schools, are shaped by the diverse perspectives and actions of individuals within them that promote individual truths and reduce reliance on traditional authority.

v. Contingent leadership

Contingent leadership, as proposed by Bush (2007) and Amanchukwu et al. (2015), acknowledges the diverse and evolving nature of schools' contexts and the advantages of adapting leadership styles to specific situations rather than employing a one-size-fits-all approach. This style is closely linked to situational leadership, allowing leaders to select the most appropriate course of action based on institutional circumstances. As Amanchukwu et al. (2015) note, no single leadership style suits all situations; rather, leaders may employ different styles based on varying conditions. The contingent leadership model aligns with situational leadership styles, which, as conceptualised by Hapsari, Riyanto and Endri (2021), assist managers and administrators in identifying the most suitable leadership approach for a given situation. This theory emphasises the dynamic interplay of factors such as the level of direction the leader provides, the extent of socio-emotional support offered, and the maturity level of subordinates. Hapsari et al. (2021) further elaborate that the situational leadership theory offers practical guidance for leaders and managers to develop human resources within organisations.

vi. Moral leadership

Morals are standards of behaviour serving as guiding principles for distinguishing right from wrong and are encapsulated in moral leadership. Hartono, Udin and Riyanto (2021) established moral leadership based on Walker, Cherkowski and Kutsyuruba's (2015) observation that religious settings claim specific moral values influence moral leadership. This observation is reinforced by Sari, Ulfatin and Arifin (2017), who highlight moral leadership's strategic significance in guiding institutions. Consequently, the efficacy of moral leadership is intricately tied to environmental circumstances and the leader or manager's contextual application of it. The moral leadership model aligns with ethical leadership styles since it involves making decisions, both professionally and personally, based on moral principles with a fundamental guideline of doing the right thing. In a broader sense, ethical leadership considers the intentions and purpose of leaders' behaviour, emphasising ethical considerations throughout decision-making and implementing ethics training programmes for those unfamiliar with workplace ethics (Ahmad, Gao & Hali, 2017).

Ethical leaders navigate this complexity by staying true to their inner moral compass, emphasising fairness, openness, and honesty. They consistently communicate core values and

provide specific examples to define ethical behaviours within the organisation. Recognising that workplace ethics may be unfamiliar to some, ethical leaders implement ethics training programmes and integrate ethical considerations into decision-making throughout the organisation.

vii. Instructional leadership

The concept of instructional leadership traces back to the 1980s, with Hallinger and Murphy (1985) highlighting its connection to schools' climate, mission, and programme management. Bush and Glover (2016) elaborate on this view, describing instructional principals as resource providers, communicators of school goals, and visible supervisors of activities. Bhengu and Mkhize (2013) emphasise instructional leadership's importance, aligning it with the South African Standards for Principalship (DBE, 2005), which prescribes principals as influential supporters of high-quality teaching and learning to promote schools' quality. Despite this emphasis, there is a lack of clarity on the daily practice of instructional leadership among principals and SMTs, prompting this study to identify specific activities in this domain.

Various authors advocate distinct leadership styles for schools. Bush (2007) underscores the significance of instructional leadership, linking its development to improved learning outcomes. Bhengu and Mkhize (2013) assert that successful schools employ instructional leadership. On the other hand, Kaleem (2019) and Mamat, Rami, Abdullah, Anat Simin and Hashimet (2016) present research findings that highlight the transformative leadership style's substantial impact on schools' climate and quality. Meanwhile, Amanchukwu et al. (2015) emphasise the importance of leaders' and managers' discernment, noting that every school day requires sensitivity and adaptability to various leadership styles. They also introduce other leadership models, such as the trait theory, focusing on inherent personality traits shared by leaders, and the behavioural and skills theory, which centres on leadership actions rather than intellect, alongside Bush's (2007) leadership styles.

The instructional leadership model aligns with instructional leadership styles as it stands out as highly effective within the education domain, prioritising direct instruction to both students and teachers. This approach is prevalent in educational settings due to its emphasis on providing guidance without micromanaging. Administrators adopting this style understand the competency of their teachers and trust them to prioritise student learning. By granting

autonomy, instructional leaders earn the respect and admiration of their teaching staff. Key indicators of an instructional leader include a preference for the broader educational landscape, a focus on student growth and development, and a natural inclination towards confidence and open-mindedness.

viii. Transformational leadership

Transformational leadership aims to establish organisational guidelines, inspire followers, and meet their basic needs, ensuring unwavering commitment. This theory, marked by charisma and a future-directed vision, is well-suited to the study's context; Antonopoulou, Halkiopoulos, Barlou and Beligiannis (2021) and Bass (1985) also emphasise its connection to change and progress. Positive school outcomes, such as a healthy work environment and improved staff relations are linked to transformational leadership (Shava & Heystek, 2021), aligning with Leithwood and Jantzi's (1999) depiction involving restructuring, shared vision development, distributed leadership, and fostering a school culture for academic change.

The transformational leadership model, synonymous with the style, involves educators leading by example, collaborating with teams for necessary changes, fostering an innovative culture, and encouraging shared decision-making, ultimately creating a sense of purpose and empowerment to promote success in the educational institution.

For this study, theories of educational leadership and management are clearly defined with reference to various studies of school leadership and management, including Leithwood and Jantzi's (1999) and Bush's (2007) theories of leadership and management. Amanchukwu et al. (2015) refer to the principles of leadership.

2.2.1.3. Policy framework on the role of school leadership and management

The historical context of South African education significantly shapes the current roles and responsibilities of SMTs, and school principals as alluded in the Labour Relations Act of 1995, inherently guiding this study's focus on the characteristics of SMTs. According to Christie (2010) during the apartheid era, education administration was centralised and operated within a bureaucratic framework. After apartheid ended, there was a big shift in the discourse of school leadership and management, with the "Changing Management to Management Change"

approach introduced post-apartheid. This led to principals taking on new roles to align with the principles of equality and democracy (Christie, 2010).

During this progression towards school-based leadership, power shifted from the government to the schools themselves. The early 1990s brought self-management to white schools, which later expanded across all schools, resulting in the White Paper on Education and Training in 1994. The Labour Relations Act of 1995 also established a framework of duties, responsibilities, and codes of conduct for educators, including departmental heads, deputy principals, and school principals (Christie, 2010). However, this shift also introduced challenges as schools struggled to adapt to new policies and best practices. The resultant teacher militancy led to the formation of teacher unions, prompting negotiations through the Education Labour Relations Council. The Promotions of Administrative Justice Act (PAJA) document was created as a result of these negotiations, outlining educators' and school leaders' duties and responsibilities, guiding this study's exploration of perceptions and policy interpretations concerning SMTs' roles and responsibilities to enhance schools' quality (Christie, 2010).

After the reformulation of school principals' roles and responsibilities, per policy guidelines, there were eight key areas for school-based management to focus on, namely:

i. Leading and managing learning in schools

According to the South African Standard for Principalship (DBE, 2005), leading and managing schools encompass five main styles of leadership in the school context, namely:

(a) Strategic educational leadership

In reviewing the literature on strategic educational leadership and management characteristics in South African schools, it is evident that principals play multifaceted roles according to the Department of Basic Education (2005). They are tasked with fostering a supportive culture among staff and promoting inquiry within the school community. Collaboration with the SGB and stakeholders to develop a compelling vision is also emphasized. However, Ololube (2018) argues that effective leaders must go beyond vision creation to address strategic problem-solving and ensure sustainable success by enhancing school systems and academic achievement. Moreover, strategic leadership is highlighted by Nwanekezie (2022) and Austin

(2019) as pivotal for revitalizing educational landscapes in Nigeria, suggesting potential applicability in the South African context. These scholars advocate for proactive, innovative leadership that stays abreast of educational policies and fosters collaborative environments. They stress the importance of holistic wellness initiatives and self-awareness among stakeholders to overcome historical leadership deficiencies.

Adiele (2020) emphasizes traits essential for strategic leaders, including commitment, information utilization, delegation skills, and fostering collaboration. Ezech and Okpokiri, (2019) add that effective strategic leadership involves not only visionary strategy creation but also its effective execution in a rapidly changing global environment. They highlight the role of managing human resources to enhance commitment and performance, thereby cultivating a robust organizational culture and upholding ethical standards.

The literature highlights the vital importance of strategic leadership in advancing education. Combining visionary leadership with effective management enables leaders to handle complexities, improve educational results, and strengthen organizational resilience against global challenges. However, there is a lack of research on these leadership dynamics in South African schools, especially in the HPS and LPS Tshwane South district schools. This study aimed to explore the characteristics of leadership on educational outcomes and identify the unique challenges and opportunities for leadership development in South Africa.

(b) Executive leadership

The principal assumes a multifaceted role. They must establish systems that foster meaningful relationships, cultivating a shared understanding of the school's identity, values, and ethos among stakeholders. Creating an environment characterised by transparency and a unified pursuit of common goals is paramount, along with fostering a trusting, disciplined atmosphere conducive to effective teaching and learning, particularly amid the challenges of transformative change. Emphasising continuous improvement and adaptability within the school's organisational framework is essential. The principal's high visibility throughout the institution, coupled with their understanding of the intricate interplay between the school, district, and external stakeholders, play a pivotal role in shaping the school system's success.

On the other hand Harris, Brown, and Abbott (2006) examine the role of executive leadership in schools facing difficult circumstances. Their study outlines executive leadership style and

explored how it can drive improvements in challenging school environments. Relatedly to DBE (2005) emphasis on continuous improvement and adaptability within the school's organisational framework. The study concludes that executive leadership can be a potent force for change by mobilizing and sharing leadership energy across schools. However, achieving long-term improvement requires more than executive leadership; it demands deeper, more distributed leadership that fosters collaboration and utilizes untapped resources. The study presented key elements of executive leadership, namely:

1. building leadership capacity;
2. changing the school culture;
3. ensuring rapid change;
4. forging collaborative partnership and external links

Executive leadership is not solely for intervening in struggling schools; it is also advised for schools showing minimal progress (Harris et al., 2006). However, it's important to note that this study was conducted eighteen years ago, and there is currently limited research on executive leadership in the South African educational context. This gap highlights the need for applying executive leadership in low-performing schools, as the article suggests its use for enhancing school quality.

(c) Instructional leadership

Instructional leadership, characterized by the principal's active role in guiding learners and fostering a professional learning community, has several strengths. Principals leading efforts in continuous curriculum improvement and the integration of information and communication technology (ICT) are essential for steering schools toward future success. By nurturing each learner's success and fostering a culture of achievement through communication and a shared vision among stakeholders, instructional leadership ensures that the educational environment remains focused and cohesive (DBE, 2005). Additionally, the development and implementation of a data-driven, research-based instructional framework aligned with the national curriculum helps in maintaining high educational standards and improving learner outcomes.

However, instructional leadership also has notable weaknesses. One significant limitation is its narrow focus on curriculum and instructional practices, which can overshadow other critical

areas of school management, such as financial oversight, community engagement, and policy compliance. This narrow concentration may lead to an unbalanced approach to leadership, potentially neglecting essential aspects necessary for the holistic development of the school. Furthermore, the extensive responsibilities placed on the principal can lead to over-reliance on their leadership, thereby hindering the development of a distributed leadership culture where teachers and staff are equally empowered to take on leadership roles (Bellibaş, Gümüş & Liu, 2021). This centralization of leadership can limit the potential for shared responsibility and collaborative problem-solving.

Another critical issue with instructional leadership is the practical challenges associated with its implementation. Integrating ICT and developing comprehensive instructional frameworks require significant resources and training, which may not be uniformly available across all schools, leading to disparities in execution. Additionally, the extensive range of responsibilities placed on principals can result in burnout, affecting their ability to maintain high performance levels. These challenges highlight the need for a more holistic and supportive approach to educational leadership. While instructional leadership prioritizes the improvement of teaching and learning, addressing these practical challenges and promoting a more distributed leadership model are crucial for achieving sustainable school improvement and overall effectiveness (Bellibaş et al., 2021).

(d) Cultural leadership

Cultural leadership involves acknowledging and promoting diversity within the school community. The principal is tasked with fostering a deep understanding of cultural diversity, gender equality, religious tolerance, and multilingualism. This entails embracing various cultural backgrounds, instilling respect for cultural practices, upholding school traditions, and connecting with the community's traditions. The principal must also ensure adherence to policies on religion and language while promoting respect and tolerance for diverse sexual orientations among all individuals within the school (DBE, 2005).

Conversely, Yin (2024) presents cultural leadership as the act of guiding the cultural sector, a role filled by various individuals in different ways. This includes senior managers in subsidized cultural institutions and public officials developing cultural policies. Yin (2024) highlights the need, emphasising the gap in theory and practice; for aspiring administrators to develop culturally responsive leadership skills to support their teachers and school communities,

ensuring all individuals achieve academic, social, and emotional success regardless of race, ethnicity, language, or other identity characteristics. However, Yin's study does not detail how a culturally built organization can function or the specific characteristics of cultural leadership. This gap makes it challenging to identify and study cultural leadership comprehensively. Yin's study, suggests investigating the relationship between school administrators' cultural intelligence levels and cultural leadership as perceived by their teachers and the administrators themselves. Despite the absence of clear characteristics for practice, emanating the need for the study and the policy framework enhancement through the study of school leadership and management characteristics.

(e) Organisational leadership

According to the DBE (2005), effective school leadership involves managing the budget, recruiting and retaining high-quality staff, establishing problem-solving processes, maintaining communication systems, and complying with policies. Principals must delegate responsibilities, articulate school norms, promote stakeholders' interests, and prioritize safety and discipline. They are also responsible for nurturing emerging leaders and using data for improvement.

However, Sumanasiri (2020) highlights several weaknesses in organizational leadership that are relevant to educational leadership. Despite its potential to enhance performance through vision, cohesion, and inspiration, organizational leadership faces significant challenges. Modern workplaces have experienced unethical practices, distrust, lack of morality, and incivility, prompting a leadership crisis. Approaches like charismatic, transactional, transformational, and contingency-based leadership have been explored, yet issues persist.

The rise of global environmental, social, and geopolitical challenges demands collaboration with various stakeholders, adding complexity to leadership roles. This context underscores the importance of moral and ethical leadership values, leading to the prominence of value-based leadership. To address these weaknesses in educational leadership, it is crucial to identify effective leadership characteristics and practices in organizational management, ensuring that leaders can navigate the complexities and maintain ethical standards.

The policy framework refers to the principal; however, this study specifically directed its attention toward the principal's role as the guiding figure within the SMT. Consequently, the

study emphasises the connection between the SMT and school leadership and management, with a particular focus on the enumerated qualities associated with school leadership and management.

ii. Shaping the direction and development of the school

The principal collaborates with the SGB, SMT, and parents to develop and implement a shared vision, mission, and strategic plan, inspiring and motivating all stakeholders and guiding ongoing school development. This vision and mission should align with national educational values, local community traditions, and constitutional principles. The strategic planning process plays a pivotal role in sustaining schools' improvement. Additionally, the principal, in conjunction with the SGB and SMT, is responsible for ensuring teaching and learning quality within the school by establishing and maintaining effective quality assurance systems (Sammons, 1995). Accountability extends to various stakeholders, including national and provincial education departments, learners, staff, parents, SGBs, and the broader community to ensure school quality (Lee & Lee, 2020).

iii. Assuring quality and securing accountability

In collaboration with the SMT and SGB, the principal plays a vital role in upholding teaching and learning quality within the school. This entails establishing and maintaining robust quality assurance systems that facilitate ongoing evaluations and reviews of all school operations, fostering a culture of collective responsibility.

iv. Developing and empowering self and others

The principal, collaborating with all stakeholders, champions the ethos of Ubuntu and holds the overarching duty to establish a professional learning community within the school. This is fostered through adept interpersonal relationships and communication, celebrating diversity in ethnicity, race, and gender. The principal empowers school personnel by creating opportunities for shared leadership, teamwork, and participation in decision-making. Furthermore, by promoting effective professional development opportunities, principals facilitate comprehensive school improvement through various strategies, one of which Teodoro (2021) highlights as team teaching, a preferred approach to the traditional teaching methodology.

Principals also emphasise personal reflection to enhance their own capacity and maintain a commitment to ongoing professional development (Sepuru & Mohlakwana, 2020).

v. Managing the school as an organisation

The principal is responsible for the school's effective organisation and management, driven by continuous reviews and evaluations for structural and functional enhancement. This includes ensuring the school and its resources create an efficient, secure, and nurturing environment while building capacity among personnel and optimising resource allocation for effective teaching and learning, as emphasised by Hoadley's (2007) key management factors.

Dicke, Marsh, Parker, Guo, Riley and Waldeyer (2020) and Ambussaidi and Yan (2019) clearly outline the role of teacher employment and employee satisfaction as a factor in schools' performance. As managers, principals oversee key domains encompassing the curriculum, extracurricular activities, human resources, discipline, inclusion, data analysis, knowledge application, legislative compliance, and assessment, all aimed at benefiting learners, the school, and stakeholders.

vi. Working with and for the community

Interactions between the school, education district, SGB, and the broader community significantly influence a school's growth and success (Lee & Lee, 2020). Principals who value staff contributions delegate instructional responsibilities and make well-timed decisions. Consequently, principals, SMTs' and all staff should receive training in effective communication (Ezewuzie & Jidefor, 2018). This approach is also exemplary of participative leadership (Saġnak, 2016). Salamondra (2021) also outlines effective communication traits, including trust, transparency, and active listening foster relationships that can withstand challenging discussions, as mirrored in the transcripts. Abdullah, Maqfirah, Arifin, Saputra and Harddar's (2023) study further associated communication with parental involvement, aligning with stakeholder engagement. Effective parent-teacher communication, evident in HPSs, helps children realise their academic potential.

Shava and Heystek (2021) recommend the integration of instructional and transformational leadership, differing from this study's findings. A collaborative community culture is

ultimately observed, promoting teamwork among teachers from different subjects, grades, and departments that foster individualised lesson plans (Musselman et al., 2018).

vii. Managing human resources in schools

According to Graham, White, Cologon and Pianta (2020), the principal must identify the school's staffing needs in order to manage human resources. While the DBE provides the post establishment (a guideline to ensure each school is allocated the correct number of teachers based on enrolment), the principal is responsible for the school's staff establishment based on the needs of the school, ensuring vacant posts are promptly filled, and there is equitable workload distribution. They also provide guidance and support on school service conditions, labour matters and compliance with legislation, departmental policies, and collective agreements, thus strengthening their leadership in this regard.

viii. Managing and advocating for extramural activities

Principals should create an environment that addresses the entire school community's needs and foster extramural activities such as sports.

Policy is clear on the roles of SMTs; however, this study aimed to explore the most suitable policy application and implementation processes and procedures to achieve a clear guide of best practices within the Tshwane South District context. Kyriakides, Georgiou, Creemers, Panayiotou and Reynolds (2018) similarly highlight the crucial role of policy and student achievement.

2.2.2. Empirical Literature Review

Empirical literature studies discuss the effects of school leadership and management on schools' quality. The work of three empirical studies demonstrates investigations of various leadership types, characteristics of HPSs, and comparisons between low and HPSs. The three relevant themes are critically discussed below.

2.2.2.1. Various leadership types

An empirical study conducted by Agasisti, Bower and Soncin (2019) to investigate the existence of various leadership types in sampled lower secondary school principals across Italy identified three subgroups of school leaders, namely educative leaders, leaders who teach, and transactional leaders.

i. Leaders who teach

Leaders who teach are principals who actively engage in instructional leadership within the school. They are heavily involved in educational activities, including substituting for absent teachers, directly supervising student activities and classroom instruction, and overseeing the implementation of educational strategies and curriculum. They see themselves as directly carrying out educational activities alongside the teaching staff. However, they may perceive their role primarily as that of a teacher rather than a traditional instructional leader. They prioritise hands-on involvement in the classroom over administrative and managerial tasks.

ii. Transactional leaders

Transactional leaders focus on exchanges between leaders and followers, often based on rewards and punishments for performance. They tend to manage multiple schools and are less likely to have a teaching role and prioritise a collaborative school environment (Agasisti et al., 2019). Karacabey, Bellibaş and Adams (2022) identified four key dimensions of transformational leadership in principals that significantly contribute to the improvement of teachers' individual learning activities:

1. Vision building involves the principal's initiation and communication of a clear vision and priorities to teachers and students, providing a sense of overarching purpose.
2. Intellectual stimulation entails encouraging teachers to reflect on their knowledge and instructional practices, as well as facilitating opportunities for collaborative learning among teachers.
3. Individualized consideration refers to the principal's provision of moral support and attention to the individual needs, feelings, and opinions of teachers.

4. An innovative climate is characterized by shared perceptions, practices, procedures, and behaviours among organization members to foster the creation of new knowledge and practices.

Transformational leaders among principals are capable of fostering a climate that emphasizes goal clarity, embraces change, and supports teachers in achieving their objectives (Leithwood, Harris & Hopkins, 2019).

iii. Educative leaders

Educative leaders are actively involved in fostering a collaborative environment within the educational organization, where all members contribute as philosophers, planners, and policymakers. They engage with teachers to align activities with school goals, promote a goal-oriented approach, and cultivate collegiality (Agasisti et al., 2019). These leaders prioritize teacher development as mediators of educational processes and support teachers in skill development and problem-solving, rather than focusing solely on student achievement. They exhibit low levels of direct classroom involvement, such as substituting for absent teachers, but instead focus on facilitating a shared goal-oriented culture within the organization. who adopt a more traditional managerial approach (Agasisti et al., 2019).

Agasisti et al. (2019) recommended that more research should be conducted to uncover the causality between leadership styles and student outcomes because they are not clear, hence the necessity for the exploration of leadership and management characteristics in Tshwane South district. For future studies, the researchers suggested that principals' managerial abilities be explored, and evaluation criteria must be improved, with a specific focus on activities linked to improving academic results and teacher development while giving schools more power to make decisions.

2.2.2.2. Characteristics of high-performing and low-performing districts

An enquiry study conducted by Leithwood and Azah (2017) about the characteristics of HPS districts, which influence learner performance and how those characteristics are developed indicated that some district characteristics were moderately highly developed while others were viewed to be developing poorly. Schools' mission, vision and goals, together with coherent

instructional programmes and the use of evidence, were rated as the most prominent characteristics of HPSs. In contrast, the lowest-rated characteristics were policy-oriented boards of trustees, relationships with parents, and relationships with local community groups. Further, the study uncovered that combined district leadership (elected and professional) significantly impacts district characteristics.

The cross-analysis findings similarly revealed three educational systems (Catholic English-speaking school systems, public English-speaking systems, and Francophone systems) and established nine characteristics of high-performing districts by conducting a content analysis of other research studies. The district characteristics that influence students' high performance included broadly.

- i. shared goals, visions and missions,
- ii. systems that foster coherent instructional guidance,
- iii. decisions informed by multiple sources of evidence,
- iv. learning-oriented organisational improvement processes,
- v. professional development,
- vi. policies and procedures aligned with the organisational vision and mission,
- vii. professional leadership and policy elect leadership, and
- viii. healthy working relationships with all stakeholders.

The researchers concluded that most school leaders' characteristics facilitated learners' academic improvement, and successful districts used similar methods to develop these qualities. They recommended professional development materials to further develop district leadership dispositions and practices necessary for implementing the eight characteristics.

2.2.2.3. Variances between High and Low-Performing Schools

Musselman, Crittenden and Lyons (2018) reported on the 2011 findings of a survey on 'very rural' Kentucky high schools' teaching, empowering, leading and learning approaches. This survey was conducted to determine whether there were variances between high and LPSs across specific survey items. According to the T-test score of the 2011 'very rural' Kentucky survey. Low-performing and HPSs were significantly different due to their different ideas and characteristics.

The study found that two areas (one linked to the improvement of instruction and student learning, while the other focuses on working with the community) were among the major variances constituting the varied performance.

i. Shared leadership

Shared leadership in education involves principals empowering teachers by involving them in decision-making and leadership roles. It recognizes that principals alone cannot achieve instructional goals and emphasises collaboration among teachers (Hargreaves & Fink, 2003). This approach fosters a culture of reflection, investigation, and collaboration to enhance teaching and learning outcomes. Cotton (2003, p. 21) indicates that when principals share leadership with staff, it benefits everyone, including students. Additionally, teacher leaders play a crucial role in school improvement by leveraging their knowledge and skills to positively influence teaching and learning. They facilitate collaborative efforts, provide mentorship to new teachers, and actively seek ways to enhance curriculum, instruction, and assessment practices through continuous learning and reflective practice (Musselman, Crittenden & Lyons, 2018).

ii. Improved outreach and collaboration with community

According to Musselman, Crittenden and Lyons (2018) improving outreach and collaboration with communities involves schools actively engaging with families, communities, and other stakeholders to enhance educational outcomes for students. This includes building positive relationships, seeking input and assistance, and recognizing the influence of families and communities on student achievement. Effective principals and teacher leaders prioritize communication and collaboration with parents, community members, and business leaders, viewing them as assets in improving student learning. They advocate for partnership opportunities, recognizing the importance of leveraging community resources to support students both inside and outside the classroom.

According to the study teachers in high-performing rural schools lead and collaborate differently than those in LPSs; hence, learners in HPSs scored beyond expectation on the entrance test. HPS teachers and principals worked together and supported each other in their development and instructional practices for development and established communication and

stakeholder engagement as opposed to LPSs. The study recommended that LPSs pay special attention to the differences and adopt good practices for use in order to improve overall performance.

The described studies highlighted the significance of school leadership and management styles, classroom conditions, teacher's leadership impact, and students' socioeconomic backgrounds as crucial factors influencing school quality. Agasisti et al. (2019) emphasise the importance of school leadership and management in affecting both cognitive and non-cognitive outcomes for students' achievement, supported by Leithwood and Azah's (2017) research, which focused on the impact of educational leadership and management on learner performance. Leithwood and Azah's study used a quantitative approach involving surveys and test scores, focusing on nine district characteristics influencing learner performance in Ontario. In contrast, Musselman et al. (2018) explored teachers' collaboration and leadership's influence on school performance, using electronic surveys to compare low-performing and high-performing rural schools. The findings highlighted the importance of collaborative teacher-leader roles driving continuous school improvement.

Agasisti et al. (2019) delved into school principal leadership types and student achievements in Italy, using questionnaires to examine leadership perceptions and practices. The paper acknowledged the varying approaches taken by school leaders in managerial activities and identified different leadership categories among Italian principals. This study addresses the unspecified characteristics of school leaders and managers impacting daily activities that contribute to schools' quality in the Tshwane South education district.

Agasisti et al.'s (2019) study underscores the need for principals' training to exercise instructional autonomy, which aligns with the relevance of this research in the South African context. However, the exact processes behind Italian principals' leadership capabilities remain unspecified, calling for further exploration. Educative leadership emerged as a dominant style in Agasisti et al.'s findings, involving educators' active engagement in planning and policymaking, fostering alignment with the school's vision and mission. Spillane (2005) and Flessa (2012) also alluded to the development of contextually influenced distinct policy frameworks because schools need greater authority and flexibility to develop a policy framework that fosters effective educational processes.

2.3. Theoretical Framework Chosen for the Study

According to Grant and Osanloo (2014), a theoretical framework in a dissertation is the blueprint that guides the entire research. It provides a structure for how the research topic can be approached in terms of the study's philosophy, epistemology, methodology, and data analysis strategy. Relatedly, Eisenhart (1991) claims it is a formal theory that explains certain phenomena and relationships, serving as the foundation of research. This framework includes the selected theory, concepts, and definitions relevant to the research topic. In the researcher's quest to build a theoretical framework to explore the characteristics of quality leadership and management in Tshwane South District public schools, the researcher explored Scheerens's (1990) integrated model of school effectiveness and incorporated it with Bush's (2007) theories of school leadership, leading to Bolman and Deal's (1997) theoretical pluralism. The following section presents the link, and Figure 3 illustrates the model used in exploring school leadership and management.

2.3.1. Theory of school effectiveness

The integrated model of school effectiveness by Scheerens (1990) emphasises the significance of three factors contributing to school quality: input, process, and output. Within this framework, input encompasses schools' resources and teachers' qualifications, while process encompasses elements such as the curriculum, school organisation, and school climate. The output phase is evident in the schools' achievement or attainment measures. For this study, the researcher focused on using 2019 to 2021 matric results as a measurable indicator of schools' quality, highlighting measurable attributes of the educational system rather than extensive descriptive details.

According to Scheerens (1990), there are three trends within performance indicators. The first trend involves a shift from descriptive statistics to measurable statistics. The second trend emphasises descriptive statistics concerning the condition of the education system, encompassing input and resource information. In the 1980s, the performance indicator paradigm evolved towards the third movement indicator system, incorporating output measures and contextual factors alongside existing input and process characteristics, as outlined by Scheerens' (1990) school effectiveness research and the development of process indicators of schools' functioning.

Scholars have established the pivotal role of schools' leadership in enhancing schools' quality and organisational improvement (Bush, 2007). Therefore, this study aligns with the final trend, focusing extensively on the process factor of school effectiveness. School leadership and management are integral in the dissemination of the curriculum and the efficient organisation and climate of the school, which resembles schools' quality.

Scheerens's integrated model of school effectiveness highlights that organisational progress hinges on diverse aspects, including the contextual environment of the school. In this study, contextual factors, such as schools' location and leadership and management characteristics, were examined to discern their influence on performance. However, the study primarily centred on the process stage, where school leadership and management come into play. The premise is that with well-defined and effective leadership and management characteristics and the contextual application of relevant characteristics for achieving school quality, schools can achieve high academic output that ultimately cultivates active contributors to the global economy. Scheerens's (2015) integrated model of school effectiveness is depicted in Figure 2.

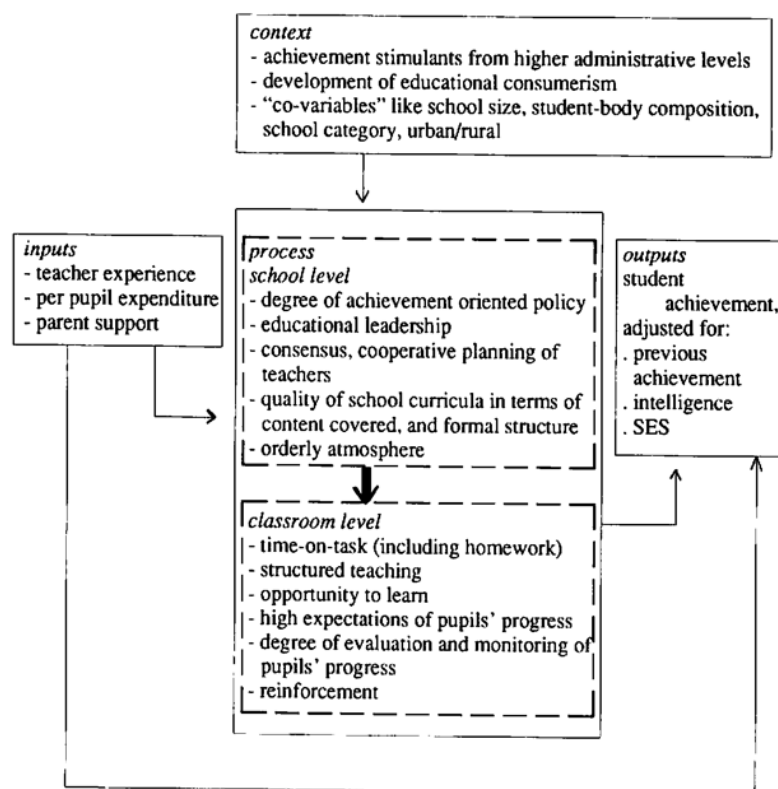


Figure 2: The integrated model of school effectiveness (Process indicator of school quality)

Source: Scheerens (2015)

The integrated model of school effectiveness clearly outlines the importance of school leadership and management in improving schools' quality. Although Heck (2000) emphasises that socioeconomic factors play a major role in schools' quality, Scheerens (2015) argues that school leadership and management significantly contribute to it. Agasisti et al. (2019) also support this view by emphasising the role of excellent leadership in quality schools. This perspective calls for an exploratory study on educational leadership and management characteristics, focusing on Bush's (2007) theories of school leadership and management. The study investigates the characteristics of school leadership and management as a factor to school effectiveness as clearly outlined by the integrated model of school effectiveness.

To understand the characteristics of school leadership and management, the researcher adopted Bolman and Deal's (1997) 'theoretical pluralism' approach, suggesting that some problems are better understood through multiple theories. Consequently, this study adopted Bush's (2007) theories of leadership and management to explore leadership and management characteristics in both high-performing and LPSs through the integrated model of school effectiveness lenses. This strategy is further supported by Bush's (2006) theoretical framework, which acknowledges the absence of a single overarching theory.

2.3.2. Theoretical framework synthesis

Bolman and Deal's (1997) theoretical pluralism underpins this study's overall theoretical framework, providing a comprehensive perspective that combines Scheerens's and Bush's models. This framework guided the exploration of leadership and management characteristics in high-performing and LPSs, aiming to bridge the gap between theory and practice and contribute to an understanding of factors influencing schools' quality.

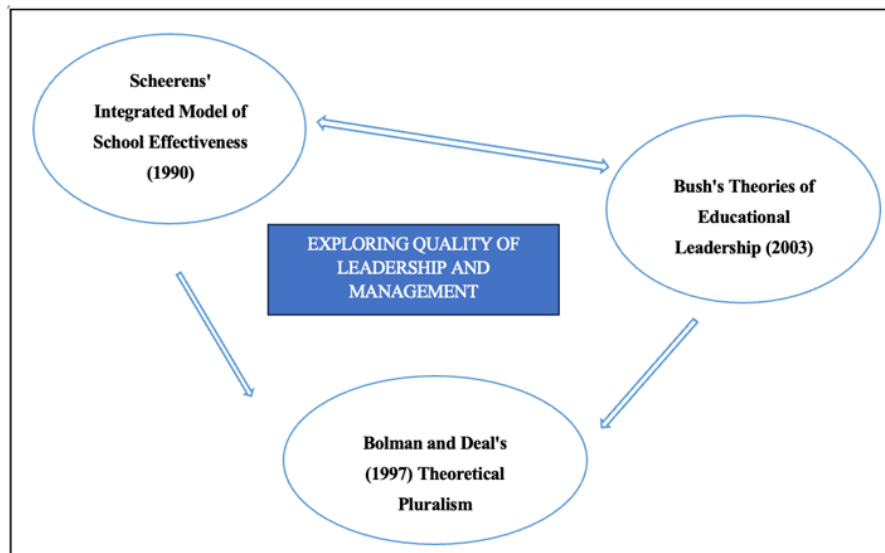


Figure 3: Model of exploring quality of leadership and management

Figure 3 summarises the key components of the adopted theoretical framework, incorporating Scheerens' integrated model of school effectiveness, Bush's theories of educational leadership, and theoretical pluralism introduced by Bolman and Deal. Bolman and Deal's contribution serves as the overarching framework that combines these elements for a comprehensive understanding of factors influencing schools' quality.

2.4. Summary

The literature review section presented a clear definition of 'school leadership' and 'school management'. It further offered a comprehensive exploration of leadership and management theories in education by highlighting the multifaceted nature of the concepts of leadership and management. The section recognised the absence of a universal leadership style and delved into a review of leadership theories of educational leadership and management. It presented the 11 key principles of leadership identified by Amanchukwu et al. (2015) and their relevance in the context of school leadership and management. These principles appear straightforward; however, the literature review has revealed that their practical application in school leadership can be challenging for some leaders. Consequently, only certain schools effectively implement these principles, leading to high performance.

The chapter further expanded on a set of roles and responsibilities for school principals, establishing a benchmark for effective school leadership and briefly touched on the historical

context behind policy document formulation. These roles and the unique characteristics of schools, as detailed in Chapter Four, are shaped by various factors identified in this study.

The empirical studies that were reviewed highlighted the need for further research on principals' managerial abilities and evaluation criteria, with a specific focus on activities linked to improving academic results and teacher development while giving schools more power to make decisions. A further recommendation is to pay special attention to the differences and practices between LPSs and HPSs and adopt good practices for use in order to improve overall performance. These recommendations prompted this study, which intended to delve into the characteristics of school leaders and managers linked to improved results.

The theoretical literature review concluded by incorporating the integrated model of school effectiveness, theories of educational leadership and theoretical pluralism to form the theoretical framework adopted for this study. In light of Scheerens' (1990) integrated model of school effectiveness, the study employed Bush's (2007) and Leithwood and Jantzi's (1999) theories of educational leadership and management because of its multifaceted nature, which allows for a robust exploration of the characteristic of school leadership and management to improve schools' performance.

In the next chapter, the researcher discusses the research methodology, design and methods that were used to collect data. The discussion includes the theory of school effectiveness.

CHAPTER THREE: RESEARCH DESIGN

3.1. Introduction

This chapter focuses on the research design and methodology, covering various elements such as the research approach, population and sampling, instrumentation and data collection techniques, data analysis and interpretation, and research ethics. The study explored the quality of school leadership and management roles and characteristics that facilitate schools' quality using a qualitative research approach. This approach was chosen as it allowed the researcher to delve into the perceptions, behaviours, experiences, and opinions of SMTs in the Tshwane South public school district. The researcher explored participants' roles and responsibilities in school leadership and management, aligning with the study's objectives (Mulisa, 2022). Further details on the research approach are discussed in the following sections.

3.2. Research Paradigm

The research paradigm serves as a structure where the theories and practices of the study field (educational leadership and management) come together to shape the research plan; in this case, the researcher investigated the characteristics of leadership and management. This foundation influences every aspect of the research plan, such as the study's objective, research question, tools or measurements used, and analysis methods (Guzmán Cabrera & Sarabia Rivas, 2023). The study was conducted within the research paradigm of interpretivism, also known as constructivism, which emphasises individuals' ability to construct meaning (Mack, 2023). The approach supports researchers in their pursuit of understanding the world in which they exist and work (Creswell & Creswell, 2018).

This paradigm was essential for the study as it explored the characteristics of quality school leaders and managers using semi-structured interviews and investigated participants' interpretations of the SMT's functions. Furthermore, the researcher used her knowledge or opinions of practice and interpretations to construct meaning and draw conclusions about how these factors impacted schools' quality.

In this study, the ontological stance, as described by Khatri (2020), involves philosophical assumptions about the nature of reality, suggesting that school leadership and management significantly impact learner performance. This belief shapes the epistemological approach, which, according to Khatri (2020), refers to how knowledge is obtained from various sources. The study aims to understand the specific roles and characteristics of school leadership in both high-performing and low-performing schools. Using the school effectiveness theoretical framework, the research investigates how different leadership practices affect educational outcomes. A qualitative methodology is employed, incorporating interviews and document reviews to gather detailed insights from School Management Teams. This method allows for an in-depth exploration of the relationship between leadership practices and student performance, ensuring a nuanced understanding of effective school management while adhering to ethical considerations (Khatri, 2020).

3.3. Research Design

Research designs are the plans and procedures required in conducting a study, encompassing decisions, from broad assumptions to detailed approaches to data collection and analysis. It entails the intersection of philosophical assumptions, inquiry strategies, and specific methods (Creswell, 2009). A case-study design was used in this study. Maree (2007) defines a ‘case study’ as an empirical inquiry into a contemporary phenomenon within a real-world context. In this study, the Tshwane South District constituted a case. This approach is especially suitable when the boundaries between the phenomenon (characteristics of leadership and management) and the outcomes (low and high-performing schools; school quality) are unclear.

While previous studies analysed the characteristics of school leadership and management, few specifically focused on low and high-performing schools in the Tshwane South District, with the intention of identifying schools’ quality based on school leadership and management, highlighting the existing gap in theory and the pressing need for this study.

In this study, following Yin’s (2015) perspective, a qualitative research approach was used to delve into the characteristics of school leaders and managers, focusing on the roles and responsibilities of SMTs. The study aimed to uncover quality leadership and management practices to improve schools’ quality by identifying the characteristics of the various school categories.

The case-study approach lends itself well to qualitative research. Qualitative research is described by Creswell (2014) and other scholars as having its roots in the social sciences and behavioural studies. It is a method employed to gain insight into the dynamic, holistic, and unique aspects of human experiences. Holloway and Galvin (2016) emphasise that qualitative research aims to enhance our understanding of human experiences, beliefs, values, cultures, and the construction of theories that describe these experiences. Unlike quantitative research, which focuses on statistical procedures (Sarantakos, 2012), qualitative research presents its findings in the form of words.

3.4. Sampling Criteria

The study engaged SMT members from four schools in the Tshwane South District. The first group consisted of two participants: Mr Bunny (a pseudonym), the deputy principal at high-performing school 1 (hereafter referred to as HPS 1) and Mr Mouse (a pseudonym), also deputy principal at high-performing school 2 (hereafter referred to as HPS 2). The schools are renowned for performing above the district's benchmark, maintaining a 90% average in NSC Matric results over three consecutive years (2019-2021). The schools were selected through the DBE School Performance Report for the years 2019-2021 and fall in the former Model C school category. The schools were chosen for their performance and participants' availability to participate in the study. It is noteworthy to state that the choice of participants was solely based on school performance, with the intention to explore the quality of school leadership and management characteristics.

The second group included two participants from schools that fell below the 85% benchmark, averaging around 70% between 2019 and 2021. It is important to note that while 70% might be considered relatively high performance, for this study's purpose and in the district's context, it is categorised as underperformance due to the district's 85% target and performance standards. The schools were selected through the DBE School Performance Report for the years 2019-2021, and were identified as township schools. LPSs were represented by Mr Panther (a pseudonym), a head of a department at low-performing school 1 (hereafter referred to as LPS 1), and Ms Kitty (a pseudonym), the acting deputy principal at low-performing school 2 (hereafter referred to as LPS 2).

Table 1: Profile of participants

Participant designation		Pseudonym used	High-performing school (HPS)	Age	Number of years in the current position
1	Deputy Principal	Mr Bunny	HPS 1	>50	15
2	Deputy Principal	Mr Mouse	HPS 2	35 - 50	6
Participant designation		Pseudonym used	Low-performing school (LPS)	Age	Number of years in the current position
3	Departmental Head	Mr Panther	LPS 1	<35	3
4	Acting Deputy Principal	Ms Kitty	LPS 2	35 - 50	1 with 7 as department head

The chosen participants adhered to the purposive selection approach, ensuring that individuals of interest were included while those unsuitable for the study's purpose, such as post-level-one educators, were excluded. This approach allowed for a more accurate, cost-effective, and timely attainment of the study's objectives.

Purposive selection allowed the researcher to extract participants' shared knowledge and understanding of their roles and responsibilities, offering contextual answers to the research questions. The relatively small sample size adhered to the concept of information power, as alluded to by Malterud, Siersma and Guassora (2016) for qualitative studies, which suggests that in-depth qualitative studies require fewer participants to avoid data redundancy and theoretical saturation.

3.5. Data Collection Tools

Data collection involves gathering information to understand a particular research topic. Different tools are employed for gathering data. In this study, document reviews and semi-structured interviews were used. Documents were reviewed to examine the policy context of school leadership and management roles that inform participants' characteristics. Semi-structured interviews explored participants' perceptions and interpretations of these roles as they were applied in their daily school leadership and management duties. Table 2 details the participating schools, while the subsequent section elaborates on the selected data collection tools.

Table 2: School context

Name of school	Quintile	Location	No. of learners in Grade 12 (2021)	Pass %	Family background
LPS 1	1	Township	124	67.6%	Underprivileged
LPS 2	2	Township	94	60.8%	Underprivileged
HPS 1	5	Suburb	138	98.6%	Privileged
HPS 2	4	Township	135	95.1%	Semi-privileged

3.5.1. Document reviews

The primary method of data collection involved an examination of public policy documents, specifically the Education Labour Relations Council and the South African Standard for Principalship documents outlining the roles and responsibilities of school principals and the SMT, with a focus on the Personnel Administration Measures document. This document was selected for its comprehensive guidance on enhancing school quality by implementing specified roles and responsibilities. However, the absence of certain characteristics related to school leadership and management among the sampled SMTs prompted the researcher to identify and extract eight fundamental functions of school management, as presented in Table 3. This exploratory analysis addressed the roles and characteristics distinguishing LPSs from high-performing ones. It is important to note that, since the document is in the public domain, formal permission for its use was not required; nevertheless, proper acknowledgement is given through references, with the DBE (2015) being the primary source. The extracted information from the document served a crucial role in shaping the semi-structured interview questions and contributed to the main themes explored in the study.

Table 3: Standards of school management

• Leading and managing teaching and learning
• Shaping the direction and development of the school
• Assuring quality and securing accountability
• Developing and empowering others
• Managing the school as an organisation
• Working with and for the community
• Managing human resources in the school
• Managing and advocating for extra mural activities

(DBE, 2015)

3.5.2. Semi-structured interviews

The secondary data collection method involved in-depth, open-ended, semi-structured individual interviews. As defined by Kyahuruwa and Lumadi (2013), semi-structured interviews are loosely structured conversations where two or more people exchange views and ideas on a subject. These semi-structured interviews were in-depth because participants had the opportunity to express themselves without limitations and could elaborate extensively on their roles and responsibilities as school managers. The depth of the semi-structured interviews was facilitated by a semi-structured format, which allowed for rich data to be collected as required for the study. Additionally, in this qualitative study, semi-structured interviews provided the researcher with flexibility in engaging in open-ended conversations that delved deeper into the characteristics and roles of school managers (see Appendix F for the Semi-structured Interview Guide).

This method was chosen to gain a better understanding of participants' points of view, avoiding unfounded generalisations, and uncovering knowledge and opinions about SMTs that were previously unknown to the researcher. The approach was well-suited for the study, and the researcher obtained permission from the Gauteng Department of Education (GDE) to conduct research in the Tshwane South District schools. The principals of LPSs approved the researcher's presence, and two referred the researcher to the departmental heads, one of whom served as an acting deputy principal, who willingly participated. In HPSs, the deputy principals responsible for curriculum management and research volunteered to participate. All participants scheduled different times and dates for the semi-structured interviews, with HPSs' interviews taking longer than expected, as seen in Table 4.

Table 4: Semi-structured interview Dates and Duration

Date of semi-structured interview	Duration	School Name
09 February 2023	1:11:58	HPS 1
16 March 2023	48:04	LPS 1
27 March 2023	38:30	LPS 2
28 March 2023	1:19:13	HPS 2

The date of the semi-structured interviews could have influenced participants' responses since school activities occurred at different times of the year. For example, some participants were interviewed before the release of the 2022 Grade 12 results, while other participants were interviewed after the release of the results. The analysed data (see Chapter Four) reflect on the impact of this distinction.

3.6. Data Analysis

According to Kyahuruwa and Lumadi (2013), data analysis involves organising and ordering raw data in a way that allows for the extraction of useful information. It requires an understanding of the data's content and its relevance to the study.

In this research, a thematic qualitative analytical approach was adopted (Braun, Clarke, Hayfield & Terry, 2019). This approach identifies patterns in qualitative research, providing 'theoretical flexibility' to generate meaningful analyses through themes (Lester, Cho & Lochmiller, 2020).

While qualitative data analysis lacks a linear process, Lester et al. (2020) suggest structuring it into phases to enhance transparency for both the researcher and the reader. The researcher followed Lochmiller and Lester's (2015) seven phases for analysing data, aimed at producing a comprehensive understanding and presenting descriptive statements from participants' responses. The steps entailed the researcher:

1. Organising data collected from Participants 1 to 4, assigning codes to the schools as HPS 1, HPS 2, LPS 1, and LPS 2 and pseudonyms to participants' names.
2. Transcribing audio-recorded semi-structured interviews using Otter.ai and manually correcting transcriptions' punctuation errors.
3. Becoming familiar with the data corpus by reviewing transcripts, making sense of captured phrases, and comparing these with the researcher's notes.
4. Creating memos, documenting initial reflections and emerging interpretations.
5. Applying colour coding to the entire dataset, connecting experiences, reflections, and statements while aligning these with theoretical ideas.
6. Generating categories and themes by grouping related codes, identifying differences, similarities, and relationships within the categories.

7. Ensuring transparency by creating an analytic process map, sharing the researcher's progression from coding to categorising, and ultimately attaining research themes.

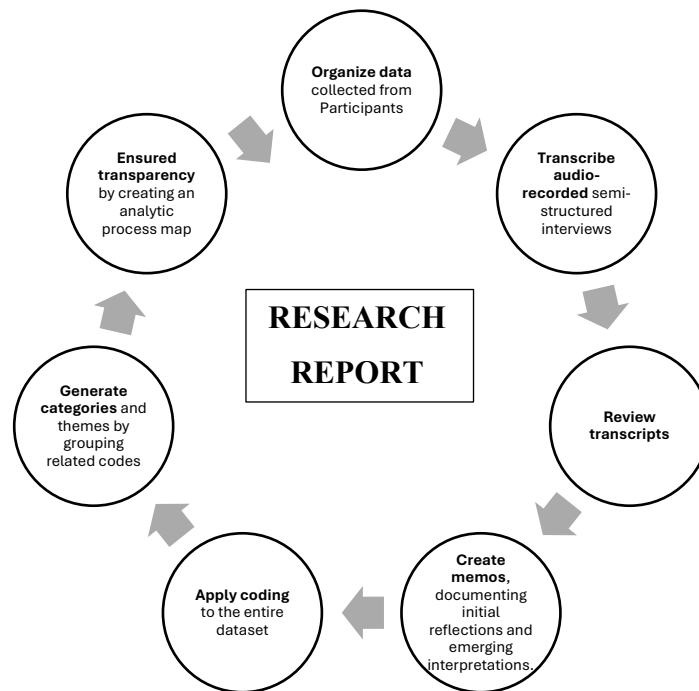


Figure 4: Data analysis and interpretation process

Source: Lester et al. (2020)

3.7. Ethical Considerations

The study followed various ethical principles, and it was the researcher's obligation to respect the rights, needs, values and desires of the participants. As emphasised by Pillay (2014), the researcher was responsible for:

1. Obtaining informed consent – a form that acknowledges the protection of participants' rights during data collection (Sarantakos, 2012) – from participants. Participants' confidentiality (the idea that some participants may want their identity to be private) was upheld, along with their anonymity (hidden identities).
2. Maintaining confidentiality by using pseudonyms: fictitious names were used for participating schools (LPS 1, LPS 2, HPS 1 and HPS 2), and participants were referred to as Mr Mouse, Mr Bunny, Mr Panther and Ms Kitty.

3. Ensuring transparency by informing all stakeholders, including principals and participants, about the research purpose and procedures, with a clear understanding of their right to withdraw voluntarily.
4. Employing member checks during semi-structured interviews to confirm the meaning of responses and transcript-related school information, preventing misinterpretations.
5. Adhering to all ethical guidelines outlined in the approval to conduct the study that was issued by the of Research Statement of the Faculty of Education at Witwatersrand University (see Appendix A).

3.8. Trustworthiness

According to McMillan and Schumacher (2001), trustworthiness is the degree to which the researcher and participants mutually agree about the interpretations and meaning of the data. The researcher applied trustworthiness strategies to validate the study's findings (see Table 5).

Table 5: Steps to enhance the trustworthiness of qualitative data

Criteria	Description	Strategy
Confirmability	Focuses on establishing that data and interpretations of the findings are not figments of the inquirer's imagination but clearly extracted from the data. This strategy also looks at the extent to which other researchers can confirm the study's findings (Korstjens & Moser, 2018).	The researcher ensured objective and accurate data were captured.
Credibility	Checks for the accuracy of information. Hence, the findings should reflect what the participants shared and whether it is the right interpretation of their original views (Korstjens & Moser, 2018).	Informal consultations were held with participants during the semi-structured interview to verify data accuracy, and the researcher focused on quotes that supported the argument at hand.
Dependability	Showing that the findings are consistent and can be relied on (Cohen & Crabtree, 2006). Dependability	Provision of raw transcripts and open access to the readers.

	is about enabling people to review generated data for further suggestions.	
Transferability	Paint a full descriptive account of what the researcher had to share about the study, the detailed purpose of the study (Morgan, 1983) and the application of the study's findings to different contexts.	The researcher quoted participants verbatim to present their original idea and avoid generalisations.

However, Richie and Lewis (2003) raise concerns about the trustworthiness of qualitative research, highlighting differences in the traditional concepts of validity and reliability compared to quantitative research. Qualitative research allows researchers more flexibility in interpreting and contextualising phenomena, potentially leading to biased interpretations. To address this limitation, the researcher adhered to the essential elements of qualitative research, as outlined by Kalu and Bwalya (2017). The researcher maintained confirmability, credibility, dependability and transferability throughout the research process, ensuring that the findings provided an accurate and contextualised description of SMTs' roles and responsibilities in improving schools' quality.

3.9. Chapter Summary

This chapter described the research design used in this study. It provided the rationale for using the interpretive research paradigm, case-study approach, semi-structured interviews, and constructivist measures of trustworthiness. The next chapter presents the outcome of the data analysis.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1. Introduction

Chapter Three presented the study's research methodology and justified the choice of research design, data construction, strategies employed for documentation, sampling and data analysis methods. This chapter thematically presents the outcome of the analysis of reviewed documents and semi-structured interviews conducted in the Tshwane South District with SMTs of HPSs and LPSs. In response to the study's research question, "*What are the characteristics of school leadership and management in HPSs and LPSs?*" two themes emerged during the data analysis, namely:

- i. Characteristics of school leadership and management for achieving school quality in HPSs
- ii. Characteristics of school leadership and management for achieving school quality in LPSs

Each of these themes is used to extensively describe the findings obtained on HPSs and LPSs (Chapter Three detailed the concept of LPS and HPS in the study's context) based on the subjective lived experiences of SMT members of the four participating schools from the Tshwane South District.

Chapter Three detailed the data-generating methods that were used, including document reviews and semi-structured interviews. The researcher ensured anonymity by using pseudonyms and referred to the high-performing schools as HPS 1 and HPS 2, and low-performing schools as LPS 1 and LPS 2; each sampled school was represented by one participant, namely Mr Bunny, Mr Mouse, Mr Panther and Ms Kitty. Furthermore, the participants' verbatim statements were quoted to strengthen the study's findings. In the sections that follow, the researcher describes the themes by alluding to the document review findings (detailed in Theme 1), and the researcher concludes each theme by comparing HPSs and LPSs to determine which characteristics impact school quality using existing literature to determine the leadership and management theory applied to improve the schools' quality.

4.2. THEME 1: Characteristics of School Leadership and Management for Achieving School Quality in HPSs

This section interprets the documents that were reviewed and the interview data. The emergent subthemes are listed below:

- Subtheme 1: Shaping the direction of the school and managing it as an organisation
- Subtheme 2: Managing teaching and learning and assuring accountability
- Subtheme 3: Working with and for the community

4.2.1. Subtheme 1: Shaping the direction of the school and managing it as an organisation

The reviewed documents revealed that the principal plays a vital role in ensuring accountability by working closely with the school community to harmonise the school's vision and mission with established objectives for continuous improvement. Additionally, principals are responsible for establishing and enforcing school policies, using data for improvement plans, integrating values and diversity into strategic planning, evaluating the impact of plans, and setting an example by embodying the school's values and vision in their daily practices. The principal and SMT are also responsible for constructing an organisational structure aligning with the school's vision. Moreover, they efficiently manage resources, oversee staff deployment and development, implement performance management systems, align policies with local and national standards, organise an optimal learning environment, and enhance teaching and learning quality through the effective use of ICT. A model that depicts the school being managed and directed as an organisation is presented in Figure 5.

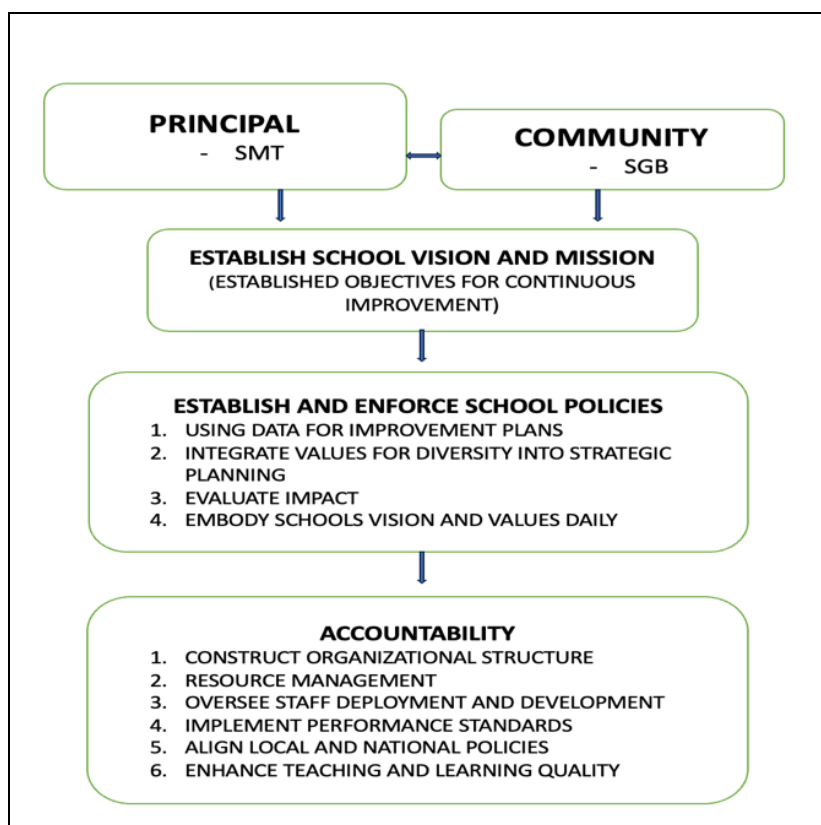


Figure 5: Model of shaping the direction and managing the school as an organisation

In the semi-structured interviews, the selected SMT members were asked (see Appendix F): “*What are the plans in place in shaping the direction of the school to ensure the ongoing development of the school?*”. The researcher wanted to explore SMTs’ daily activities that inherently depict their characteristics in improving schools’ quality. The participants highlighted that school leadership and management depend on national educational policies to set the direction for the school and oversee its organisational management. According to the transcripts, the SMTs use the School Development Plan (SDP), School Improvement Plan (SIP) and Whole School Evaluation (WSE) documents to set the tone for the year. They also continuously perform internal departmental Strengths, Weaknesses, Opportunities, and Threats (SWOT) analyses to collectively assess the school’s current status, establish goals, and formulate a vision for the upcoming year.

Mr Mouse highlighted:

‘So, we obviously have a school development plan (SDP) which has been created from school improvement plan, the school improvement plan is done once a year so that at the end

of the year we analyse where our school is. There are various ways to doing it, we do whole school evaluation, and SWOT analysis for department, from there we get a vision of where we are and then we start to set goals and plan for the next year.'

'...at our school it (SIP/SDP) is a practical document, it has to be otherwise there's a thing called malicious compliance.'

'All policies are available as well, but they are also placed under a mentor teacher who will guide you because if you're starting the start of the year, you don't now need to know the exam procedures, we'll get to that, but you have the document like bring your induction booklet.'

'Times are changing and so are the goals of the school. We make amendments to the existing school vision and mission annually to align it to modern day and time.'

'...management needs to also create a safe enough space for anybody to say I'm not on par, I'm not where I should be. I am being honest to you please support me and the support is being delivered instead of just chastising and judgment.'

Mr Mouse of HPS 2

In support, Mr Bunny said:

'I'm responsible for all policies at school, policy is a general thing, so you need to apply it to specific school and then you know. So, we write our own policy this is how things are done in the school.'

'You can't write a policy outside District/provincial national policy.'

Mr Bunny of HPS 1

Participants in HPSs seemed to place significance on the use of educational documents and the creation and implementation of internal school policies to ensure supervision and monitoring mechanisms are in place. These policy documents are annually reviewed and adjusted to ensure their practical implementation and prevent mere submission compliance. With every annual review and adjustment, the SMT considers the school departments' SWOT analyses and

ensures these policies are contextualised and appropriately put into practice within the school's context. This review effectively aids in establishing goals for the next year, fostering consistent growth. A participant also mentioned that new educators receive the school policy document as an induction guide at HPS 2, alongside their mentor teacher, promoting a structured learning environment through timetable readiness. The timetable encompasses school activities and ensures everyone remains updated. The following section details the characteristics of HPSs' SMTs and their approach to managing teaching and learning and assuring accountability.

In summary, school leadership and management in HPSs ensure the practical implementation of the Department of Education's policies, which are consistently reviewed through departmental reflections to suit the school's context and align with the school's vision.

4.2.2. Subtheme 2: Managing teaching and learning and assuring accountability

The Education Labour Relations Council and South African Standards for Principalship policy document outlines that school leaders, in collaboration with the SMT, play a crucial role in managing teaching and learning while ensuring accountability. It emphasises the importance of the school principal and SMT being committed to learning and maintaining high standards. The role involves supporting teachers and students who may be struggling, monitoring classrooms, using data for evaluation, and staying updated on evolving educational strategies. The reviewed documents also highlight the need for teachers to understand the school's curriculum, possess the necessary skills, and work with the community to create a positive learning environment. Additionally, it stresses the principal's role in adapting to technology and guiding the school to succeed. Accountability is achieved by adopting a culture of collective responsibility, performance reviews, regular verifications of interpretations, data use for self-evaluation and improvement, and following the education department's rules at national and provincial levels. The following section focuses on how participants at HPSs ensured quality teaching and learning was provided and the processes they employed to ensure accountability is functional.

The School Management Team is crucial in achieving schools' goals, especially in leading teaching and learning. The transcripts show that the SMT plans, prepares, and monitors lesson preparation. Schools ensure quality teaching and learning through personalised lesson plans based on the GDE's guidelines. These plans are tailored to students' needs, linked to teaching

methods and prescribed books, resulting in high performance. Teachers at HPSs are expected to engage effectively during lessons, and parents are informed in advance about tests to support their child's academic growth. Learners are encouraged to independently engage with content and prepare for assessments. Assessments, both formal and informal, are designed based on the standard cognitive levels set for the grade and subject, for example, Barret's taxonomy for languages assessment. Participants further revealed that class visits and monitoring by the SMT lead to positive reinforcement, improved teacher morale, and development. The monitoring process identifies professional development needs, pairs new educators with experienced ones, and maintains consistent marking standards through moderation. Regular moderation includes analysing learner profiles and engaging in intervention programme planning. The transcripts further show effective teaching and learning management entails the SMT planning, monitoring, and securely storing evidence of educators' performance for accountability. Lessons aim to prepare students for standardised assessments, and the SMT adapts the teaching pace to the school calendar.

Mr Mouse highlighted that:

'... the teacher engages the learners effectively, from the start to the end of the lesson. The lesson is well prepared, learners are given an opportunity to engage the content. There must be a space for learners to engage the content independently and free of 'chalk and talk' lesson, traditionally known as teacher centred classroom. And finally assess learners using cognitive levels necessary.'

'...every teacher must know his/her learners. Every class has its own micro culture and identity that exists. The success of the classroom depends on the good lesson preparation that would have been controlled and approved by the departmental head.'

'You look at the teacher's preparation file because teachers would tend to make notes on each lesson of the work; this didn't work I struggled to get the kids to engage in this content that topic.'

'...You need to be able to adapt the pace at which you're teaching despite the fact that you've got an ATP that's dictating to you. You need to have that courage to just break away from that

and say I need to spend more time on this topic because in this class it does take them longer to grasp this topic, they're faster with other things but this topic specifically they need do.'
'...so we do a lot more exercises with them you slow down the pace for them and it's not to discriminate but to give them an equal opportunity to achieve the goals. Class distribution depends on learners' strengths and organically follows the same pattern in grade 10 to 12.'

Mr Mouse of HPS 2

Similarly, Mr Bunny stated:

'...first and foremost, processes and procedures need to be in place. The basics are that teachers need to be prepared and they need to have their preparation and stuff in files that is checked by the head of departments'

'...All grades. All formal tests dates are set out for term one. The scope of tests that is in line with the ATP and Program of Assessment has gone out to parents, two weeks ago already.'
'Statistics are drawn from every test to see where the weaknesses are and then there has to be intervention. We pay a lot of time to intervention and making sure that intervention is done properly.'

'it's an extramural dance thing but the whole school is involved so I kind of said to the teachers they must compress this work to two weeks into the second term. ...you can't give the learners homework yet because they can't be at school up until 10:00 o'clock in the evening and you expect them to have homework, so they need to plan for this as well. ... your term one ATP's need to be two weeks into term 2 so that we don't pick up a problem for the 'dance'.'

'I manage the whole curriculum speed that we are working at, as I said I sit back and look at the big picture.'

'We have extra classes for the mathematics on Monday afternoons our whole support program only starts at 3:00 o'clock because Monday one hour after school is mathematics for the whole school. Physical science teachers all have extra classes in the morning, While the rest of the school have extracurricular activities. Monday's afternoon is there's Afrikaans extra classes Tuesdays and Thursdays they physical science extra classes in the smaller subjects.'

‘We started two weeks of school reopening, we already identified subjects at risk. You need to have somebody who knows what's going on.’

‘...all learners deserve a growing chance. We have to move from level 6 to 7 and 2 to 3, the only way we can do that is if learners are distributed according to their strengths.’

Mr Bunny of HPS 1

The participants talked about the characteristics of school leaders and managers, and they mentioned the heads of departments’ preapproved lesson preparation was influenced by classrooms’ micro-cultures. Classroom identities persist from Grade 8 to the Further Education and Training (FET) phase, with HPS classes grouped by academic competencies. Assessments align with cognitive levels to maintain standards, and ‘free chalk and talk’ lessons are endorsed by SMT to engage learners.

Educators store preparation records and take notes for reflection. Despite the annual teaching plan (ATP) guidelines, HPS educators adjust the teaching pace based on learner needs, supported by SMTs’ flexibility. Managing teaching and learning also involves strong parental involvement in assessments. The participants emphasised communicating assessment dates and scopes to parents, aligning with the ATP and assessment programmes’ requirements. There is also further evidence from statistical data of assessments being used to identify weaknesses for intervention, enhancing schools’ quality. The intervention plan entails providing extra lessons, identifying subjects with high fail rates and at-risk learners in January based on the previous year’s results, promoting decision-making based on facts. For all teaching and learning processes, HPS participants emphasised school leadership and management characteristics are vital in ensuring accountability through monitoring processes. For instance, Mr Mouse stated:

‘... the random class visits during Block monitoring function as an accountability tool and encourage teachers to be on top of their game. When I see something exceptional in the classroom, I acknowledge it. Teachers love recognition... that management is there, a teacher needs support they just took their head out of the class and say by just waving there is a problem will you please just have a conversation with learner.’

‘...There must be a link between the methodological applications and learner book.’

Mr Mouse of HPS 2

Mr Bunny added:

‘Weekly monitoring of the averages, and they need to give me that because from that they plan. SBA Coverage.’

‘...curriculum monitoring instrument and the HD's have full access to this document online. I monitor everything that is going on in the school directly from Google Drive, HD don't have to submit paperwork.’

‘The head of departments do class visits once a term but for younger teachers they might do class visit twice.’

‘Class visits but what do we check learner work teacher control of learner work HD's open up the books so much work has been done, have the teachers control these their signature inside. In the books there is their preparation, is that in order we have in subjects we have three or four teachers who share a group, so I want to know once a cycle.’

‘Once they must have a cycle meeting with all the teachers who share the grade. We work on a six-day cycle program so teachers once a cycle will meet together, we need to get together, and everyone must be at the same place. Catch up with those who are behind or experiencing the problem.’

‘Peer mentoring is crucial in educator development. It is important to identify challenges and offer relevant support. The departmental head allocate experienced teachers to novice teachers, and we encourage teacher shadowing.’

‘Tests and exam papers or any formal assessment are moderated by the head of department. When the learners have written the work and the teachers marked the first five for moderation sampling, then the HD moderates for the second time (1st post) to check whether the memo and how the teacher marks is on standard.’

Mr Bunny of HPS 1

The HPS participants mentioned some strategies they employ to keep an eye on the school curriculum. The department head approves lesson plans, and the SMT engages in classroom

observations and random visits. They also check students' notebooks to make sure assessment standards are met, ensuring the curriculum adheres to the ATP. During these observations, the SMT not only tracks students' behaviour but also takes the opportunity to provide positive feedback and motivate teachers to perform effectively. The head of the department identifies challenges during class visits and introduces peer mentoring, where experienced teachers mentor new ones through job shadowing and information sharing to promote growth. After lessons, HPSs test students' learning both formally and informally through rigid monitoring. Mr Bunny also talked about quality assurance, where the head of the department reviews educators' marking quality and confirms they are following process-moderation. This involves standardising marking through sample scripts, memo discussions, and formal moderation.

In summary, participants at HPSs indicated that managing teaching and learning entails SMTs adjusting classrooms' cultures using performance statistics, making decisions based on these statistics, and guiding lesson planning and interventions. As highlighted by the participants, SMTs further delegate planning to educators and monitoring to head teachers. Participants further indicated that SMTs ensure accountability by regularly reviewing teachers' records and employing data-driven monitoring techniques such as classroom visits and curriculum reporting using various strategies like moderation and mitigation to promote improvement.

4.2.3. Subtheme 3: Working with and for the community

The theme of working with and for the community illustrated the importance of the principal's tasks in managing staff and building relationships with the community. They follow the rules in hiring and handling issues, support teachers in assessments, update parents on students' progress, and manage the school based on policy guidelines. The principal also shows leadership by engaging in professional development, promoting teamwork, offering development opportunities, planning and reviewing work, communicating effectively, following staff rules, ensuring fairness, and constantly improving personally and professionally.

The principal works closely with the community, embracing its diversity to shape the school's culture. They connect teaching to the community, maintain open communication between the home and school, and build strong partnerships with external groups. The principal shares the

school's work with the community, welcomes feedback, and provides leadership and support through school resources. They also aim for strong partnerships between the SMT and the SGB.

The semi-structured interviews clearly connected stakeholder engagement and schools' quality. The researcher asked: *"What methods are put in place to ensure community engagement and parental involvement and collaborative relationship is maintained between the community and parents at the school?"* The exploratory question uncovered SMTs' characteristics in fostering relationships in the community, an important stakeholder in school management to promote schools' quality. Stakeholder engagement involves parents, the SGB, community structures, religious leaders, professionals, and community leaders, all contributing to schools' quality.

Additionally, participants emphasised the importance of fostering a strong relationship with the SGB. An effective SGB collaborates with specialised co-opted members, such as the academic deputy principal and parents with expertise in various fields, contributing to schools' quality. The SMT also assists the SGB in creating internal policies tailored to the school's context. Moreover, the SMT has a responsibility to ensure that community organisations contribute positively to the school's improvement, regardless of what services they offer the school. The role of the SMT is ultimately to consolidate what each organisation has to offer and use it to make a positive impact. Finally, establishing respectful and responsive professional relationships with the district office contributes to schools' quality in various ways.

Mr Bunny explained:

'...here's the next part of management, we have an incredible governing body structure of parents who really care.'

'...the executive committee of the governing body, we put together a questionnaire.'

'I am not democratically chosen we have two teachers on the governing body who is democratically chosen, they have voting rights but they felt I am the head of academics at the school they want the head of academics on the team because if they if need to make a

decision they need to know how does academics feel about this, so I don't have voting rights but I have speaking privileges.'

'...if there is a challenge on terrain that we need to address the governing body and looks for a parent who is a specialist on buildings and terrain.'

'...I believe my superiors. ...but the next time the department tells me to do something I'm going to do it again. ...we do it anyway we try to be careful with how we do it and we did change the rules a little bit, ... although I was rigid, and we are going to do it I was also very flexible about how we were going to do it.'

Mr Bunny of HPS 1

Conversely, Mr Mouse stated:

'We also have your extramural plans which are most in charge of exactly which days, what activities or practice, this is communicated to the parents already in advance at the start of the term in the newsletter that goes to all the parents.'

'We have a very diverse community, and they don't always get along that is just the geopolitical situation that we find ourselves in... Then you have to do the code of conduct and you know it's bullying, and you call an SGB hearing for them because you can't have that.'

'We try to communicate and engage in the community through the CPF through the community there's another community forum in here as well called the X disaster management team and just community members.'

'We we've got the police which is just two blocks away from us as well as the sports grounds that we use because we're a small school we've got connections they together with smaller businesses that we use so if you have to buy water for visitors, we'll use the smaller businesses in the community.'

'Parent meetings we've got usually that goes on at least once a month if not twice a month depends on how much communication we have.'

'We've got an internal policy, schools around the policies are created together with the principal and the SGB must sign off your policies including your recruitment policy and hiring policies.'

Mr Mouse of HPS 2

These anecdotes demonstrate the significant role of the SMT in ensuring stakeholders' engagement and contribution to schools' quality. Although the SGB adheres to prescribed membership numbers, the SMT expands the board with additional (non-voting) members chosen outside democratic means. This enlarged SGB, twice its original size, features co-opted members like an academic representative and skilled parents in areas like construction and finance. These members lack voting rights but possess 'speaking privileges', as termed by one participant. The SMT ultimately fosters positive relationships focused on the school's vision and mission, leading to a joint agreement between the SGB and SMT in appointing an acting principal when the need arises.

Lastly, Mr Bunny referenced the school's relationship with the district office, and while the SMT adheres to instructions, there is some flexibility in the execution. The district's guidelines are typically respected and followed due to a strong belief in their alignment with the school's goals.

Parental involvement was also strongly connected to communication. The anecdotes revealed parental engagement in school activities, particularly during sports seasons, is critical. However, some parents are absent, and students often ensure the safety of younger siblings after school. The school also employs various communication channels for parental outreach, accommodating diverse community backgrounds to influence student-teacher relations. To bridge disparities, the SMT and SGB unify the school's culture through the school's code of conduct. Community organisations, the police station, and local businesses encircle the school, and the SMT maintains relationships with these entities.

In summary, stakeholder engagement embodies crucial elements that promote schools' quality, with a strong connection between stakeholder engagement, communication, and achieving

high-quality schooling. The participants highlighted that HPSs' SMT plays a role in nurturing positive relationships with the SGB, community organisations, parents, and district officials. One participant mentioned that additional non-voting SGB members contribute to academic decisions, and influential parents with professional skills advise in areas linked to their expertise to promote school growth. Furthermore, the participants highlighted internal policies' role in directing SGBs, a characteristic aligned with subtheme 1. The next section discusses theme one's findings.

4.2.4. Interpretation of Theme 1: Characteristics of school leadership and management for achieving school quality in HPSs

The research findings underscore the importance of using national educational policies to improve student outcomes and uplift underperforming schools. Despite the global emphasis on policy implementation, local school systems actively shape and respond to these policies by developing contextually influenced and distinct frameworks (Spillane, 2005). Flessa's (2012) international study supports the belief that granting schools more authority and flexibility fosters the development of effective educational processes aligned with local needs, as observed in participating HPSs. Scholars like Kyriakides et al. (2018) and Agasisti et al. (2019), highlight the crucial role of effective school policies that are initiated and directed by educators, emphasising educative leadership through SMT-facilitated departmental reviews and planning. Furthermore, Kyriakides et al.'s (2018) study emphasised the correlations between school policy and student achievement, as depicted in this study. While policy contributes significantly to schools' quality, particular characteristics in managing teaching and learning are equally important.

Effective lesson planning is pivotal for achieving positive learning outcomes. The study's findings revealed diverse processes are beneficial for both students and teachers to comprehend instructional objectives and translate the curriculum into meaningful activities. Sammon's (1995) study emphasises the crucial role of managing teaching and learning, highlighting its prioritisation by principals and school managers. The South African Standard for School Principalship also underscores the effective management of teaching and learning to create conditions conducive to high-quality education, aligning with the emphasis on continuous monitoring and evaluation of learning outcomes for optimal learner achievement. Hoadley (2007) identified key management factors, such as time regulation, curriculum monitoring,

resource management, and the quality assurance of tests, supporting this study's findings. Recommendations by Bush et al. (2010) for heads of departments also include analysing learners' results, developing improvement plans, monitoring records, observing teaching, and setting improvement targets; these recommendations align with the practices observed in participating HPSs. The text also emphasises the impact of external stakeholders on schools' quality.

Research reveals a collaborative community culture fosters teamwork among teachers and parents (Musselman et al., 2018). Stakeholder engagement is identified as a crucial element in improving schools' quality, emphasising the interconnectedness of stakeholder engagement, SMTs building positive relationships with the SGB, community organisations, parents, and district officials, aligning with the perspectives of Lee and Lee (2020) and Leithwood and Azah (2017). The SMT engages in participatory decision-making within the SGB on academic matters, and they proactively involve influential parents, leveraging their professional expertise for school development. This strategy is an illustration of transactional leadership, where parental involvement is strategically pursued for the school's benefit. The presence of instructional leadership is discernible, reflecting a form of compliance management where instructions from the district office to the SMT are adhered to with slight adaptations to suit the school's context. The SMT's specific role in relation to stakeholder engagement is explicitly outlined.

In conclusion, theme one reflected the importance of using national educational policies to improve student outcomes and uplift underperforming schools. The predominant educational leadership style evident in this context is participative or democratic leadership, where local school systems actively shape and respond to policies, developing contextually influenced frameworks. This participative approach is supported by international studies emphasising the need to grant schools more authority and flexibility, fostering the development of effective educational processes aligned with local needs. Moreover, this study revealed a collaborative community culture within HPSs, emphasising teamwork among teachers and parents. The leadership styles observed included transactional leadership, illustrated by strategic parental involvement for the school's benefit, and instructional leadership, reflected in compliant management practices to adhere to district instructions with slight adaptations for the school's context. Overall, the research findings emphasise the interconnectedness of stakeholder

engagement, participative leadership, and effective school policies in achieving high-quality education.

4.3. THEME 2: Characteristics of School Leadership and Management for Achieving School Quality in LPSs

This section delves into theme two and the emergent subthemes:

- Subtheme 1: Shaping the direction of the school and managing it as an organisation
- Subtheme 2: Managing teaching and learning and assuring accountability
- Subtheme 3: Working with and for the community

4.3.1. Subtheme 1: Shaping the direction of the school and managing it as an organisation

In the semi-structured interviews conducted at the LPSs, participants aligned the school's vision to students' success. They claimed success is achieved by providing students with opportunities beyond the school environment and ensuring that quality teaching and learning are implemented through rigid monitoring.

Mr Panther shared:

'The school's vision is to ensure that learners are prepared to ensure that there's a quality teaching that prepares learners for the after-school experience after school environment.'
'The principal and the SMT ensure that it's implemented by monitoring, checking quality of teaching and learning, obviously, by visiting time and again, visiting the learners, checking the teachers, right also by also visiting the teacher in class.'

'Take learners to campus visit correct assumption where they're being informed about the careers path, they can choose for the environment'.

Mr Panther of LPS 1

Relatedly, Ms Kitty added:

‘We want to see them, you know, when we meet them. Yeah, on the streets, we must be proud of them knowing that I have taught this learner, like that like that, that is our goal here.’

Ms Kitty of LPS 2

Both LPS participants agreed the school is directed and managed through teaching and learning, aiming to cultivate independent learners capable of functioning beyond the school’s boundaries. The SMT’s role is defined as ensuring that quality teaching and learning take place through monitoring processes. The desire for learners to succeed outside the school environment reflects moral leadership influenced by environmental circumstances. Specifically, in the context of LPSs, the SMT aspires to see learners progress to meet their expectations and become active participants in the country’s economy. The next section presents participants’ views of SMT characteristics in managing teaching and learning and assuring accountability to improve schools’ quality.

4.3.2. Subtheme 2: Managing teaching and learning and assuring accountability

The LPS participants responded to the question of managing teaching and learning and assuring accountability by alluding to resource availability as a significant aspect that impacts teaching quality. Participants in LPSs defined resources as textbooks, interactive smartboards, and photocopy machines. The scarcity of textbooks is a concern linked to SMT characteristics, and poor textbook retrieval systems and textbook returns by students exacerbate the shortage. The participants blamed enrolment growth for aggravating this scarcity. According to the participants, SMTs endorse sections of textbooks to be photocopied to cope with the shortages. However, photocopy-machine issues lead to poor-quality copies that hamper teaching quality and assessments. The SMT further expressed concerns about malfunctioning photocopying machines that delay centralised assessments, forcing schools to borrow resources from neighbouring schools, causing further delays.

The departmental head of LPS 1, Mr Panther, stated:

‘They (managers) ensure that resources are there, LTSM is available such as textbooks, and other materials that can be assisted. But most importantly, textbooks must be there to ensure teaching and quality teaching and learning.’

‘We struggle with LTSM, we do struggle a lot. Not all learners have textbooks. We have a high number of enrolled learners in our school that leads to shortage of textbooks and also the other thing that leads to shortage of textbooks is poor retrieval. So, they're sharing in most subjects, they're sharing maybe few subjects.’

‘...another thing as well it's poor retrieval. educators issue books, but retrieving it becomes a problem. I think 6/10 have and four do not have, but that as well is guided by the subject.’

‘It does come as a shock. Because like, for example, this year, we preparing for only 200 grade 8 learners. But currently we're having 451 grade 8 learners. The Districts send them here because this school is the only school that is offering Tshivenda, all the learners who are doing Tshivenda, we must admit whether we have space or not.’

Mr Panther of LPS 1

In addition, Ms Kitty stated:

‘...we find that we have many learners. The Department of Education, especially at the beginning of the year, and they said that you know, we have this number of learners in this language, they're sending us a number of learners, and then as we offer different languages, you'll find that in Sepedi we have more learners. In Zulu we have less learners.’

‘...In science classes we have like 30 learners, but in general more. But yoh in the lower grades, you have big numbers.’

‘But sometimes we do go to neighbouring schools to ask for copies and sometimes it becomes difficult because the assessment is delayed from the District side. The issue of paper and machines affects teaching and learning, it used to be better when we had interactive boards. Even now, I am teaching and making copies for the learners but they cannot see, if we had an interactive smart board the lesson was going to be simpler.’

Ms Kitty of LPS 2

Both participants felt that managing teaching and learning and assuring accountability was influenced by increased student enrolment, educator employment, and various factors like subject streaming, allocation issues, new hires, and the school timetable's periodic adjustments. They alluded that Grade 10 to 12 students can switch subjects from one stream to the next with SMTs' approval. The participants also acknowledged imbalances in class sizes (since learners are allocated to classes based on their home language) arise during senior phase grade enrolments. Timetables consequently have to be consistently updated to accommodate the changes, which play a pivotal role in achieving quality education. However, the participants also noted the negative impact that is linked to constant timetable changes. One participant alluded that new timetables disregard the starting day or cycle, consequently disrupting educators' schedules and class coverage, notably affecting the Annual Teaching Plan. One school relied solely on the principal for timetable creation, causing delays when he was unavailable. The semi-structured interviews also depicted that Grade 12 has a formal extra lesson timetable, independent of the school timetable, which prioritises content subjects. To mitigate teaching time loss due to timetable imbalances, SMTs proposed new timetables should be presented as weeks or cycles end, ensuring adherence to subject allocations. Mr Panther stated:

'Factors leading to non-ATP coverage are mistakes in the timetable and changes in the timetable whereby new teachers are coming in, the new school: allocation change, and the system throws away some subjects resulting in less period allocation for some subjects.'

Mr Panther of LPS 1

Ms Kitty highlighted the cause for timetable changes and reflected on its impact and applied strategies at LPS 2. She said:

'Even now when the school closes, when we come back and sometimes, you know, you find that we had subject changes for learners, so we look at the streams. So sometimes we may find that one teacher has a lot of learners. So we have to make sure that we reshuffle the classes and then after reshuffling the classes and then the timetable obviously will change.'

‘But now when we effect a timetable change, we only effect it from Mondays, and no longer during the week.’

‘Timetable committee is responsible for the timetable and the SMT is not familiar with the system, so we rely on what we are told.’

‘I’m not on the timetable committee. I’m not sure if it’s the software that is failing there are glitches that they’re having with these things are disrupting’

‘...And then the principal does the timetable.’

‘We do have a formal timetable whereby we sit as grade 12 educators only, grade 11 is on special arrangements with learners. So we talk to the learners to come. In grade 12 we have a formal timetable but if a teacher is unable to see the learners another teacher steps in.’

Ms Kitty of LPS 2

Additionally, Mr Panther highlighted the management of teaching and learning practices entail:

‘Teachers plan their lessons and there must be evidence... Dates must be the same between teacher lesson preparation and learner book’

‘However, teachers tend to teach and plan after, as a result, compromise on quality.’

‘The principal and SMT ensure that it (ATP) is implemented by monitoring and checking quality of teaching and learning obviously by visiting the classroom time and again, and the learners’ books for curriculum monitoring.’

‘We have subjects that have been classified as high-risk subjects, ... We always push the learners to work, we motivate them to show them the reason why they must be there (extra classes).’

‘Team teaching within subjects and overall school. I have seen even in other departments, not only in my department where they invite; a Business Studies teacher to teach labour laws during the Life Orientation period or where an English teacher is invited to explain Life Sciences terminology etc.’

Mr Panther of LPS 1

The semi-structured interviews revealed the effective management of teaching and learning is integral to ensuring high-quality education is provided, thus fostering quality schools. The SMTs of LPSs alluded to the significance of school timetables, which extends to teaching and learning efficacy. Participants highlighted key characteristics for achieving school excellence include well-prepared curricula. According to the participants, critical elements for achievement include accessible curriculum materials, textbook availability, adherence to the ATP, and thorough lesson planning. The SMT is responsible for overseeing the ATP implementation, engaging in class observations, syllabus tracking tools, and reporting. The participants further alluded that delays in the ATP’s coverage occasionally occur as a result of continuous and unplanned meetings that frequently disrupt SMTs’ class attendance, leading to incomplete content coverage. Despite the principal and SMT acknowledging the issue of SMT members missing classes, this problem persists due to an apparent lack of solutions.

The SMT typically employs extra lessons as intervention strategies when curriculum needs are insufficiently met. These interventions prioritise subjects at risk, known as content subjects, which are integrated into the intervention timetable for afternoon and weekend sessions. Notably, subjects like Life Orientation and English are excluded from these additional classes. The SMTs also introduced team teaching to enhance performance, allowing educators to leverage their expertise. For instance, an English teacher might introduce new Life Sciences terminology.

The semi-structured interviews underscored the role of managing and leading teaching and learning, including monitoring syllabus coverage through book checks and SMT-led classroom visits. The transcripts suggested that teachers at times resorted to creating last-minute teaching and ‘planning’ documents to keep on file for departmental heads or subject advisors, and these are not used in everyday teaching and learning practice. According to the semi-structured interviews, SMT members provided curriculum reports quarterly, involving educators

reporting to heads of the departments using a specific verification tool. Heads of the departments then reported to the deputy principal, referencing the teacher tool and learner books as evidence. Participants emphasised the importance of curriculum monitoring, especially in relation to district exam papers, highlighting concerns about potential unfair testing if learners are not adequately prepared.

The SMT at LPSs discussed the challenges of managing teaching and learning and ensuring accountability. They highlighted the impact of resource availability on teaching quality, with textbooks, smartboards, and photocopy machines being crucial. The scarcity of textbooks was linked to issues in textbook retrieval systems and returns by students, worsened by enrolment growth. To cope, the SMT supports photocopying, but machine problems lead to poor-quality copies, affecting teaching and assessments. Concerns were also raised about malfunctioning machines causing delays in centralised assessments. Additionally, the SMT noted various complexities arising from increased student enrolment, educator employment, subject streaming, allocation problems, new hires, and timetable adjustments. While flexibility in subject switching was permitted, constant changes in timetables posed challenges, impacting educators' schedules and class coverage. The significance of a well-prepared curriculum was emphasised to promote school excellence.

The SMT oversees the ATP's implementation but faces challenges such as delays and disruptions due to unplanned meetings. The schools also employ extra lessons, excluding certain subjects, to address curriculum gaps. Team teaching and data-driven monitoring, including book checks and classroom visits, were introduced to enhance performance and ensure syllabus coverage. However, concerns about potential unfair testing due to inadequate preparation for district exams were highlighted. The next section delves into the subtheme of working with and for the community in LPSs.

4.3.3. Subtheme 3: Working with and for the community

The participants discussed external stakeholders' influence on schools' quality. These stakeholders, in the context of LPSs, include the SGB, community organisations, religious groups, educational districts, and parents. Establishing strong relationships with these stakeholders is crucial to build quality schools. The SGB is actively engaged in school activities, supporting events like supplementary weekend classes, and addressing broader

issues such as theft recovery. Some parents contributed positively to education, while others were less involved or faced challenges like psychosocial issues. The participants stated that religious organisations and non-profit organisations (NPOs) collaborate with schools to address these challenges by occasionally offering motivational talks and career guidance. One school has a consistent partnership with an NPO that exposes learners to potential career opportunities and motivates them, contributing to high achievers attending reputable universities.

In response to questions about SMTs' role in ensuring engagement with and for the community, the participants indicated the educational district is an external stakeholder with both positive and negative effects on schools' quality. One participant highlighted that, while the education district personnel provide support, their demands can be overwhelming and even jeopardise the well-being of educators and the SMT. The transcripts revealed the COVID-19 pandemic offered some relief to the SMT by reducing physical contact and pressure from the Department of Education as school managers bore the responsibility of managing district paperwork requirements. Nonetheless, collaborative efforts between the district and the school led to improved learner performance in 2022.

The transcripts also illustrated that fostering strong relationships with the SGB and other stakeholders aids the SMT in effectively managing and ensuring schools' quality. The SGB supports the school by overseeing certain activities. The successful connection between the school and community patrollers was also evident, driven by a parent-proposed idea for random searches to deter learners' possession of dangerous items and substance abuse. However, some parents are not engaged in enhancing school quality or supporting their children's education. Thus, the SMT needs to adopt roles beyond *loco parentis* to manage learners' personal lives and behaviour, particularly considering the impact of varied learners' backgrounds on behaviour.

One participant noted that learner backgrounds influence behaviour, prompting the SMT to implement stricter disciplinary measures. Efforts to involve parents or guardians of poorly behaved learners often yielded limited results due to their lack of engagement. The SMT also established relationships with NPOs that offer religious support and career guidance, coordinated by the Life Orientation department head. The goal is to prepare learners for potential career paths, motivating them to strive for quality results from an early age. Finally,

the anecdotes highlighted the positive impact of district support on schools' quality, emphasising the importance of adhering to their expectations.

Ms Kitty stated:

'The SGB and the community helped clean the school and identified the thieves that vandalized the school.'

'In 2020 we felt that Covid-19 saved us from the department yoh. The pressure was too high, when we go to classes they want this, when we want to prepare for class or exam the department was here demanding a lot of paperwork.'

'The pressure helped the school improve, but it was too much for the educators.'

Ms Kitty of LPS 2

In addition, Mr Panther explained:

'The relationship with the SGB is good because now and then we are having the SGB visiting the school even on Saturday to just assist by monitoring which is very helpful.'

'Parents suggested at a parent meeting to do random search which scare the learners from bringing weapons.'

'...they come from backgrounds that have zero parental involvement in their learning. Also, the issues of substance abuse learners come drunk and then bunk classes to go and drink spirit and to smoke.'

'...we take learners to campus visit, where they're being informed about careers paths that they can choose from. We have a standing relationship with Mr. Careers (pseudonym for District official) and Opportunity Careers (Pseudonym for NPO). They invite us to career events that help our learners.'

‘We have these religious organizations guys who come to school during our assembly to address learners about issues of discipline and respect as well aligning with the word of God.’

‘Improved performance was a teamwork effort, we were pushed to the latter by the department, the SMT was always on teachers case every day because the District was always here ensuring that teaching and learning takes place.’

Mr Panther of LPS 1

The discussion emphasised the significant influence of external stakeholders, including the SGB, community organisations, religious groups, educational districts, and parents, on schools’ quality in the context of LPSs. Establishing strong relationships with these stakeholders was deemed crucial for building and maintaining quality schools. The active involvement of the SGB in school activities, along with collaboration with religious organisations and NPOs, was highlighted as beneficial. The role of parents varied, with some positively contributing to education and others facing challenges. The collaboration between the school and the educational district showed both positive and negative impacts, with the COVID-19 pandemic relieving some pressure but also posing challenges. Overall, the importance of fostering strong relationships with external stakeholders, adapting to varied learner backgrounds, and extending the role of the SMT beyond traditional responsibilities was underscored for ensuring and enhancing schools’ quality.

4.3.4. Interpretation of Theme 2: Characteristics of school leadership and management for achieving school quality in LPSs

Shaping the school’s direction and organisational management in LPSs is closely associated with ensuring quality teaching and learning. This view aligns with the South African Standard for School Principalship, which emphasises effective management of teaching and learning to create conditions conducive to high-quality education, emphasising continuous monitoring and evaluation for optimal learner achievement. The participants stressed the importance of planning and monitoring, encouraged by district official visits and controlled tests. Additionally, the SMT’s ability to prepare learners for future independence and active citizenship through experiential learning was highlighted. Bradberry and De Maio’s (2019)

study suggests that active learning methods are more effective in developing problem-solving skills and applying knowledge to various situations. LPSs actively promote learners' exposure to career and learning experiences, fostering independence, and allowing them to apply classroom lessons in real-world settings, as supported by Bradberry and De Maio (2019).

While the previous section discussed the interpretation of shaping the direction and managing the school as an organisation, this section explored the researcher's interpretation of managing teaching and learning. This study emphasised the crucial role of school leadership and management in addressing challenges related to resource availability, which significantly affect the quality of teaching and learning, as suggested by Ullah and Almali (2022). Participants attributed student underperformance to inadequate resources and management issues, echoing Mbatha's (2021) call for proactive resource planning. The study highlighted adaptive strategies, like partnering with neighbouring schools, contrasting with Mbatha's (2021) notion of blame-oriented leadership. School leadership also involves adjusting timetables to accommodate students' subject choices following the DBE's (2022) policy. However, the SMT faces challenges in timetable software proficiency, suggesting the need for collaborative training, as proposed by Amanchukwu et al. (2015). Sepuru and Mohlakhwana (2020) reported similar difficulties in comprehensive timetable development, signalling excessive reliance on the principal, which delays tasks and affects schools' quality. Despite promoting team teaching, the SMT lacks oversight in lesson planning, indicating the necessity for effective monitoring procedures outlined by the DBE (2022). LPSs' leadership engage in classroom visits, book control, team teaching, and progress meetings, all aimed at ensuring schools' readiness for quality education. The effectiveness of teaching and learning is also closely linked to parental involvement.

Stakeholder engagement emerged as a crucial factor in achieving school quality, as highlighted by the interactions among the school, education district, SGB, and the broader community (Lee & Lee, 2020). School leadership involves establishing strong connections with community members, garnering support during challenges, and responding to district demands. However, the evidence suggests potential challenges in effective management, policy adherence, and record-keeping, making accountability cumbersome. Despite these challenges, Leithwood and Azah (2017) note the significant effects of district leadership on organisational features that enhance learner performance. Moreover, the SMT's response to pressure results in improved student achievements. In the absence of parental involvement, the school leadership takes on a

parental role, emphasising the active engagement of parents in their children's education. Extreme parental absence compels the SMT to address behavioural issues that ideally should be managed at home, underscoring the importance of involving NPOs and religious institutions in character development to positively influence students.

In conclusion, the leadership style prevalent in this context combined transformational and adaptive leadership elements. Leadership within LPSs is centred on guiding the school's direction and organisational management, in accordance with the South African Standard for School Principalship, prioritising effective management to promote high-quality education. This involves ongoing attempts to monitoring, planning, and emphasising the cultivation of active citizenship. The study highlights adaptive strategies in managing teaching and learning and responding to resource challenges with a focus on collaborative training and comprehensive monitoring procedures, as suggested by Amanchukwu et al. (2015) and the DBE (2022). Stakeholder engagement was also identified as crucial, addressing challenges in management, policy adherence, and accountability. The SMT's response to pressure leads to enhanced student achievements, reflecting a proactive and transformative leadership style. The emphasis on parental involvement and collaboration with external organisations reflects a leadership approach that prioritises not only academic outcomes but also holistic student development and community engagement.

4.4. Themes 1 and 2: School Leadership and Management Characteristic Comparison

4.4.1. Subtheme 1: Shaping the direction of the school and managing the school as an organisation

The findings highlighted that in the model of shaping the direction of the school and managing the school as an organisation, the school principals and their SMTs collaborate with the community and SGB to establish a vision and enforce policies for continuous development. HPSs closely adhere to national education policies, conducting annual reviews, while LPSs prioritise defining their vision for quality teaching and learning, monitored through classroom visits and the experimental career learning opportunities. Table 6 provides a distinction between HPSs' and LPSs' leadership characteristics.

Table 6: School leadership and management distinction in shaping the direction and managing the school as an organisation

Shaping the direction of the school and managing the school as an organisation	
HPS characteristics	LPS characteristics
1. Formulate contextually relevant internal policies with reference to national education policy documents. 2. Establish goals using internal departmental SWOT analysis annually. 3. Assign mentor for the practical application of policy implementation. 4. Ensure accessibility of internal policies with school goals to all staff members.	1. Ensure that quality teaching and learning is implemented through monitoring. 2. Provide students with experiential career learning opportunities. 3. Cultivate independent learners (Learners they will be proud to see post matric)

The comparative analysis shows that HPSs demonstrate technical proficiency, transparent communication, and participative leadership (Sagnak, 2016). The SMT in HPSs is well aware of each member's roles and responsibilities, emphasising innovative decision-making and solid communication through internal policies. In contrast, LPSs lack a clear link to these leadership principles but exhibit evidence of Bush and Glover's (2016) instructional leadership view, where principals, through the SMT, support high-quality teaching and learning, extending to post-matric experiences. Overall, quality schools use strategic educational leadership, combining participative leadership for innovative ideas and instructional leadership for effective teaching and learning.

4.4.2. Subtheme 2: Managing teaching and learning and assuring accountability

Table 6 presents a comparison of school leadership and management characteristics in HPSs and LPSs, managing teaching, learning, and ensuring accountability. In HPSs, SMTs foster detailed lesson preparation, create engaging lessons to promote learner independence, and align assessments with cognitive levels to maintain exam standards. They encourage educators to store preparation records and take personal notes for reflection, while also conducting class observations and providing positive feedback to teachers. Additionally, SMTs administer peer mentoring and formal test series to support professional growth.

In contrast, LPSs' SMTs constantly adjust school plans due to high enrolment and timetable mistakes, seek resources from neighbouring schools, and intervene to cover delays in curriculum coverage. They oversee teaching and learning processes, identify subjects with high fail rates, and offer additional lessons to support students. However, there is a notable difference in the level of detail and proactive approaches between HPSs' and LPSs' SMT characteristics. Table 7 details the various characteristics of managing teaching and learning and assuring accountability.

Table 7: School leadership and management distinction of managing teaching and learning and assuring accountability in HPS and LPS

SMT characteristics in managing teaching and learning, and assuring accountability	
HPS characteristics	LPS characteristics
1. Foster detailed HD preapproved lesson preparation. 2. Create engaging lessons that promotes learner independence. 3. Align assessment to relevant cognitive levels to maintain exam standards. 4. Adaptable teaching pace to suit school calendar activities: SMT's flexibility advocacy. 5. Communicates assessment dates and scope to parents for learners' thorough preparation. 6. Encourage educators to store preparation records in accessible teacher files and take teacher notes for reflections. 7. Keep statistical data from assessments to identify weaknesses for subsequent intervention. 8. Create classroom microculture, shaped by learner strengths and barriers. 9. Formulate intervention plan involving extra lessons, with subjects and at-risk learners identified early in the year. 10. Conduct class observations, random visits, and block monitoring and tracks learner behavior. 11. Examine student notebooks in relation to the ATP, book control. 12. Take the chance to provide positive feedback and motivation to teachers performing effectively. 13. Monitor preparation implementation each term, by reporting. 14. Administer peer-mentoring; Experienced teachers mentor novices for professional growth and job shadowing. 15. Administer formal test-series 16. Follow process-moderation	1. Constant school plan adjustment due to high enrolment and regular adjust mistakes in the timetable. 2. Seeking copies from neighbouring schools. 3. Intervention plan to cover delay in ATP coverage. 4. Enable learner subject choice changes 5. Employs a tactic of adjusting the timetable at the start of each cycle to ensure equitable teaching and learning time for all subjects. 6. Assign the timetable making to the principal who appears to hold this role (timetable) alone. 7. Oversee teaching and learning processes within the school through monitoring. 8. Monitor evidence of planning and lesson preparation after the teaching and learning sessions have occurred. 9. Identifying subjects at risk based on student performance and curriculum coverage. 10. Attend additional lessons held after school or occasionally on weekends 11. Team teaching.

In summary, the data suggest that HPSs focus on cultivating staff responsibility through participative leadership, proactive planning, and teamwork. In contrast, LPSs exhibit managerial leadership, a blame-centric approach emphasised by Mbatha (2021), and challenges in applying organisational leadership principles. HPSs emphasise continuous improvement and stakeholder involvement, while LPSs prioritise day-to-day management. Additionally, HPSs focus on a diverse SGB composition, strategic communication, and collaboration with external stakeholders, while LPSs emphasises SMT-SGB collaboration and extended role in addressing contextual challenges. Both HPSs and LPSs acknowledge SMTs' connection with parents and their role in managing the district's expectations while facing constant deadlines. Table 7

provided a clear distinction between HPSs' and LPSs' characteristics in managing community relationships.

4.4.3. Subtheme 3: Working with and for the community

The policy framework emphasises the SMT's responsibility in building community accountability, addressing various aspects like human resources, professional development, and offering feedback to parents. HPSs focus on diverse SGBs' composition and strategic communication, while LPSs highlight collaboration with the SGB to address contextual issues, especially in maintaining school security. Both types acknowledge SMTs' connection with parents, with LPSs taking on an extended role in helping learners from challenging family backgrounds, and both manage district expectations with a constant pursuit of deadlines, as outlined in Table 8.

Table 8: School leadership and management distinction of managing working with and for the community in HPS and LPS

Working with and for the community	
HPS	LPS
1. Advocacy for SGB to expand members chosen outside democratic means. 2. co-opt members like the academic representative and skilled parents in areas like construction and finance to join SGB. 3. Build healthy school's relationship with the district office. 4. Employs various communication channels for parental outreach, 5. Build relationship with community organizations, the police station, and local businesses encircle the school, and the SMT maintains relationships with these entities.	1. Foster collaboration between the SMT and the SGB plays a crucial role in safeguarding the school. 2. Managing district's rigorous expectations led to the SMT constantly managing deadlines. 3. Build connection between the school and community patrollers is evident, for random searches 4. Adopt roles beyond loco parentis to manage learners' lives and behaviour.

The data indicate that HPSs implement participative leadership in community engagement, strategically extending the SGB's structure to ensure well-informed governance decisions. This

approach enhances schools' effectiveness, democratic principles, and overall school quality. HPSs also maintain a flexible relationship with the district office, fostering innovative decision-making at all levels. In contrast, LPSs adopt managerial leadership, meet district expectations and manage the *loco parentis* role for learner discipline. Managerial leadership in LPSs promotes a civilised organisational environment and cohesive teamwork, as seen in SMT-SGB-community collaboration. This leadership style aligns closely with formal or bureaucratic management models.

4.5. SUMMARY

In conclusion, this chapter systematically presented and interpreted collected data, focusing on leadership and management characteristics that promote school quality in HPSs and LPSs. Each theme comprised subthemes, namely shaping the school's direction and managing it as an organisation, managing teaching and learning with accountability, and community engagement. The data included transcripts and interpretations from both HPSs and LPSs. The chapter also provided the researcher's interpretation of policy framework stipulations and summarised the derived characteristics of school leadership and management, presented in a clear table. Each section concluded by addressing the leadership theories evident in the data and specifying the relevant leadership theory for each school category. Additionally, the chapter highlighted characteristics and leadership theories conducive to improving schools' quality. Although the chapter includes the study findings, it is important to emphasize the significance of these results, which are related to the participating schools and based exclusively on their experiences. For further context, Appendix G provides the raw data from the participants.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

Chapter Four reported on the outcome of the analysed data. This chapter serves as the concluding chapter that brings all the elements of the research together. Chapter Five provides a comprehensive summary of the research, draws conclusions from the findings, and offers recommendations based on these conclusions. The chapter's conclusions are informed by the study's findings, which, in turn, shaped the recommendations. It ultimately concludes by highlighting areas for further research.

5.2. Significance of the Study

The significance of this study relied on its potential to benefit SMTs in LPSs by offering them valuable insight and guidance in their leadership and management approaches. Specifically, the research findings intended to:

1. **Enable Improvements in LPSs:** SMTs in LPSs will have the opportunity to review and potentially revamp their leadership strategies based on the research findings, thus directing principals, SMTs and educators towards improving schools' quality.
2. **Facilitate Context-Aware Quality Leadership:** The exploratory study's findings will assist SMTs in LPSs by helping them identify leadership and management characteristics relevant to their specific school contexts. This critical awareness will enable them to adapt their leadership approaches effectively.
3. **Illuminate Principals/SMTs' Activities:** The study also uncovered the daily to yearly activities undertaken by principals/SMTs in HPSs, shedding light on their practices for success.
4. **Offer Comparative Analysis:** By comparing the management practices of LPSs to those of HPSs, the study provided a comprehensive comparative analysis to identify

quality leadership and management strategies. This could serve as a benchmark for underperforming schools, allowing them to learn from their successful counterparts and identify areas for improvement.

In summary, this research holds great significance by offering actionable insight, practical guidance, and an exploratory perspective to empower SMTs in LPSs to enhance their leadership and management practices, ultimately contributing to improved school quality and educational outcomes.

5.3. Findings

The exploratory study aimed to identify quality leadership and management characteristics in schools, focusing on two categories of schools in the Tshwane South District. The study analysed transcripts to connect each school category's traits to different leadership principles and management theories, using Shereen's (2015) integrated model of school effectiveness lenses. The research questions that guided the study were:

- What are the characteristics of leadership and management in low-performing public schools in the Tshwane South District?
- What are the characteristics of leadership and management in high-performing public schools in the Tshwane South District?
- How do leadership and management characteristics in high and low-performing public schools in the Tshwane South District compare and lead to school performance?

The following section presents the findings of the study, as guided by the research questions.

1. What are the characteristics of leadership and management in low-performing public schools in the Tshwane South District?

In the Tshwane South District participating LPSs, leadership and management have specific characteristics. In terms of shaping the school's direction and managing it as an organisation, LPSs focus on the Schereen integrated model of school effectiveness input stage, where tasks like handling resources, hiring teachers, and creating timetables are evident. To oversee

teaching and learning, they prioritise monitoring the quality of teaching and learning, offering students' opportunities after completing Grade 12, and encouraging independent learning; this is a crucial phase, as outlined in the integrated model of school effectiveness. The duty of school leadership and management is to guarantee independent learning and prioritise teaching and learning, thereby demonstrating their role in maintaining high-quality schools, referred to in the output phase.

These schools show a kind of leadership that involves managing day-to-day issues through problem-solving but lacks clear accountability. There is also a shortage of effective organisational leadership, making it difficult to handle budgets and plan for future improvements. The SMT works with the SGB to deal with contextual factors and often takes on additional responsibilities, acting like parents for students from troubled families.

In summary, LPSs use a managerial leadership approach, focusing on meeting district expectations and handling various roles, including those typically taken on by parents. They stress collaboration between the SMT and SGB to protect the school and meet strict district demands. This leadership style is associated with formal or bureaucratic management models, creating an organised environment and promoting teamwork.

2. What are the characteristics of leadership and management in high-performing public schools in the Tshwane South District?

Tshwane South District HPSSs' leadership and management have specific qualities. In shaping the direction of the school and managing it as an organisation, HPSSs strongly focus on putting education policies and documents into action. They create internal policies that fit the local context and align with national education policies. They also set goals through yearly departmental analyses, making sure all staff members can easily access these policies.

HPSSs engage in managing teaching and learning and ensuring accountability. They have a detailed approach to preparing lessons, engaging students, and aligning assessments. They encourage a sense of responsibility among staff, promoting participative leadership and proactive planning. HPSSs also give importance to organisational leadership, continuously improving the curriculum, and involving stakeholders. The school principal plays a central role in supporting student success, building a culture of achievement, and empowering the staff.

The policy framework outlines the SMT's responsibilities in establishing shared accountability with the community. These schools support a flexible SGB composition and build strong relationships with external stakeholders. Moreover, HPSs implement participative leadership in their community interactions, strategically expanding the SGB structure for well-informed decision-making. Both high-performing and LPSs also work on meeting district expectations and deadlines.

The study examined how leadership and management characteristics are applied differ in HPSs and LPSs in the Tshwane South District and how these differences affect schools' performance. In HPSs, leaders showed technical skills, clear communication, and involved everyone in decision-making. The school principal understood the roles of the staff well. They used participative leadership, accepting ideas from all levels to contribute to decision-making. Conversely, LPSs did not have a clear connection to leadership principles but did show signs of instructional leadership, with principals supporting quality teaching and learning. The findings reflect the relationship between the research questions exploring the characteristics of school leadership and management and the framework adopted to analyse them in order to dissimilate school effectiveness in the most effective way and produce desired outcomes.

3. How do leadership and management characteristics in high and low-performing public schools in the Tshwane South District compare and lead to school performance?

The study looked at how leadership and management differ in HPSs and LPSs in the Tshwane South District and how these differences affect school performance. In HPSs, leaders showed technical skills, clear communication, and involved everyone in decision-making. The school principal understood the roles of the staff well. They used participative leadership and acknowledged ideas from all levels to contribute to decision-making. LPSs did not have a clear connection to leadership principles but showed signs of instructional leadership, with principals supporting quality teaching and learning.

Quality schools used strategic educational leadership, combining participative leadership to create a forward-thinking environment. They worked with the SGB and stakeholders to develop a compelling vision. HPSs adhered more closely to leadership principles compared to LPSs, especially in supporting teaching and learning.

Regarding community involvement, HPSs advocated to expand the SGB by including members chosen outside democratic means. These SMTs included individuals with specific skills as SGB members. They focused on building strong relationships with the district office, using various communication channels for parents, and connecting with community organisations, the police station, and local businesses. In HPSs, the SMT thus extended the SGB structure through participative decision-making processes, aligning with participative leadership theory, which contributed to schools' effectiveness and democratic principles.

In summary, HPSs in the Tshwane South District showcase a leadership approach grounded in participative leadership, strategic educational leadership, and instructional leadership, all contributing to their success and high quality. This is evident across various sub-themes, including shaping the school's direction, managing the organisation, and working with the community. HPSs emphasise the implementation of education policies, transparent communication, and technical proficiency, fostering a sense of responsibility among staff through participative leadership. They strategically extend the SGB through participative decision-making processes, aligning with the theory of participative leadership, which bolsters school effectiveness and democratic principles. In contrast, LPSs lean towards managerial leadership, focusing on meeting district expectations without the same emphasis on leadership principles. These findings provide valuable insight for schools seeking to enhance their leadership strategies to improve schools' overall quality.

Table 9: Summary of leadership theories used in HPSs and LPSs

Summary of leadership theories used		
THEME	HPSs	LPSs
Shaping the direction and managing the school as an organisation	Participative leadership Instructional leadership Strategic leadership	Instructional leadership
Managing teaching and learning and assuring accountability	Participative leadership	Managerial leadership Organisational leadership
Working with and for the community	Participative leadership	Managerial leadership

5.4. Conclusion

This exploratory study shed light on school leadership's crucial role in shaping the school's direction, managing the organisation, and fostering community engagement, with a particular focus on HPSs in the Tshwane South District, underscored by the theoretical framework of the study emphasising the role of school leadership and management in ensuring school quality. The researcher identified distinct characteristics and leadership theories applied by HPSs, emphasising participative leadership, strategic educational leadership, and instructional leadership. These schools exhibited technical proficiency, transparent communication, and a proactive approach to shaping their organisational structure. The SMTs in HPSs strategically extended the SGB's involvement through participative decision-making, aligning with the theory of participative leadership, which contributes to schools' effectiveness and democratic principles. In contrast, LPSs leaned towards managerial leadership, lacking a clear link to leadership principles.

The significance of this study lies in its potential to guide SMTs in LPSs, offering actionable insight for leadership improvement. Recommendations include training opportunities for SMT members in LPSs, focusing on enhancing leadership and management skills. Continued district leadership pressure is recommended, targeting specific characteristics identified in HPSs until a culture of policy compliance is firmly established in LPSs. Practical training programmes for principals, including peer mentoring, are also proposed to ensure effective school management. Future research could also explore the gap between theoretical leadership concepts outlined by policy and their practical implementation in schools. Additionally, further investigations could delve into the extensive role of participative and instructional leadership in enhancing schools' quality, providing guidance on their application in various contexts and the defining characteristics of the leadership and management models employed.

5.5. Recommendations

The study underlines the critical connection between school leadership and management, asserting that leadership theories shape management characteristics. To enhance this relationship, ongoing district leadership pressure is recommended to establish a culture of policy compliance. Additionally, practical training programmes and peer mentoring (supervised by senior managers) are suggested for principals. The study calls for future

research to explore the impact of participative and instructional leadership on schools' quality, and in-depth examinations of the application of managerial leadership.

Moreover, the study recommends key strategies for effective leadership, including facilitating responsibility delegation, ensuring competent SMTs through training, and promoting the deployment of a shared strategic vision in participative leadership. Policymakers are urged to support the application of a shared strategic vision and empower teachers and students in decision-making processes. Informed decision-making – regarding leadership theories based on specific situations – is also emphasised.

It is essential to highlight that LPSs have the potential to transition to HPS status during the academic year. However, their performance is influenced by various factors such as assistance from the education district, changes in enrolled learners, for example, prioritising specific subjects for enrolment, and adjusting school management approaches to contextual factors within the current year. Future research should thus include post-interview analysis follow-ups to ensure a comprehensive understanding of these dynamics. This study focused specifically on examining school leadership and management characteristics within a defined period, justifying the use of a qualitative study due to the recognition that outcomes may vary, and findings are subjective, contingent upon the specific context of the study. As such, readers are advised against generalising the study's findings to all LPSs or HPSs.

5.6. Limitations and Delimitations

The research was conducted at four relatively public schools in the Tshwane South District due to time constraints and the nature of the degree. The researcher's personal contact with and the perceptions of respective participants may have been limited with the intent to protect the identity of the school, as a result, influencing the participation and honesty of the participants in the study (Garfinkel, Near, Dajani, Singer & Guttman, 2023). School managers may have been selectively biased in the information they furnished the researcher for unspecified reasons.

This study evaluated schools' performance during a specific year. Unfortunately, the researcher could not revisit and reassess school performance later to determine if LPSs remained low or if HPSs' status had changed. This limitation highlights the inability to track potential changes in school performance over time. It is acknowledged that schools initially classified as low

performing might improve and vice versa, prompting future research to investigate performance variations within specific contexts. The study's findings are limited to the responses gathered during semi-structured interviews at that particular time, as the current status of the schools could not be ascertained.

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APPENDIX A: University of Witwatersrand Ethical clearance letter



SCHOOL OF EDUCATION ETHICS COMMITTEE

CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NONMEDICAL)

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: 2022ECE062M

PROJECT TITLE

Exploring quality of leadership and management in public schools: A case of Tshwane South District

INVESTIGATOR

Ndaba Mandisa Chardeen

SCHOOL/DEPARTMENT OF INVESTIGATOR

WSOE

DATE CONSIDERED

16 September 2022

DECISION OF THE COMMITTEE

Approved unconditionally

RISK LEVEL

No Risk

EXPIRY DATE

Date of submission of the Research Report

ISSUE DATE OF CERTIFICATE

CHAIRPERSON

cc: Dr. M. Chakane

Dr. Batseba Mofolo-Mbokane

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

Signature

_____/_____/_____
Date

APPENDIX B: Gauteng Department of Education permission to conduct research



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	25 January 2023
Validity of Research Approval:	08 February 2023– 30 September 2023 2023/15
Name of Researcher:	Ndaba MC
Address of Researcher:	[REDACTED] Crystal Park Benoni
Telephone Number:	[REDACTED]
Email address:	558930@students.wits.ac.za
Research Topic:	Exploring quality of leadership and management in schools: A case of Tshwane South District
Type of qualification	Masters
Number and type of schools:	4 Secondary Schools
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

[Signature] 25/01/2023
The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below are met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

APPENDIX C: Letter to schools

Dear Participant,

My name is Mandisa Ndaba, a master's student in the school of Educational at the University of Witwatersrand, under the research supervision of Dr. More Chakane. I am conducting a research inquiry on the **Quality of school leadership and management** in Tshwane South district schools.

The purpose of this phenomenological study is to explore the characteristics of Tshwane South District school management teams in respective schools and the impact on performance, thereof. Findings of the study will be presented in my final research report. All the raw data collected will only be accessible to me and my research supervisor and it will be stored in a safe and locked space. The data collected will be destroyed two years after the completion of the study

I would like to request permission to conduct this study at your school with anyone of the SMT members. Please note that permission has been granted by the University of Witwatersrand Ethics committee and Gauteng Department of Education Research division (Evidence attached to the email). Your participation in this inquiry is entirely voluntary, and you may withdraw at any time without any consequences.

I am aware of your daily responsibilities and commitments as a principal or member of the school management team and will make every effort to arrange a suitable time to ensure that data collection does not interfere with your schedule. This study will involve approximately 45 minutes of an interview for only one day to complete the semi-structured individual interview.

While you might feel uncomfortable, anxious, or stressed, there are minimal to no risks in participating in this study. You also have the right to withdraw from the study at any time. The research interviews will be conducted in person or through Google Microsoft Teams.

The identity of all participants and the participating schools will be protected using pseudonyms for the inquiry. There are no known risks involved in this inquiry, and there is no financial reward for participation. Findings of the investigation may also be presented at conferences and appear in books or articles where the assumed names/pseudonyms will be used. I will share the overall research findings upon publication of the Research Report.

If you have any questions concerning the research inquiry, you are welcome to contact me at 0723821157 or via email at mcndaba24@gmail.com/ 558931@student.wits.ac.za

Yours sincerely

Ms. Mandisa Chardeen Ndaba

By signing below, you acknowledge that you have read and understood the above description of the proposed research inquiry and agree to participate in this study.

Signature of Principal

Printed name

Date

APPENDIX D: Consent Form



Date: 31 January/February 2023

Consent form

Exploring Quality of Leadership and Management in public schools: A case of Tshwane South District.

Mandisa Chardeen Ndaba

I, _____ agree to participate in this research project.

I agree to the following:

The research study was explained to me. I understand what this study is about.	YES	NO
I understand that I can volunteer to take part in the study	YES	NO
I agree that the interview/focus group activity may be audio recorded	YES	NO
I agree that direct quotations from my interview may be used by the researcher in their research report	YES	NO
I agree that my participation will remain anonymous (my name will not be used by the researcher in their research report.	YES	NO
I agree that other researchers may use the information I provide in interview (depending on their own ethics clearance being obtained) but my name and any personal information will not be used or passed on	YES	NO

Signature of Participant
Name of Participant
Date

Signature of Researcher
Name of Researcher
Date

APPENDIX E: Editing certificate

Between lines editing

Leatitia Romero
Professional Copy Editor and Proofreader
(BA HONS)

Cell: 083 236 4536
leatitiaromero@gmail.com
www.betweenthelinesediting.co.za

5 March 2024

To whom it may concern:

I hereby confirm that I edited the dissertation titled: "EXPLORING QUALITY OF LEADERSHIP AND MANAGEMENT IN PUBLIC SCHOOLS: A CASE OF TSHWANE SOUTH DISTRICT". Any amendments introduced by the author hereafter are not covered by this confirmation. Participants' verbatim quotes were not edited. The author ultimately decided whether to accept or decline any recommendations I made, and it remains the author's responsibility at all times to confirm the accuracy and originality of the completed work. The author is responsible for ensuring the accuracy of the references and its consistency based on the department's style guidelines.



Leatitia Romero

Affiliations

PEG: Professional Editors Group (ROM001) – Accredited Text Editor
SATI: South African Translators' Institute (1003002)
REASA: Research Ethics Committee Association of Southern Africa (104)

APPENDIX F: Turnitin similarity index report

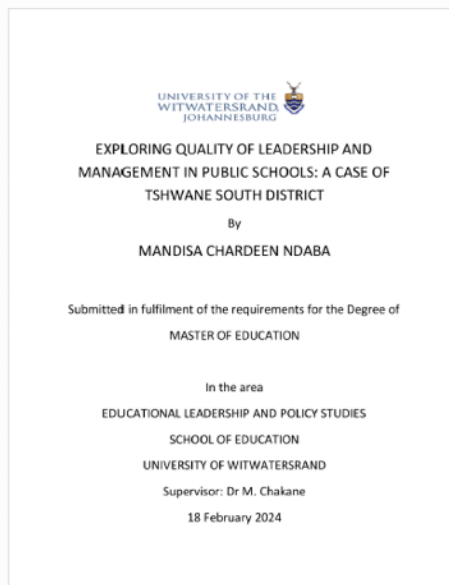


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APPENDIX G: Semi-structured interview guide

INTERVIEW GUIDE:

1. How do you ensure that quality **teaching and learning** takes place at the school and high academic performance is achieved at the school?
 - i. What role does the principal/SMT members play in assisting you attain or achieve high academic results and ensure quality teaching and learning take place?
 - ii. Describe the procedures put in place when quality teaching and learning or high academic results are not maintained at your school, do you think these procedures are effective in addressing these challenges?
2. What plans are put in place in **shaping the direction of the school** and to ensure ongoing development of the school?
 - i. Who is responsible for the implementation of these directives and developments and how are these directives implemented and maintained?
 - ii. What measures are put in place when these directives or developments are not met or maintained?
3. What are the processes of **managing school effectiveness** and ensuring accountability from all stakeholders and staff members?
 - i. To what extent are these processes sustainable and maintained?
 - ii. What processes are put in place when school effectiveness and accountability from all stakeholders and staff members is not achieved?
4. How does the school ensure that all **stakeholders and staff members participate** in on-going professional development programs?
 - i. What measures are used to track and ensure ongoing staff development?
 - ii. What procedure are put in place if ongoing staff development does not take place?
5. What structures are put in place to ensure the **school functions** as an organized and a well-managed organization?
 - i. Please describe and explain some of your day-to-day roles and responsibilities in ensuring the school is organized and well-managed.
6. What methods are put are put in place to ensure **community engagement** and parental involvement and a collaborative relationship is maintain between the community and parents at the school?
 - i. Please explain how this relationship was built.
 - ii. What procedures or processes are put in place to ensure this collaborative relationship with the community is maintained?
7. How are **human resources and policies managed** in the schools, what are the key features of the employment of teaching/support staff members?
8. How is the management and advocacy for **extra-mural activities** delivered?
 - i. Who is responsible for ensuring that these activities are conducted and achieved?
 - ii. What procedures are followed and put in place if these objectives and activities are not achieved?

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APPENDIX H: Semi-structured interview transcripts

HPS – 1

Researcher 0:01

Question number one is how do you ensure that quality teaching and learning takes place at the school and high academic performance is achieved. So how do you in your role management and so that quality teaching and learning takes place at school,

Respondent 2:06

Alright, so for starters processes and procedures need to be in place. So, the basics are the teachers need to be prepared, they need to have the preparation and stuff in files. That is checked by the head of departments.

And the head of departments do class visits once a term for younger teachers, they might do a class visit twice, two tests and exam papers any formal assessment is moderated by the head of department. Then, when the learners have written the work, the teachers mark the first five then the HOD moderates a second time to check where the memo and how the teacher marks is on standard.

And if necessary, the head of department will just change one or two things and then marking is completed. And once marking is completed, then everything is sent to the HOD again for full moderation where they pick whatever they want from the batches to moderate. Those moderation reports must be kept. Statistics are drawn from every test to see where the weaknesses are. And then there has to be intervention. We pay a lot of time to intervention and making sure that intervention is done properly. And then it is my responsibility to monitor that whole process where there are weaknesses in because it sometimes happens that some of the problems in the tests have maybe due to a weakness a teacher has in a certain area. Then how we did say we have a problem with a teacher. You can't just fire teachers if these laws all right, there's lots of laws in place, but we have the responsibility to train, retrain, train retrain. So if there is a problem with a teacher, then the HOD will do a few more class visits I'm going to be able to identify the problem.

Mr Bunny 5:04

We also then set up a programme where the teacher has to visit other teachers. And then we set up a set of questions specifically in the areas where they have weaknesses. What did you learn from this teacher? Did you see a different practice that you liked? If there is a problem with subject knowledge, then the HOD will train them individually. You know, for that.

Researcher 5:31

Thank you. I'm glad you're covering on almost all the questions that I have here. I want to redirect because I'm coming on teacher development and all those factors. Thank you for that. So yeah, our main focus was on what we ensure to maintain quality teaching and learning and the main thing here is that processes and procedures must be in place. And then you indicated the teachers needs to be prepared. But for teachers to be prepared, they must be monitored by the HOD right? And part of the monitoring that comes from an HOD is that they present their lesson plans. He said something along

Mr Bunny 6:15

Yes, the hods do check their files. And I have a system. It's my system. I'm not going to give this to you. But I'm going to show you how I built this, I'm assuming that..

Researcher 6:31

all right.

Mr Bunny 6:33

So all our stuff is on OneDrive, on the cloud. Yes. Sorry. No, I literally pull it over to get so that you can see it properly. Okay, you'll see I keep records of everything. So that's my archive, all the way back to 2009. That I keep I love statistics. And I keep statistics of everything because it gives me an idea of where stuff goes. When I make certain judgments. Parents get very angry with me. How can you say this? And

then I'll say I'm sorry, I have 10 years of statistics. And I know a child is not a statistic but there's a 90% chance that it's going to go in this direction warning you in advance.

Researcher

So maybe if I may ask in the in those statistics, are you looking at performance are you looking at suppose SBA marks are we are **looking at classwork homework**, are they participating or all the challenges that teachers bring to you?

Respondent 7:57

Okay, all right. So those academics, they is KMI 2023 Now okay, am I is a curriculum Monitoring Instrument? Yes. Okay. And the HOD's have full access to this document of mine, okay, online. So when they change stuff, they actually changing it on my laptop so whatever they do on their live exactly, okay, so I'm wanting to everything that is going on in the school directly from you, they don't have to submit to you know, it was once no paperwork, it's Yeah.

Researcher 8:38

How long has that been in function?

Mr Bunny 8:39

I've finished building this last year. And we started this year. So this is fairly brand new, that's a brilliant idea all right. So, there is a frequency in Grade. the English one will probably be an English shirt. Let me show you. Okay, that was Afrikaans with a you see, just so they could get an idea of control. They are all the English teachers there I am at the top I am well as the English teachers; they are the grades that they teach and if they teach other subjects the subjects are mentioned. Alright. So here are the 2022 final promotion marks. They are the for the grade eight for the grade 9s, for the grade 10s for the grade 11s or the promotion marks. And you can see how many failed how many passes the total number of learners what the averages were, and they need to give me that because from that they plan to speak. Can you read Afrikaans? Not quite. But that way they is the goals for 2023 term one specifically

Mr Bunny 10:00

Right. So, then they put up for me. They messed my table up a little bit. Yeah. They is week one, week two, run up to the end of the term.

Researcher 10:15

And then they, yeah. Is that ATP progress?

Mr Bunny 10:19

Now, so middle of this month. So middle of this month, **I'm going to ask them to indicate for me how much** work they've done. So I can immediately see, is everybody up to date? Are they not up to date? And that's great eight, 910 11 and 12. So once we have these two twos, which is empty now, why are these coloured because there is the exam. And we have a review at school. **Big, big now a review, or a V. It's a dance thing.** It's an extramural dance thing, but the whole school is involved. So I kind of dialled in, I said to the teachers, well, two things number one of the COVID, we **have all the ATPs were** changed to cover for COVID. But they said that the department wants us to write the exams, yes, but they did not change the ATPs for the exam. So we still supposed to go school there.

Mr Bunny 11:24

So I said to the teachers, this work must be finished over here. Okay. So that is between let's, Tim, one minus one, this is the 29th of May, right through to the 19th of June. So work up to 29th of May, everything? Yes. Okay, so the mess compresses. And I warned them about this week, because the whole school is involved, which there's going to be I'm going to tell the teachers, **you can't give the learners homework** here, because they can't be at school up until 10 o'clock in the evening, and you expect them to. So they need to plan for this as well. So I actually said to my teachers, **your term one ATPs, we need to be two weeks into turn two.**

Mr Bunny 12:11

So that we don't pick up a problem here. Okay, so I manage the whole curriculum speed that we working at, as I sit, sit back and look at the big picture. Otherwise, we're going to work.

Researcher 12:17

My interest is in an event that a teacher is not able to cover two weeks in advance, what are the what's in it for them?

Mr Bunny 13:05

Let me use that word, the physical sciences and the maths people are going to shake their heads at me violently and say we can't work faster than what we are doing because the learners are not going to grasp. So we have extra classes for the mathematics on Monday afternoons, our whole Support Programme only starts at three o'clock. Because Monday one hour after school is mathematics for the whole school. Okay. And the physical science teachers all have extra classes in the morning timetable set up they have extra classes in the morning to everyday in the morning or timetable. Yes. Because Mondays is off records, extra classes, Tuesdays and Thursdays the is physical science extra classes in the smallest subjects like the other days. So whole system is built in in already to catch up with the extra time.

Researcher

So how soon do you start with extra never restarted?

Mr Bunny 13:39

When we started week two of school it started so you don't wait for a crisis you start? Yes. Okay. Because we already identified is going to be a problem. How do you identify the subjects that go into extra classes?

Researcher 13:54

So would you say experience is a great teacher in this case,

Mr Bunny 14:01

...you need to have somebody who knows what's going on? Yeah. And I am in the fortunate position that we have a really, really very good SMT. It's really the all my HOD there's Afrikaans she's been HOD for 10 years now. She really knows this subject she gets. We got compliments last year from the marking session on how good our learners a size but it's because Lion (a pseudonym) and matric teachers that's what they do in the afternoon session and the morning early. Why do we have Afrikaans extra class? Every Monday morning because home language writes longer essays. They write literary essays and the kids do not know how to write that stuff. So we have an extra class that just focuses on how to write essays in home language.

Researcher 15:07

Do you have English extra lessons?

Mr Bunny 15:15

No, not necessarily. My HOD will differ from me. Because she does T mix teams, teams, online teams, extra classes, there are quite a few subjects. When COVID happened. It took us a month, but we went online full online in the COVID year, which is good and it sounds impressive, but learners don't learn online. So we don't do online lessons anymore. Except for extra classes, and you'll learn as you're on the extra classes want to be an extra classes. Also, that's optional. So the decision or management decision that says it's a teacher decision, but the English HOD she had very, very, very good metric marks last year. I also had very good metric marks, but she still kicked my butt. My average from my matric was 71%. And her average was 72%. So it was this year, we'll talk about English of record when we adapt. But so and the learners want to be in her extra classes. So it's not a matter of forcing them. They want to be there. Our EGD teacher also in the evenings does online classes. And he's learners want to be the he had he had some of the very, very best metric results. Last year he had the learner with the highest mark in South Africa.

I'm not I'm on record now. I'm not sure if I can tell you to say that definitely hurting she had an average of 96%. Lead. So that was Patrick mark on a report 69 (pointing to evidence).

Mr Bunny 17:20

Oh, I know who that is. We ignore that. So yes, but okay, let me just quickly finish this because Okay, so that's tough. 1234. The again, I have the exams in alright.

Mr Bunny 17:34

Yeah, is the SBA coverage. So you will see there, I have only 15 February, I need to say to me how far they were the SBA. So 15, February before the school comes out. I will the statistics of ways everyone, is everyone up to date or not. And you'll see it system 123 to four, then learners at risk. You'll see the teachers have already put up the learners at risk here for term one, and then how do teachers identify learners at risk? So far? Because no SBA has been conducting 2022 results. So these are progress. Lennon's old learners that attend really no matter. That one both of those Yeah. All right. And then you will see if you turn to and turn three and turn four. So it's literally every term that you update.

Mr Bunny 18:25

Then, yeah, what are the intervention plans? So that I have them? And then I'm focusing a little bit on the teacher. So that is about the schoolwork and the second form? It's the same information about the teachers. Yeah, I have in when will the meetings be the subject meetings for the year?

Mr Bunny 18:41

Yeah. Are the SBA year plans?

Mr Bunny 18:51

Yeah, they the only reason they coloured those in for me because we are in a test series.

Mr Bunny 18:57

And I wanted to see what must be formal test series and what are the handling clause.

Researcher 19:03

So maybe before we proceed test series, these are informal tasks. None other all these are formal. The test series is where they write tastes.

Mr Bunny 19:22

I'm distinguishing between a test and an oral with test and a longer shorter transactional the longer short transactions you can do in class but it tastes everyone has to write at the same time. They can't write in different periods. So these are like termly controlled tests. Okay, so, they highlighted those because I had to put that into have which means there must be sort of a timetable then regularly we already have the timetable

Okay, Academy IX formula assessment term one. There is my whole timetable for term one for all the grades or the grades and all the tests, all the grades, all these formal tests. And then we also give the learners the is the way you call it, where you tell them what are they writing tests on scope? So that has already gone out to the parents and the learners two weeks ago already. It was that in a parent's meeting, is this the whole school office, but particularly great, okay. But also there's a programme of assessment which has, which has a scope of what they used to be about? Yeah. Which means teachers then must send in their dates as soon as possible.

Researcher 20:41

And I'm assuming the dates are influenced by the programme of assessment and the ATP. Okay.

Mr Bunny 20:49

Yeah, is the class visits? Now? We haven't had classes yet. But what do we check? Learner work? Teacher control of learner work so that he does open up the books, how much work has been done? Have the

teachers controlled is a signature inside it in the books? There is the preparation is that in order we have in subjects we have three or four teachers who share a grade.

Researcher

So I want to know, once a cycle, a cycle in our school is six weeks long. Once a cycle, they must have a cycle meeting where all the teachers are, share, that would be a month, okay, more or less a month? Sorry, a cycle is six days.

Mr Bunny

Okay. So we don't work per week, we work on a six days cycle programme. So each once a cycle the teachers need together, need to get together everyone at the same place? Who is behind? Are you experiencing a problem? So I want to see a small agenda of a cycle meeting for every six days. So there, that's what asked. So that is what is checked in every term. So before we move, I remember you had said that you have class visits at least once a month. Yes. And then within the class visits, we also the class visits is once a term, once a term for the new teachers, it might be twice okay, so the this kind of what do we call it? What do we call it again? That's it me just go back up. It's a cycle meeting, cycle meeting. Okay, so the cycle meeting happens every after six weeks. In those six days, excuse me, and there is the deputy make sure that he submits to you the agenda with all the activities that take place, and you've made me that that also helps teachers to be accounted accountable to the age, right.

Mr Bunny 22:51

And this they then make notes for every so a teacher's name will be in there. And then notes will just be made of is it up to date to if not up to date? So I can literally from the see what's going on with every single teachers in the school. Then this is the moderation plan. Yes. So the moderation plan.

Mr Bunny 23:17

There is the grade there is the type of assessment a taste or oral or task you know, something like that. The teachers name the moderator who the moderator is what date the age should you receive that the data of pre moderation the date of assessment the date of process moderation, the process moderation is where they mark five scripts given into the HOD. So that's the process moderation. These the post moderation and these the data at the marks are put onto SASAMS and these the date for the feedback to the learners. Okay, why don't we add that?

Researcher 24:20

We I find that in some schools, the dates and the plans are there, but after a certain days when teachers are expected to submit they don't do what is the role then of the SMT? What do you do when an educator doesn't submit or an A to D doesn't submit marks as per the submission date? Does it happen?

Mr Bunny 24:26

the place where it happens legitimate legitimately is when on the programme. Let's see the timetable again. Where is the timetable? Let's see if we have such a challenge math Smith, okay. So looking at their the learners the grade eights doing maths Yes, the great teams are writing maths, the grey lemons are writing maths, not the great twelves I just want to look at a second place grade eights and nines are writing.

Mr Bunny 25:18

That is skipping athletics creative arts and data writing credit Words Music, data writing creative arts, drama, but it could be the same teacher.

Mr Bunny 25:32

These maths grade nine is math grade 11. So it can happen. Okay, look here, there is where I show.

Mr Bunny 25:44

Okay, it's the same thing. But it can happen that a teacher has more than one grade. You see at the bottom, natural sciences, their grade eights and the grade ten. Great natural sciences grade nine. Yes.

Mr Bunny 25:59

So it can happen that a teacher has more than one grade and the tests are grouped close together, which means they might not be able to, it's going to take longer to get through the marking.

Mr Bunny 26:10

Then programmes are the heads of department now they immediately then change the programmes of when they expect them on to come in. But then that has to be communicated by the teacher to the HOD. You know, right? Because that, generally speaking, the learners wrote the test, the expectation is two weeks, okay, two weeks, then the marks then the learners get their tests back.

Mr Bunny 26:37

What if it's in exam time where there is no school going on, it's a week that the teachers have been the stuff I have to be. But our teachers on the sports field from two o'clock, up until six o'clock tonight. Depending on where you coach, we have the Rebeka going on. And the kids are at school and the teacher as teachers are at school until nine o'clock in the evenings. So two weeks.

Researcher 27:09

It's fairly enough considering the amount of work they work on. And then I have a question while we are at that of **how is the management advocating for extracurricular activities**. And in your view, how does it impact the academic performance of the school?

Mr Bunny 27:36

Oh, that's the end of my form in any case. So that's how I control it. ...so I have a story to tell you. So I had that feeling, I've always had this gut feeling about stuff. My history, I was a teacher. I became HOD. I was also a grade head and from there I became the deputy school now. I chaired the deputy cyber school. And I had my stint at Head of discipline and stuff like that.

Mr Bunny 28:25

My naughty kids. All of them, I sent to go and train athletics. And because they know the and because we want to chase them away from the school, we may manipulate them and their parents and say you will go into athletics.

Mr Bunny 28:44

Specifically the cross country because our cross country learners is a group of learners that are incredibly positive about school about life in general. I don't know what it is. It's a coach. But he left us four years ago in COVID. Okay the other three years ago, but he created this incredible atmosphere that's in this group. And to me, it's a healing atmosphere. So if you're a naughty boy, you will go to cross country and you will go and train there for a year. Because it's the atmosphere, it's the group of people it's the positivity of the group, and it's the impact that the teacher has on the group as well. Now the teacher who took over the cross country is a product of the previous coach. So I keep on doing it with a new coach as well. Alright, so that's a little bit of background like how you call it a healing. Yeah, they won't say that after a couple of hundreds that.

Mr Bunny 29:52

Second theory, it's unnatural for a learner to sit behind a desk for I feel for six to seven hours, and then go home and do.

Mr Bunny 30:05

They have built up energy and frustration levels, it's normal, not weird. And they need to deposit that energy and frustration before they can go and sit down and study and do homework.

Mr Bunny 30:25

So I, as academic head advocate for extramural activities, and that it positively impacts academic performance.

Mr Bunny 30:38

So that's what I've always believed somewhere, I decided, somebody questioned me in some way parents questioning remain very difficult. And then I decided to go and find stuff. So there was a school in Switzerland, was the number two to academic school in the world standardised tests internationally. Number two in the world, they were not happy with that they wanted to be number one. They didn't change anything on the academic programme. It's just the one thing after they did their research just one thing.

Mr Bunny 31:14

They made it compulsory for every single learner to do an extramural activity.

Mr Bunny 31:23

Following two years later, they were the number one school in the world. That's the only thing they changed.

Mr Bunny 31:31

Sure. So being active of the school, and I don't care whether you go and run around the hockey field, the athletics track, whether you're onstage performing helps shape or whether you're in the choir, you are just positing that extra energy getting rid of it so that you can go and sit down and do your schoolwork.

Researcher 31:59

So, what now looking at extramural, and leadership of the school, what is the link between the two? Which one do you think influences academic performance the most? I know that a little bit tricky. It's not part of the questions.

Mr Bunny 32:30

It can only be school leadership, because it's school leadership's attitudes towards academic performance, but also extramural activities, or extramural activities can easily take over. And they can be forces within the school that really want to go big, because there are many teachers who go into teaching because of sport, rather than academics. And then some of them ended up to be principal some way you know, and then they go overboard with a one. But it's school management's responsibility to create a balance. No one else is going to create the balance. So and you don't need every single person in management to argue the same. But there has to be a balance in management with different opinions. And then you need a humility within that structure to listen to each other.

Researcher 33:39

And how do we get there? How do we get the humility to listen to each other? I mean, one of the other factors I had found was that meetings in other schools are not successful because they're all constantly bickering back and forth.

Mr Bunny 33:54

Relationship or connection should do it.

Mr Bunny 34:00

Our principal is off sick until middle June. So the one that the deputy is acting now and we are only two deputies left with the acting. The Acting Deputy the acting principal, we became deputies at the school here at the same time. I am more on the academic side and hockey side. acting principal is a rugby man. Okay. So we don't move in the same circles. We never moved in the same circles. So when we became deputies, suddenly we had to work together and we didn't know each other. And I said to my wife, this is awkward. We need to trust each other, and we don't know each other. So I think day two or three,

Mr Bunny 35:07

I walked into his office and close the door. And I said to him, we have to trust each other, we don't know each other. And he said to me, so what I say to him, Can we there are two breaks in a day, one of the two

breaks. So together, outside and eat our sandwiches and whatever, separately and get to know each other. So for the next year, that's what the two of us did. And we know each other quite, quite well, now.

Mr Bunny 35:50

We have incredible respect for each other. And we work together very, very, very well. And we are on opposite sides of most things. But we've learned to listen to each other, we've learned to respect. And we've learned to do what is best for the school. Now what is best for the school whose definition is best for the school. And here's the next part of management?

Mr Bunny 36:23

We have an incredible governing body structure. Parents, we're really que, who have totally contrasting opinions about life and stuff. But we sat together, and we say, what is the school's vision? Who are we? What is our mission? How are we going to do things? What is our direction? And that plan is at this stage, incredibly clear.

Mr Bunny 37:05

So it is relatively easy to make big decisions, because it's always in the context of what is our direction is humanity.

Mr Bunny 37:19

A year ago, we decided to look at our school a year ago, it is a year ago already very harshly. Where are we? Who are we. And we put together now we is the deputy principals, because our principal was sick at that stage already. And the Executive Committee of the governing body. And we put together a questionnaire.

And we said tough questionnaire. And we say to each other, let's be very, very harsh on ourselves. And we write it ourselves. And we identified weak areas, and strings. And then we sent that to a few parents and got the feedback. And then we gave it to the staff and got the feedback. Staff was vicious, with a couple of things.

Mr Bunny 38:22

And we came up with plans. And we went to the staff and we apologised for the weak areas and we said watch this space.

Researcher 39:38

What goes into the choice of SGB because the next question is **what methods are put in place to ensure community engagement and parental involvement. In this case?** We are looking at collaborations such as SGB external organisations maybe your relationship with universities, hospitals, police, etc. But in this case, we can just focus on SGB. What methods are put in place to ensure a good relationship with the SGB?

Mr Bunny 40:15

I can blatantly tell you we follow a procedure 100%. Yes. And the department pitched up the other day to come and do an audit. Yeah. Some of the stuff we do. They did warn us with a circular that they're going to pitch somewhere. So and I said to Mr. Laprosopic acting principal, what will we be doing to prepare anything, he said, No. Let them pitch up. Yeah. Because I was the master builder file and get stuff together. Because he did it the previous year. And it says, whenever they pitch up here, to present whatever is on the computer, we present whatever is in the classroom, because they came to do an audit on your numbers. And everything and they walked in.

Mr Bunny 41:06

And they sat there in the principal's office. And we had to bring all the files from all the registered teachers and the grade heads and they looked better, that was the same as what was on the computer and everything and everything was perfectly fine.

Mr Bunny 41:27

So the governing bodies is simply chosen democratically.

Mr Bunny 41:36

The only place where there is an exception to the democratic rule is the governing body believes that they need to have certain speciality people on the governing body.

Mr Bunny 41:57

Okay, so we have a normal chosen democratically chosen SGB.

Mr Bunny 42:07

But our SGB is almost twice the size, almost not really. I am not democratically chosen. We have two teachers on the governing body who is democratically chosen. They have voting rights, but they felt I am if they need to make a decision, they need to know how does academics feel about this. So I don't have voting rights, but I have speaking privileges.

Researcher 42:37

That's a good one.

Mr Bunny 42:40

So if there's a challenge on terrain that we need to address, the governing body goes and looks for a parent who is a specialist on buildings and terrain. Okay. All right. So we have a simple system of where there are weaknesses in knowledge on the governing body, then they co-opt extra members to cover for those, but those people do not have voting rights. Okay, we simply have giving information and giving our inputs in the bigger picture.

Researcher 43:04

My assumption would be that you have the nominated structured SGB. But the school has made an exception to have people like an academic head of the school that say someone who's good with psychology and apparent in this is what the school needs.

Mr Bunny 43:50

We call up such people when they join in the SGB that forms part of the partnership and helps the school. That's a brilliant so they for example, believe that because every deputy principal is a specialist is something at the school, yes. So they feel all the deputy principals need to.

what are the other deputy principal responsible for?

Mr Bunny 44:16

So then, okay, so we are just to at this stage. So between the correlate and I, we cover literally all the portfolios, and then Mr. Lopez, the only portfolio that he kept he was head of administration. Yes. So he kept administration under him in any case as acting principal.

But responded responsible for academics, communication with parents or the letters go through me I write all this students that come in anything and everything that has to do with academics, and it's quite wide.

Mr Bunny 44:40

The whole all the all the all the, what you call them, when you call this documents, policies, policies. I'm responsible for all policies at school. Students that policy or general GET policies that affect the school, everything

Researcher 45:00

Huh. So in dealing with them what exactly happens to you when a new policy come explained to it? How does it work?

Mr Bunny 45:09

The department, look, we get policies from them. And but I policy is a general thing. So you need to apply it to specific school.

Mr Bunny 45:22

And then how does that policy function in our school? Yes. So we write our own policy. This is how things are done in verticals in Nigeria. Yes. And they obviously the whole community has to buy into it. So when a new policy is set up, you need to make it available. First, the governing body just has to say, okay, that's what we want. And then it likes to lie. I'm not sure, for a couple of weeks can be a month as to lie the in the office, and then any parent can come and have a look at it. And they can come and give the opinions and insights and whatever.

But when we write our own policy on a policy, it doesn't mean that we go outside their policies. But how does this policy apply in the school?

Mr Bunny 46:15

So that's the only difference. You can't you can't write a policy outside. Yes. District provincial, national policy, you can't do that. Maybe when we speak about policies, we also have circulars. For example, recently, they were talking about baseline test, and it was recently scrapped out, how does the school work and run the entity read it out the first time? Then you come back and say, Oh, no, it's cancelled, or neither said to me? It's amazing. Unfortunately, for the teachers in the school, I'm not sure what the English word is. I'm a

Blippi means I do what I'm told to do by the report compliant, compliant? Yes, very. So we did the baseline tests, and we did whatever.

Mr Bunny 47:05

There were some teachers that were fortunate to only got the baseline tests much later. There was some teachers only got the baseline tests on the Friday that I said, not all the tests came at the same time. And the weekend I received the email of we are sorry, we didn't think this through circular. And then the Monday morning, I say to the what I say to the principal of a stand in the principal's door, and tell them that it's grabbed, and then I'm going to run away.

Mr Bunny 47:41

It's unfortunately not the first second or third time they just in COVID. 2020.

Mr Bunny 47:52

You know what? SASAMS? Yes, they changed the weightings of SASAMS how it works for the matriculants for the St. Mark's to the department. They changed it four times in a week and a half, where the teachers had to redo the mocks and redo the mocks and read the one data set within our principal real principal was still Yeah, it was four o'clock the afternoon. And I knew I was still in my office. And I threw a mini tantrum here.

Mr Bunny 48:27

And the principal looked around the corner. Are you okay? And I said to Sir, they just changed it again. And I need to tell the teachers tomorrow again that they need to reduce it. Yeah, unfortunately, there are schools that just don't do. And it's probably a lot quieter in the schools. I can't work like that I can't work with because I believe my superiors. We arrived in a new learner the other day. We unfortunately found out that this learner, it's scary, but that's what going on outside there.

Mr Bunny 49:10

She's 17 years old. She walked in here with a great team report to come into our school grade 11. I looked at the report. And I knew something was wrong. And then I looked around for this private school. And this private school was nowhere to be found. To make a long story short. This girl was 17 years old and the only official report she has was had was a grade seven report that's going on outside yet in Centurion. And I contacted my curriculum head at the department. And I said Ma'am, how do we help this person? Because no one else wants to help this person. So you I don't do stuff that my superiors don't know about. Because sometimes I want to push stuff.

But then they need to know me. And they need to know even when I pushed off, I'm honest with him. And then I do get away with murder. You're in there, because you've reported Yes. Because I'm always honest. And also, I can't work anywhere else. Would you then say Good leaders, acknowledge their leaders? And I don't believe anything else. Yes, I don't believe anything else. There will be many people who will differ from me.

Mr Bunny 50:35

Okay, that's why the school is where it is. But But I am sorry, I need to acknowledge leadership. And I need to submit.

Mr Bunny 50:44

It's as simple as that they, to me, there is no grey area. But it creates the problem of baseline assessment, that we just as the example where it does backfire on us. But the next time the department tells me to do something, I'm going to do it again, not going to have the argument, I can't trust him, the stupid thing we know it's not going to work, we're not going to do it. I can't go there, you do it anyway, we try to be careful with how we do it. And we did change the rules a little bit.

Mr Bunny 51:21

We did change the rules a little bit. For example, they wanted us to have a timetable. In the middle of a school day, write a three hour paper, I said to the teachers, there's no ways this is a baseline, this is for them for statistics, **you will do in over four days in your class periods**. And you will coach the learners to market. But teachers are not going to spend hours. So I didn't change the rules. Under-price flexibility works in. So although I was rigid on we are going to do it. I was also very flexible about how we were going.

Researcher 52:01

That's okay, that's a fair part because then it brings employee satisfaction, because they understand you're on their side. It's not like you're throwing them under the bus. So then it takes us to instruction in terms of how you give instruction. Would it be okay then to say, when you give instruction that's coming from the DBE you look at the complexion of the school before you can then give instruction to the teacher so that we maintain relationships.

Mr Bunny 52:36

As we said, in humility, we have a very open relationship with the principal deputies are a very open relation for the SMT. We try not to go the direction of do what we tell you to do. We rather have, but it's because we trust them. And we have a good relationship with them. And we know that they are skilled and knowledgeable.

Mr Bunny 52:59

So I would ask them, this is what we told to do. In my opinion, I've looked at this and I see option ABC, Because it takes five days to decide what 20 People should use. So I go and I evaluate and I give them four options.

Mr Bunny 53:22

Okay, and I say we can do a this is the thing, this is what we expected to do. I've looked at this, in my opinion, we have an option A, B, C, and D. Which one which one do you think will work best in our context. And then they come up with a very quick decision and we make a quick decision we carry on with life. That takes us so few minutes. So you get around very quickly to making a decision. The SMT feels informed, and they helped in making the decision. So it's easy to tell the staff that you will do 'A' because the heads of department will be positive about it. They will drive the process because they were involved in the process.

Researcher 54:07

The next question I have here, we've covered a lot now. I'm trying to go up and down to check which one we have not covered. I think it's a simple question of what forms part of your day to day in the morning when you come to school. What does your day look like?

Mr Bunny 54:34

Now it's chaotic, because I'm also responsible for admissions. So I have many interviews right now. Many emails complaints from parents or requests from parents. So that's the administration. Yeah, yes.

Mr Bunny 54:49

The HODs know what their jobs are, what is expected of them, their grade heads know what their jobs are and what is expected of them.

Mr Bunny 55:00

So then daily, and he will walk into my office say, okay, but there's a problem with this. I'm not sure how I should do this. And then I say, Okay, do that, or a grade head walks in and say, Sir, there was this period to ask this now, I'm not sure what I should do Afrikaans do that. So managing the SMT on a daily basis with what is our direction, what is the plan? So when they come with questions like that, again, because we are clear on the direction we want, it's easy to make the course.

Mr Bunny 55:42

So let's say in a day, at what point do you diarize?

Mr Bunny 55:48

(Referring to his diary) I'm actually in this case, I want the practical suppose I have a deputy. When I walk in. There is my diary around it. Oh, what is that? What is that doesn't exist yet.

Mr Bunny 55:51

I need the principal. Okay. Has one. But you will see there is my lists and they ticked off? Yes, literally, every day you can see the related to...

Mr Bunny 56:04

...your is my academic plan, yes, for term one, for 2023. So I have a bigger plan of stuff that needs to happen throughout the whole term. They I have ticked off my planning meeting that we had in 2022. They were appeals we had, there are subject meetings or the teachers and subject meetings, they the school opens here are the parents' evenings, we had in turn one to share vision and plans with them. They are our date. So they are ticked off with those they are my extra subjects, the learners of the nine subjects. There is my timetable. And that had to go out.

Mr Bunny 56:47

This one I haven't ticked off yet. That was the department pitching up and doing the audit. So that ticked off

Mr Bunny 56:57

this meeting, I must have a meeting with all the grade elevens who failed subjects last year that I still need to have with him. So, here's my plan for term one that I need to do. So then you paste that at the beginning of each month. All right, and then as you go, you take it off. And you'll see here is term two's plan. But without dates as I have in Term One. Because if there's anything from here that I need to carry over to there I edit to maybe a week or two weeks before the end of term one I will do is play.

Mr Bunny 57:34

And yeah, so that's how the diary works. And that's how the planning works.

Mr Bunny 57:41

There the teacher as well. ...is day six, where are we today? Today is Thursday. So the I am teaching, it's day two, we had a test period this morning.

Mr Bunny 57:55

Prayer at five and six, I have a double at 12 o'clock. And then the eighth period 13:30 I have another class that I have.

Mr Bunny 58:06

Here I have PMDA training this afternoon. Yeah, our schools cricket team is playing there. I'm being father and they aren't being father. You see I even put those the whole often in programme, you'll see the site do a hit a week ahead of schedule. This is a little bit for Monday. But on a Sunday afternoon, but on a Sunday afternoon I seat and I plan the week ahead.

Mr Bunny 58:34

Obviously from what happens this week to next week.

Researcher 58:38

how important is planning? Do you think one can achieve the results without planning?

Mr Bunny 58:48

Too many things happening in this office on a daily basis. And it happens way too often, that the day is planned. And I get over and I said to my wife, I didn't do my tick off list. It just sometimes happens that you don't get to your tick-off list at all.

Mr Bunny 59:08

...Because there are so many things that come in. So if there's not a specific plan on the table, you're never going to get to the plan and your crisis. Look crisis management situation 40% of our day's crisis management, okay, only 40. That's a good day. Okay.

Mr Bunny 59:31

And if there's not a specific planning in place, you will never get around to what you planned to do. That's why I built that programme. So that and by the way, someone else is managing that for me. I don't have time to go and check that I have a teacher, a head of department who is a brilliant administrator.

Researcher 59:57

So that's part of delegation. Yes. So

Mr Bunny 1:00:00

We remember we only two deputies there are many activities under us we have a head for every single activity and they report back to us okay, so even this although I have it here on my computer this lady has full access to that on my computer and she checks out that that stuff is done and that everything is in place so that when I want to go and look for something I don't Oh yes the information missing she is responsible for checking with hods that that is up to date the whole time so that I can use the document as it's supposed to be excellent management. So if you don't have that in place, then we can't do what we supposed to and there is lead the school we're not supposed to manage we supposed to lead this Yes. And that's different okay to management Tell Me More management is running in ecosystem and making sure stuff is done my job is not to make sure stuff is that, I need to put people in place to make sure this stuff is done so that I can lead inspire and determined direction that's my job.

Researcher 1:01:18

last question. What goes into administration what exactly is school admin?

Mr Bunny 1:01:37

and as a document

Mr Bunny 1:01:41

I'm not sure if it's a

Mr Bunny 1:01:43
document

Mr Bunny 1:01:46
the okay let's just get back to 2023.

Mr Bunny 1:01:54
these admin

Mr Bunny 1:02:02
Okay, good morning. There we go. I'm not sure why you are slow. So there's our hole

Mr Bunny 1:02:10
that's the old one. Just chose this one.

Mr Bunny 1:02:20
Why is the new one not Yeah.

Mr Bunny 1:02:24
Okay, the new one isn't back yet. Right. They're not seeming to look for it.

Mr Bunny 1:02:28
But that is that is the whole structure that we have at school of the principal deputies. All the heads under me all the heads underneath. Yes, well they different jobs.

Mr Bunny 1:02:44
Then that is all the teachers and all the extra materials that are responsible for these all the activities where the teachers under who are at the activities.
That's the that is all there is the staff list of all the teachers they are the telephone numbers, IDs etc. There is our **register classes** and whether teachers are responsible with a grade eight oh with a deputy grades or what classrooms they are. Then it is the timetables of all the educators of all the educators the timetables of all the learners. The administration that goes on in the office here.

Mr Bunny 1:03:50
We have we have I am a great team parent. So I am on a grade 10 Information Group. We have information groups for every single grade in the school, where information goes out, they just go out if there is a very short-term change of programme or the parents have it immediately all the parents on the group's so who's responsible for posting? It could be the grade heads but also recording class managers.

Mr Bunny 1:04:27
And the people are responsible for advertising stuff. Marketing team is responsible for that. On a weekly basis, there is our week programme with times of every single period.

Mr Bunny 1:04:53
And you will see for example, you can't read Afrikaans now, but there it says Thursday.

Mr Bunny 1:05:00
The date that's today now that I Indians, those are the people who are into on terrain duty. So that's organized the other period lengths, these register period, we're writing tests, that is the time that the tests are handed out. That's the time the learners have the reading time. And that's the time that they're writing the test that way the tests are taken in all those types, oh, this is done by the administrative Yes, Deputy who's responsible for closing the day, who is responsible at the gate for duty? And who is responsible for handling learners who are late?

Mr Bunny 1:05:36

So all of that, and then we have teachers are suddenly absent. So there's the timetable for the teachers who are absent.

Mr Bunny 1:05:47

The teacher Mr. Bulger is absent the period number 23456. Those are the teachers who are going to handle them.

Mr Bunny 1:05:55

Looking after those learners, so it's all of that we have the teachers have a couple of groups, that's our group for timetables, then we have a teacher information, these are school information is theirs, the meeting we had this morning, they so the meeting we had this morning, the agenda and the minutes of the meeting, immediately put upon to the group. So a teacher who is absent on terrain duty can just have a look. At the morning, they know exactly what was said this morning. In the meeting, all of that is on the teacher's group, there is no communication break anyway, there's communication with the teachers with the patterns with the learners go through all the channels, the learners also have...

Mr Bunny 1:06:48

...a group like this with a great hits post stuff on the group within, you're going to remember this, remember that yesterday we did the registration of the grade 12 learners for the metric final exam. So the graded quickly on the group before we went to the whole city with every member you need to have been socially determined you're raising, you need to have a book that you need to press on immediately. So yes, we were working very hard on the communication side. Yes, and no, I said last question, but I've got another one that I'm seeing here. We spoke about teacher development that if a teacher is struggling, you take them for training. Now the question is, how are human resources and policies managed in schools? And what are the key features of employment of teaching staff and supporting staff? So the criteria perhaps for looking at teachers? Do we I pointed teacher for one subject, or maybe you have a policy of saying they must at least specialize in two subjects? What goes into all of that? And the identification of curriculum needs to say now we needed teacher four Fs? For example, would it be just SS o FF and history? This is someone that should be able to teach both.

Mr Bunny 1:08:03

In the last two years it only happened twice. That we advertised a position for two subjects. Generally, it's only one subject, if there's another subject, it's a bonus. Okay?

Mr Bunny 1:08:23

But that rarely happens. What's the reason behind it? Perhaps? Is there a specific reason why you would want someone that majors in one particular subject because we want subject specialists.

Mr Bunny 1:08:38

There was a time when teachers were appointed before my time that they had other skills, but they only had a first-year qualification in a subject. And I seem to have always didn't know ways it's not good enough. If you want to teach metrics,

Mr Bunny 1:09:01

if your long-term dream is to teach metrics, you will have the full qualification three four years in the subject.

Mr Bunny 1:09:10

So I want subject specialists. They just looked at the stuff differently.

Mr Bunny 1:09:17

that

Mr Bunny 1:09:19

I use the example of tennis players because I love my tennis. You could use golf as an example as well but

Mr Bunny 1:09:27

the masters the guys who are really good, really make it look easy.

Mr Bunny 1:09:33

See your teachers were really specialized Yes, can explain the material really simple. It's the teachers who know a little bit that was a compliment that overcomplicate When instructing okay.

Mr Bunny 1:09:50

It's your master list. I need you to say that again. Simplify your masters simplify your

Mr Bunny 1:09:58

your knots

Mr Bunny 1:10:00

So qualified teachers,

Mr Bunny 1:10:02

they really make it look complicated. And there's another simple way. You're inexperienced teachers. They battle in class because they overcomplicate because they're not sure what you should really focus on in teaching. Here's a full lesson as a metric teacher, and I've mocked metric papers for 15 years of which I was deputy chief for five years, when I sat in class, and I have to do this lesson. I know exactly what's inside the lesson is really important. And what really is just noise.

Mr Bunny 1:10:42

And I reduce the noise and just focus on what is really important. Your beginner teacher does not know everything is covered as seriously. How do you train them, then? How do you bring them into narrowing it down? Actually, ah, you need to have good HR DS in place. Who can help with that? Yeah. And who's responsible for making sure that that happens correctly.

Mr Bunny 1:11:11

And but that rule applies, that I said, I've experienced teachers and beginner teachers, but the same applies for people who are qualified, and people are not qualified properly. Same rule. So I'm qualified people who are specialists in one subject, really know the subject.

Mr Bunny 1:11:30

So your qualified teachers are really a big part of the secret. And you need to train them lists. You need to watch the over the shoulder list because they know what's going on in the work.

Mr Bunny 1:11:45

Thank you. I think we can go on and on and on. I'm tempted to sit down keep asking, but I think we'll close it here.

Mr Bunny 1:11:53

Thank you so much. We've gone over an hour. Thank you so much.

Transcribed by <https://otter.ai>

HPS – 2

R 0:01

Good day, sir, thank you for agreeing to participate in the study. As we have gone through the consent form, and you understand that this is completely voluntarily, I would be happy to have you answer me as

honest and as detailed as you can be as we start with the interview. Perfect Question number one is, how do you ensure that quality teaching and learning takes place at the school and high academic performance is achieved?

Unknown Speaker 0:31

I think the first thing that we do when you look at **quality teaching and learning is to define it**. Before you even touch, how to implement something, you must define the construct. So quality teaching and learning means, in essence, **that a teacher engages the learners effectively** from the start to the end of the lesson, the **lesson is well prepared, well presented**, the **learners are given an opportunity to engage with the content**, there must be. A space for them to **explore the content themselves**. So traditionally, we used to use the phrase chalk and talk, where the teacher would just stand in front talk like a lecture and just write on the board, the kids would just copy down the work. That is not an effective way of teaching. So, you look at the **teaching methodology** that goes on in the you want them to engage. You want them to discover you want them to do a little bit of **peer learning within the boundaries of the class**. So, the first thing is after you've now established what quality teaching and learning because it's quality teaching, what the teacher does quality learning how the learner is engaging with the work and is the learner effectively studying as well on his or her own, which is just as important. And those skills cannot be, you cannot assume that they know, especially post COVID is incredibly important to understand the gaps that learners have in abstract thinking, hypothesis creation. And **you look at Bloom's Taxonomy**, the level five and level six questions have really a struggle for learners to answer at this point in time, because the abstract reasoning skills have really decreased. And there's sufficient evidence as well within education literature to support this.

R. 2:25

Alright, so how do we do it?

Unknown Speaker 2:26

You first of all have to have **teachers who are adequately** trained. **They don't need to be necessarily experienced** because you do get new teachers who enter your school, so you place them under **mentor teachers**. So, there are **professionally trained teachers** who must have created **well prepared lesson plans**. Now usually, your **lesson plans come from the Department of Education** for many of your subjects like prepackaged, how to deliver the ATP, but now **from the lesson planning, they need to go over into lesson preparation**. This is where the **teacher must know his or her learners**, the class that you're dealing with every **class is its own little micro culture**, micro lesson micro culture that exists that you've got, if I take one grade a class, it operates differently than the grade eight class right next door, because of the different personalities and the setup, and the little tweaks that form and everything. So, the teacher needs **to engage with those learners to understand what works and what doesn't** most liberal have an experimental process initially, but it was down to **good preparation** on the lesson plan, which must **be controlled by the departmental head**, departmental head is appointed in a position above the normal teacher. So that's opposed to level two person now checking the work for both level one, **even if they aren't experts within the subject content**. They need to make sure that the **pedagogical applications and the teaching methodology does align** itself with what they've seen in the classes as well. So that is then controlled. With the work that's done in the **workbooks the feedback** that you get from the learners in an informal setting, how are things going into a little **class visit**? How are things going? Are you learning are you doing? Well, you look at the **teacher's preparation file**, because **teachers will tend to make notes on each lesson of this work**, this didn't work. We struggled to get the kids to engage in this content or that topic. Maybe I should try this, and they would talk about it. But it also comes down to having **regular meetings with your department**. So departmental head at our school. **We meet once a week with our departmental heads** hates as a subject and then you would go through my challenges when you say we, so they meet with the deputy know the let's say...

Unknown Speaker 5:00

Afrikaans department, they would meet with their DH once a week. And the **DH would then get feedback** from them. How's it going and go through the classes? What are the challenges that you've picked up? And the beauty of that is even your **lesser experienced teachers can ask questions**. I'm struggling to get the kids

to engage in this and you're more experienced teacher will say, try this method, try this method, try the other method.

Unknown Speaker 5:24

The DHs, the departmental heads would then **report back to us as deputy principals** and we've split them up so half of the school is on the one deputy half of the schools on the other deputy otherwise, it's just been like a mini to Malaga split me, does it according to GT FET? Oh, yes. Well, it used to be like that, but **we split it up more in line with our strengths**. Okay. So, the one deputy is more science, maths, it orientated. So, it takes care of those subjects, **I have more of a language of humanities**. So, I will take care of those subjects, because they're going to engage with the content on a better level. **And he, the other deputy principal can engage with the STEM subjects more with a departmental head and understand what might be the challenges and the applications**. So that's a quality teaching. To break it down again, just nips clear points, make sure it's well prepared, make sure the teacher is prepared, **the teacher needs to be enthusiastic**. I cannot overemphasize this, you're gonna have the most brilliant lesson, but if the teacher is boring.

R

How do you make sure that they're enthusiastic you motivate you inspire you support, teachers must feel appreciated..

Unknown Speaker 6:42

It's one of the most unappreciative jobs that there are very few people come back and say thank you. Everybody is always say teachers are lazy teachers are the ones who couldn't make it in the world that couldn't do anything else. Those who can't do teach all of those negative stereotypes. We've all become accustomed to the education facility.

Unknown Speaker 6:58

You motivate you inspire, and you teach them to **look at where they're doing things right**. So even if it's just one learner that's improved by 5%. That's, that's a significant improvement in itself. And so that **comes down from senior management, we keep on motivating, keep on telling them, that quality learning that's up to the learners**.

Unknown Speaker 7:19

That is where you need a **supportive home environment**. Because now give the learner a task. It could be **informal, could be formal, could be homework**. What does the **home environment** look like? Is it conducive to learning and teaching? Is it conducive for the learner to have a space to sit and do their homework? Or do you sit with a learner who has to go and pick up a younger sibling, then as to do all the chores as if they have a parent? You know, Child, **child run household is a huge concern**.

R

In instances like that. How do you deal with it? If you have a situation like that? Maybe let's pause think about it. We'll talk about it when we speak of parental investment, is it okay maybe before you move, you spoke about effective studying for the learners. And you said there are skills that you give them, or they shouldn't have the skills? What is the process or procedure of teaching them the skills?

Unknown Speaker 8:38

It is infused in **life orientation**, we work it into life orientation, but also into **most lesson plans**. Tobago umbrella approach to learning, you either need to be very good at what you do in terms of teaching kids how to study, or you don't know what you're doing. It's, it's one of the two. And so if you're **not trained in really the cognitive side of learning and learning theories**, you would go astray.

Unknown Speaker 8:45

Many subjects have got smaller, more unique aspects to them. For instance, the way that you learn Afrikaans will be different than the way that you learn mathematics. And the teachers are **encouraged to go and read up on articles read up on watch YouTube videos**, on people who say this is how we have told, and this seems to work. There're little study skills. We do bring in more **formal study techniques in the**

library edition, it is inside the curriculum as well. And we in any case, bring it in even if it's not inside the formal curriculum. How do we study? Although the problem with that is if the teacher again is not completely verse are well versed in the literature, let's say.

Mr Bunny 9:28

...the difficulty with that is they're going to start to follow some of these textbooks who that are scientifically incorrect. For instance, they will talk about your different learning styles, you've got an auditory learner, you've got a visual learner, and we know for the last 2025 years, that that is absolutely rubbish. I mean, all the psychological associations have said that is untrue. And I tutor a third-year psychology be it psychology for university. So, one of the things we have to unlearn our students isn't the textbooks is there's learning styles do not exist and you still.

Unknown Speaker 10:00

We'll have an incident be a programme, so teacher comes in. The other thing that you have to sometimes unlearn what you've learned in university. A teacher comes in saying, oh, these, these are visual learners, or these are auditory learners. And we have to correct that there is now. So, this skill, is it an advantage to have you and understand all these things that you're speaking of this, could I then be correct to say you have in your sessions where you talk about effective study, you teach them to unlearn certain things so that they learn the correct things. And then also on that, when you have a really underperforming learner, we also have a full-time clinical psychologists know clinical social worker, okay, on our staff. And he is also very well versed in learning theories, so he can sit with a learner and how to develop a study. They will, especially when we have good with good child headed households, we simply skate and say, despite all the challenges that you have, here's what we can do.

Unknown Speaker 10:59

So, the social worker really is a huge asset, I cannot see how a school can function without either a psychologist or a social worker. In them, it's it is nearly impossible these days.

R 11:12

Yeah. Thank you so much for that. And then I also want to come back to you spoke about the fact that a teacher must be well prepared, but the lesson preparations must be accustomed to specific classes. So, it's then important for teachers to find the class identity, they need to find an identity, define it so that their lesson plans can be suitable for that particular class.

Unknown Speaker 11:38

I would say they have to pick up on the nuances that exist within the classroom culture, okay, classroom culture, the Japanese have got this beautiful phrasing it you read the room.

Unknown Speaker 11:53

And I love that saying, because one day, even with a class that's genuinely well behaved, there's just one day where the wrong person is in a bad mood, and it upsets the entire class. And then you can't go into certain teaching ways that will just hype everything up, and everybody becomes aggressive, but you have to just tone it down and take a different approach, more calm approach to it. So, it's more about the Khurasan culture that exists that that micro culture that exists within the broader culture of the

Unknown Speaker 12:26

grade, because, and this is what I've seen at every school so far, is let's say, you've got five grade nine classes, eventually, the grade nine start to compare each class and start to say, oh, that combination is always making trouble in English, they start to attach those cultural

Unknown Speaker 12:46

aspects to them. And you need to break that down a little bit and say, Okay, but why is that happening? And you'll not only get the answers, but you try.

Unknown Speaker 12:55

So, it's about knowing and understanding your learners. And if there's a class that struggles

Unknown Speaker 13:01

with a concept, because you do get weaker classes, and you'll get stronger classes, and it's a natural occurrence that happens. You need to be able to adapt the pace at which you're teaching, despite the fact that you've got an ATP. So that's dictating to you, you need to have that courage to just break away from that and say, I need to spend more time on this topic. Because in this class, it does take them longer to grasp this stuff. They're faster than other things. But this topic, specifically they need meaningful, and they asked him on that,

R

how do you create a class? Is it random?

Unknown Speaker 13:34

No. So our classes at this moment is ranked according to academic performances. So we put we rank them according to your averages, your annual averages, and so you put your first say, 3335 learners in the first class, then the next and then the next in the next, because it allows us to know when, say it's nine, one, for instance, nine from class one, that would be a high academic achievement.

Unknown Speaker 14:04

The two that standard must be to that standard, you can also work faster with a class and you're also less worried, let's say teacher is absent. So, we're gonna affect them so much, they have the ability to self-study.

Unknown Speaker 14:16

When you have your lower performing classes, that is where you need to put in a lot more intervention. So, you do a lot more exercises with them, you take slower, you slow down the pace for them. And it's not to discriminate, it's to give them an equal opportunity to achieve the goals in phase one, because they've been for that's the culture of the school for the last eight to 10 years. And it's done right through from grade eight to grade 12. Where you are grade 1011 and 12 is more grouped together in terms of subject choices, because we've got set groups that you can choose from. However, that tends to also follow the same pattern. You can see it that certain performing students only select certain have stamps on subjects. And so, you can see it on the annual averages when it comes out.

R 15:07

That's good. And then one last question. And this one, we spoke about regular departmental meetings? Yes. Can you take me through what forms part of the agenda? Maybe if you've seen one? I know it's not always the same. But usually what is part of the discussion?

Unknown Speaker 15:26

Or the discussion would definitely be an always as a set point on the agenda. Is book control? Did the teacher do book controls? Or did they actually go and look at the learners' books, more the books, saw the quality of work, any discipline issues that stick up? So, if there's a learner who's really not working, we need to know that so that DH can first from an academic point of view go in, speak to that learner, see what's going on? Why aren't you working? Why is your book still not covered? There are five activities that you haven't done and make a note of it. So that we can call in parental support? Is it a discipline issue? Or is it an academic issue? Can't is a person who can't read or specify who doesn't want to do different things? The next thing, it's, so, I'm just gonna do that.

Unknown Speaker 16:11

The next thing that you need to look at is obvious this is, but control is also how far are we with our ATPs. So, you have to do ATP tracking, SBA tracking. So, are you busy with assessments? You also if they are busy with assessments, you need to look at the marks, if the marks already done, then you would analyze the marks with your department. The next one is the lesson prep for the next two weeks, is it there, because you do it on a biweekly. As you have now taught two weeks, you can now see what I need to teach you the next two weeks. And if you are behind on the eight to be what your catch-up plan, where do you think

we need intervention strategies are also spoken about there? If there are academic results available, then you would analyze them? And you'd get to a diagnostic analysis per grade? And then you'd also ask for input. All right, how do you think we can address this issue? And then every teacher has input, maybe try this if maybe, and they would know the kids. So, the reason why this person isn't working is probably sitting next to the friend. So rather than with the person in front because they're taking a chance with you, because you you're new, you don't know the dynamics. We pick that up. And then they also determine based upon their own departmental needs, what is it that they need to speak about if they have bad components? Which are practical assessment tasks? Do they need to speak about that? Do they need to speak about challenges within the department? Is there may be conflict within the department with? Or is it a well-functioning department is the member discussions coming up? Are there any departmental names that needs to be communicated? That's very important, maybe there's training that comes up, maybe there's a meeting that the district facilitators have.

Unknown Speaker 17:53

...scheduled, you need to go and attend them, and they would say, who needs to attend them based upon who has attended with teachers, which grades you can go, all of those, the management of the department is discussed weekly. So, from there, the departmental head will compile a report, which is on a set format, which they will then present to the deputies. And then we compile a report at once. Once a month, we compile a report that we send for the principal, but she does know what's going on in any case, at any time she had asked me what's happening in your department here, here, here, and I must be able to give a feedback. Oh, so the process is weekly the departmental meeting, and then the d h reports to the daily DEP reports monthly basis to the principal.

Unknown Speaker 18:38

And the principal reports quarterly to the district, as well as the SGB about everything that's happened in the school. Yeah.

Unknown Speaker 18:47

Thank you for that.

Unknown Speaker 18:50

Let's move to the next question. Good, right. It is what plans are put in plays in shaping the direction of the school and ensuring the ongoing growth or development of the school. So, you'd obviously have a school development plan SDP, which has been created from your school improvement plan. So, your school improvement plan is once a year that you do it so you at the end of the year, you analyze where your school is, there's various ways of doing it, you do old school evaluation, your SWOT analysis, but apartment...

Unknown Speaker 19:21

from the you get a vision of where you are, then you start to set your goals for the next year. And it must be that stereotypical SMART Goals must be specific, measurable, must be attainable must be realistic and time bound. And you write them down and you actively engage in a process of this is what we as

Unknown Speaker 19:46

deputies need to hold the DHS accountable for is you have said that you are going to do extra classes for this subject. Bring me the evidence that you have done so. You have said that you are going to do more.

Unknown Speaker 20:00

You're going to have a spelling bee in term two, how far is the planning going? Because you say that last year, you're going to do it to get the kids more involved in it's just an example. Yes. Where's the evidence? How far are we with this process? What's your plan? Brittany, the plan, bring me the documents where we've planned this out.

Unknown Speaker 20:17

Then, obviously, what underscores all of this is your vision statement, your vision and mission statement of the school, but your vision is year based, your mission is typically five to 10 years, where do you want the school to be in five to 10 years, but just what the development plan stretches over three years, and that's created by your SGB. So, from a perspective of the SGB, which governs the schools, there is governance to school, they would have meetings with the principal and with the representatives of the staff on the SGB meetings and ask how far are we in terms of this aspect is as big it's that accountability session? And what do we as an SGB need to provide you with? Is it funding? Is it extra support? Do we have enough funds to go into the direction we want to go? Let's say you want...

Unknown Speaker 21:04

...only projectors in all of the classrooms? Do we have enough funding for that? Do you want if you want visualizers? How do we do that? That's about 150,000 Rand that you need to have which well, you don't have it. So, you need to redesign that vision. So, school improvement plan, school development plan goal, it's primarily from those documents that you derive your direction, how do you ensure that it is being done, it's accountability sessions. And this is where it's important to have, again, this face-to-face meeting. And I think COVID kind of destroyed this, in a way because you don't get the same ability to read someone's body language. When you are on an online meeting, you just see a face, you can see the entire body language, as I said, Read the room properly.

Unknown Speaker 21:54

And you have to be honest, if somebody needs to be hold accountable, you hold them accountable. Also, if they are unable to achieve the goals that they've set out that just need to have that safe space. And this risk management really needs to up its game. And this is incredibly important than I wish I will write an entire research paper on toxic management styles. Because management needs to also create a safe enough space for anybody to say I'm not on par, I'm not going to should be I'm being honest to you, please support me and the support is being delivered. Instead of just chastising and judgement and you're horrible, You're terrible. And we're going to give you warnings, and then a thing. I found it in some of my previous schools, not all it depends on the leader, you're very much depending on the principal and deputy principal and the temperament. And

Unknown Speaker 22:48

here's the difficulty, it's a little bit off point.

Unknown Speaker 22:53

You get promoted. As you grow in your post, you get trained as a teacher, you never get trained to be a DH Do you never get trained, there's no specific degree that you have to do to become a deputy, there's no degree that you have to do to become a principal, now sitting in a position of power. And if you did not learn enough leadership styles and managerial skills, you tend to be corrupted by that power.

Unknown Speaker 23:20

And I've seen this happen way.

Unknown Speaker 23:25

Deputies and principals take it upon themselves that they are now the king of the kingdom.

Unknown Speaker 23:31

They forget that should be the other way that you should serve. And they also are so closed minded. It's that the Oedipus which is a Greek text about the skin was blind to the fact that he's the cause of the problems within

Unknown Speaker 23:46

his own kingdom.

Unknown Speaker 23:48

It's an old Greek play.

Unknown Speaker 23:50

It was Rick's they're blind to the fact that a lot of the problems are because they are this dictator, tutorial authoritarian leaders all the time. So, but they have any leeway. They are always it's my way or the highway and I will just bring you down and I'll just cut you down and you single you soon there's no support. And you can see that in the staff retention of a school. If a school has a high staff retention, despite the fact that it's in a nice school to teach at from the outside if you ask yourself what's going on inside.

Unknown Speaker 24:26

But to come back to your question,

Unknown Speaker 24:30

it is that support that leadership that is very vital, to allow people...

Unknown Speaker 24:37

...to afford people the space to be honest enough that they have not achieved what they set out to achieve so that you can come up because you don't have all the answers, but you can ask another principle. Another school how did you achieve it? We're struggling we wanted to bring let's use the spelling the competition. We want to bring in the spelling bee we only have got 10 kids that participated. What do you think we did wrong? What did you do differently we're doing what can we learn from you and how.

Unknown Speaker 25:00

If you did it successfully, and that's when you take your pride, you shove it in your bag and you say we're doing this in the best interest of the learners.

Unknown Speaker 25:09

Because it is in the best interest of the learner to support the teachers, it's in the best interest of the learner to support your DHS, it's in best interest of the learner to support deputy, it's in the best interest of the learners for the deputy to support the principal, and for the principal to do it vice versa.

Unknown Speaker 25:23

And if you have that foundation, that you look at it from the learner's point of view, things go not necessarily at its best, but it goes better. It's when deputy is senior management when a disconnect from the school when they sit on their thrones in the offices all day full day.

Unknown Speaker 25:39

We'll get to that because that's research from Professor Jansen, something to the 14th. Yeah, I think my question now is, would it be safe to say the success of a school depends on the management.

Unknown Speaker 25:52

Everything rises and falls on leadership as John Maxwell, and he's absolutely right about it. A school tends to mirror eventually the culture and the work ethic of a principal.

Unknown Speaker 26:04

Because who gives direction? That is one of your questions, it's the principal principle is ultimately they are directly responsible and accountable for the vision mission. Everything that happens at a school, the principal is ultimately accountable for.

Unknown Speaker 26:18

And so if you don't have strong leadership, which is different from management, again, if people want to train in this, how would they know?

Unknown Speaker 26:27

And there's a great gap there, especially when it comes to dealing with other humans because they're imperfect. And so are you as a leader.

Unknown Speaker 26:37

And that relationship aspect is very neglected, even within textbooks, how do you, they tell you all the policies and how to apply the policies, they learn about conflict management? But it's vague and it's,

Unknown Speaker 26:53

you have to expand yourself past that.

Unknown Speaker 26:57

You know, what you're getting into the essence of why I chose the study, but we'll come back to this outbreak.

Unknown Speaker 27:04

The next question I have here is, okay, now before that, I just hit the yes, no, how is your CIP and you homeschool evaluation, City School Improvement then, are these documents their first compliance or their practical you, you work them on daily basis as a school and our school, it is a practical document. Thank you. It has to be otherwise, there's a thing called **malicious compliance**. We just grade this document. So, the district has happened, you submit your subjects submit your SDP, they sign it off, down, we never look at it. Again. It's something that rots in a file and the school just continues doing all day in day out just the same in five years, you'll see no improvement and that school in the culture.

Unknown Speaker 27:52

That's right. Next question here I have is what are processes? What are the processes of managing school effectiveness and ensuring accountability? I think you've touched on a number of them, you spoke about lesson plans, spoke about

Unknown Speaker 28:07

meetings that they're coming to account, maybe just had a small give me the question again? What are the processes of managing school effectiveness and ensuring accountabilities for all stakeholders and staff members?

Unknown Speaker 28:22

It says a few things here. So, the processes are definitely let's just take a typical day you start with daily staff briefing, we bring the staff up to that is very important to always inform your staff. If there's district memos that came through, even if it's not relevant to them, **tell them we have a file in the staff room with all district memos, even versus only for the principals about some meeting that they have to attend, you put it in that file**. So, any teacher at any time has access. We're a school, a public school, not the State Security Agency. Again, I've worked at schools where all this information was kept away from teachers. As it's like, no, **it's none of your business where the principal is going to school**, then nobody questions when the principal is leaving early is not Oh, you're going to do shopping there. No, listen, she's got a principals meeting, and that's in Berkeley's hotel and Sandra's yesterday or in just Boksburg. Ed, she has to leave at 12 o'clock with that meeting started to otherwise she's not going to be on time nobody questions because you've given the information. So, it's not counted. We're losing the school. Then from the teachers are held accountable by

Unknown Speaker 29:24

departmental heads and other senior teachers. We've got what we call blocked etc. Once or twice around a free period you have to run through the entire school and be visible even as a deputy even as a principal we do it visibility Skeeters as well to the blockchain with everyone No, it's more your management. We try to only use the manager because they **do have more free periods** so that they are visible, and they can also pick up on problems like I need to see this other teacher about this troublesome child. I can do it while I'm doing blocked duty.

Unknown Speaker 29:55

And that's something that the kids pick up as well. The management is there if it does...

Unknown Speaker 30:00

...should need support, they just have their head out of a classroom this is just waving to those learners really give me problems, will you please just gonna have a conversation with them, and you remove that learner, go to the office, take care of them.

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LPS – 1

Researcher 0:01

Good afternoon, ma'am. Thank you for agreeing to participate in the study. I will go through some of the Question number one is, how do you ensure that quality teaching and learning takes place at the school?

Ms Kitty 0:31

Okay, the first thing that we have is to make sure that the teachers that are employed, are teaching indicated for the subject that they are employed, for example, if we need someone from the matric, we ensure that the person that we interview and hire is educated in mathematics, especially teaching. In most cases, we also look at the qualifications. Because sometimes the person may say that I'm qualified to teach mathematics, but when we look at the qualifications, we find that he's only talking about level one. So we also look at the quality of education.

And then the second thing is quality here. We look at the documents there Yeah, the documents that are provided by the by the Department of Education, for example, NCS NPPR, those documents a, They guide us for timetables and things like that. I don't know if I'm giving you the right answer.

Researcher 2:00

Yes, that's good. So you're saying you need to ensure that quality teaching takes place one, it's how you employ teachers, teachers that have entry level but you prefer someone that has done a specific subject maybe up to 3rd year or further? Yes. And then you focus on the policy documents, the NPR etc. And then timetabling. Yes. Please expand on timetabling Okay.

Ms Kitty 2:25

On timetabling we have policies in place. So, when we focus on that we know that a we deal with different subjects. So, you find that different subjects are given different times. So when we when we allocate to tests, we allocate them according to the different subjects. For example, in a week, we know that in mathematics we have four and half hours. So we must make sure that the four and half hours are allocated accordingly. In Sepedi in the in the GE T is 10 periods, we make sure that 10 periods are allocated accordingly and the FET is nine period like that,

Researcher 3:15

Who is responsible for the timetable?

Ms Kitty 3:18

Principal and then the SMT because the SMT the departmental heads, allocate teachers.

Researcher 3:29

Oh so the procedure is, the departmental head allocate teacher. And then the principal does the timetable.

Ms Kitty 3:36

Yes. And then we look at the work load.

Researcher 3:44

Do you always have your timetable ready well in advance, or sometimes the changes will meet?

Ms Kitty 3:49

Yeah, yeah, timetables always changes, even now, when the school closes. When we come with sometimes, you know, you'll find that we in our case, we had a **subject changes for learners**. So we look at the streams. So sometimes you may find that one teacher has a lot of learners. So we have to make sure that we reshuffle the classes and then after reshuffling the classes in the timetable will obviously will change.

Researcher 4:19

Does that impact learning in any way?

Ms Kitty 4:21

Yes, it does. It does, especially for **subject which has only four periods per week**. You will find that during the week, during the first two days, that subject doesn't have those periods. And then when we change that it means that it doesn't give them the periods again. So it means that instead of seeing the learners this week you end up not seeing them.

Researcher 4:46

So it becomes a problem especially because you said it's a frequent thing?

Ms Kitty 4:50

Yeah. But now, when we change their timetable, we only effect it from Mondays. During the year,

Researcher 5:07

when did that, this year.

Ms Kitty 5:10

Yeah, we've seen that you're, it affects affect teaching, because I'm going to see my learner's for technology. Let me say that on Wednesday, and then on Wednesday there is a new timetable, and that new timetable says that I'm not going to see my learners. So you've decided that if we have changes, we will implement them, but they will be effective? Or

Researcher 5:39

what is the impact of these changes to teachers?

Ms Kitty 5:45

Frustrating thing. Because you'll find that why do we change you'll find that some as i said that we find that we have many learners, the Department of Education, especially in the beginning of the year, they send us many learners. You know, we have this number of learners in this class that they're sending us number learners and **then as we offer different languages**, you will find that in Sepedi we have more than Zulu, we have less learners. So it becomes a problem.

Researcher 6:18

Also the issue sometimes that with home language, suppose these ones are doing to those under 50. So you have to strike a balance. Okay, on average, how many learners? Do you have an interest?

Ms Kitty 6:30

Well, we used to have it depends on the grades in lower grades we had, especially this year. grade 8 50 learners. Yeah. 50 learners. And then it goes...? Yeah, in grade 11. We have 40, 42 learners, and then we have lower? Yeah, a few learners in Grade 12

We also have less, **especially in science classes, in science classes** we have less. But in general, that is where we have our 30, 32s. And then we just make them a so that they can be a small, small group so that we can **be able to manage** it, but Yoh in the lower grades. Oh. its hectic.

Researcher 7:28

So it looks at **teacher classroom management** a lot and learner discipline. Okay, we'll move to the next question. **What plans are put in place in shaping the direction of the school?** So maybe what is the goal that the school wants to go through? And what do you do to get to that goal?

Ms Kitty 7:51

Okay, we want to see our learners, you know, achieving, achieving in there, in their future role. Yeah, we want to see them, you know, **when we meet them**. Yeah, on the streets, **we must be proud of them knowing** that, I have taught this learner, like that like that, that is our goal here by this our goal. And then in order to achieve that, yeah, as you can see that even though we are not paid, we do come to extra days, **the lessons in the weekends**, if the department does not offer us anything. We do our **own extra lessons, intervention programmes** like that, during Saturdays and Sundays.

Researcher 8:38

So you go over and above what the department requires of you. Yes. Does that help? Do you see results? And with all of that?

Ms Kitty 8:51

You know, the department may or may not agree with a teacher's but to tell you the honest fact, it depends on the group of learners that we have that year know, this year. We think we'll make it. Last year, Yoh we were doubtful, yoh yoh, those learners, they were so playful. And then, you know, they played a trend. They were always running away, literally running away. When we call them now it's time **for extra lessons**. They will they will run, run, you know, seeing them.

Researcher 9:36

What do you think is the reason?

Ms Kitty 9:39

I think it's because of COVID-19. Those learners were not taught enough. And they were not coming to school every day so you know that they will come maybe two times a week or three times. And sometimes if a learner is absent today and then he also decides to come tomorrow,

Researcher 10:00

So now this was unusual for them to come to school every day.

Ms Kitty 10:00

we had some of the teachers, as you know that we are not the same. we had a teacher, but he's no longer there. Who was **not teaching our learners**. So they knew that the subject we are being taught, but not always. So when a teacher comes to class and **present a lesson** they are surprised well, why this subject? We're not supposed to, to be taught in this kind.

Researcher 10:42

And then what about the previous year before this? because 2021 and 2022 marks you did well

Ms Kitty 10:52

we did when we improved, because ehh there was a year before it was treated at Yeah, before COVID-19 where we got your **poor results**. Yeah, we got poor results Yoh?

Researcher 11:14

it makes you sad.

Ms Kitty 11:15

Yo yoh, it was a tough. It was a hectic. Because if we get to poor results, and the Department of Education does just want to know, why were the results so poor. And then we are also surprised because we did our best. We were surprised also. This kids failed. And we will try.

Researcher 11:40

And it's funny within the year that you don't expect to pass you go exponentially high in the year that you expect to pass. Do you think the department's pressure helped the school improve? ...Or not?

Ms Kitty 11:57

I can say that it did. But sometimes the pressure is too much for the educators. Indeed, but ey, in 2020 the COVID year. We thought covid helped us. And because the pressure was too high. Yeah, it was too high. Because we didn't know what to do. When you were trying to go to classes, they want this, they want this and then you can't focus. Now, when you want to prepare for the learners. For example, we prepare for teaching. And then you can't do that. Because the Department of Education wants this, they need a lot of paperwork.

Researcher 12:44

So sometimes that also affects performance because it affects teachers mental state and pressure. Now you don't know what to do to juggle between the two a

Ms Kitty 12:55

...and then you become confused. Sometimes you think that we have submitted you did not submit after some time you find those papers are there.

Researcher 13:12

Right, so we'll move to the next one then. So in this case you spoke about the vision is that you want your children to do well in life to pride yourself in seeing them. And what do you do to make sure that then happens? You offer extra lessons you go over and above what the department requires of you. Yes. Is this the same for all the teachers or it's just specific teachers and departments?

Ms Kitty 13:39

And it is not, all the other departments. All the departments we do that. But ehh in most cases, but maybe they say we'll try it in grade nine, where we were doing it in FET. In most cases, only in GET, we are focusing in most in mathematics because we know that most learners, they're so playful that Yeah. So this year, we are going to focus in grade nine again, because one of ours, we had our school has been chosen, exit grade level certificates for grade nine? Yeah. It is, it has been sampled. Okay. Yes. So we are going to try it when we come back for term Two, so that we can also have extra lessons for grade nine.

Researcher 14:48

So in terms of the extra lessons for Grade 12, is there a formal timetable or teachers say I want to see them and then they make arrangements with it.

Ms Kitty 14:57

We do have a formal timetable. Yeah, we sit down as grade 12 educators, yeah, a formal timetable is only for grade 12 and grade 11, we only have arrangement. So we talk to the learners so that they are seeing you like that. And then in grade 12, we do have a formal timetable. But if the teacher is unable to see the learners, and under the steps in

Researcher 15:24

is their priority subject. Oh, it's just all great all teachers.

Ms Kitty 15:32

Yeah, when we sit down and make a timetable, we talk to the teachers. And then then yeah, we do prioritise mathematics, mathematical literacy. Yeah, it is also imperative because of many learners do Mathematical Literacy. And then physical sciences. Yeah, especially in English and vernacular life orientation. These

three subjects the teachers are the one who tell us, and the ones who tell us but the other core subject is compulsory. So English life orientation vernacular teachers will tell us that we want to be.

Researcher 16:07

So it's optional for them. It's optional. Right. Then the next one is **what processes are they to manage effectiveness and accountability**, you find that sometimes the person is on the timetable. They don't come? Or there's a due date for Max. They don't have meet according to the due date, or they've not covered enough ATP. Do we have instances like that? And how do we manage them?

Ms Kitty 16:35

Yeah, we do have instances like that **we have ATP coverage**. We have phases cycles. Yes. So each and every term has like two cycles now. So we **report twice in a quarter**. So in October, we have cycle one, for example, for the first quarter, we reported in cycle one. And then we also reported now in cycle two, I also have the papers I just made please. Yeah, this is cycle two so I was reporting. So and then **we start meeting to the deputy principal**. So the teachers report to me. And then after reporting to me, I make copies. And then I also go and request a **books from the learners via the teachers**. And then after that **I do the ATP coverage**.

Researcher 17:35

Also that happens in a term and would happen twice. Yeah.

Ms Kitty 17:38

But it depends because sometimes facilitator has need us to do it quickly. Yeah, but if we have the time we do weekly. But if you don't have the time if there is a lot of work, that is when we never follow the cycle.

Researcher 17:53

Do you follow up after looking at the cycles or it's for compliance? If I'm

Ms Kitty 17:59

yeah, we follow up? Because we have these meetings. They Yeah, apart from the **departmental meeting** the meetings with the facilitators? Yes. So we have to follow up because sometimes when we **write a test**, the test, we don't set at the school level, it must be cluster level. So it means that we must make sure that we have covered

Researcher 18:26

is and then also after the deputy, it goes to the principal, then who calls teachers for accountability? Or you would have dealt with it in your HOD level? Yeah,

Ms Kitty 18:38

we deal with it. For example, I myself as an HOD and **behind the ATP and then I reported that I'm behind**, and but **I'm covering for these two days today and tomorrow** (school holiday). I will be done you see. So even though I'm behind I know that it is my **duty to catch up**. And that's a common thing in the school

Researcher 19:03

And then I think we move to **the ATP programme of assessment**. Do we follow the programme of assessment to the tee or sometimes the adjustments?

Ms Kitty 19:13

Yeah, we do adjustments in most cases, especially if the photocopy machines are not working, if we sometimes we are able to go to the neighbouring schools to do the photocopies. And then sometimes it becomes difficult because you may find that as I say that **we write common assessments**. And then you will find that the assessment is not late here. We have to read for the assessment. And then that is when we have to change.

Researcher 19:46

So sometimes the person who's supposed to send delays say yes to leaves, then what happens to the machine? t

Ms Kitty 19:55

the photocopying machine not working. Sometimes, you find that they are not working.

Researcher 20:00

is it frequent?

Ms Kitty 20:00

... our photocopying machine, you find them not working during the time that we want them.

Researcher 20:20

So what happens

Ms Kitty 20:22

I think maybe it's a lot of papers maybe. Yeah. Because we find that in **mathematics grade eight** we are making copies for 350 learners and then it's not only 350 one question paper consist of over five pages like that

Researcher 20:41

Why is there no other machine to supplement it, is this something the school is discussing or looking into,

Ms Kitty 20:41

you know, they try I am not in that space. as long as we have our things. We only question if the machine is not working meneer machine is not at all. **But in more SGB now...**

Researcher 21:20

What about paper? Do you ever run out of paper? Or maybe because of paper?

Ms Kitty 21:29

sometimes, sometimes.

Researcher 21:32

So I'm assuming if this can be a **problem during assessment**, it becomes a problem even when you are **teaching and you want to make copies**

Ms Kitty 21:40

especially now, you know, previously, it was better because our interactive whiteboards were working now, because of this, people coming and stealing both cables and everything, our interactive process.

Researcher 21:57

So there is theft from the community?

Ms Kitty 21:59

yes, this is theft in the community. So we had a lot of... Yoh they are ruining our school. they are destroying our school because last year, we had a project, people came to fix our classes, but when the school reopen yoh the windows were broken. not the windows, the doors and burglar doors

Researcher 22:20

So does it mean learners went to classes without door?

Ms Kitty 22:28

even now in grade 12 classes, its dark there are no lights,

Researcher 22:34

cable theft, and all of these affects performance.

Ms Kitty 22:39

Because I know for example, now I was teaching as you can see this paper we make it so that we are treating it so that but when I was teaching this, if the interactive smart board was working i was gonna teach this Group Chat. Yeah. Yeah, portraits. We use them for when we were to move (Not audible). So you know, if the interactive smart white board was working i would put it on the smart board and then we'll be able to see and pointing them carefully.

Researcher 23:18

are you able to use the interactive whiteboard.

Ms Kitty 23:25

Yes, **we were trained** all of us but you know, computer you can know that computer. If you've been trained, but if you don't use it, you you forget you forget.

Researcher 23:40

And how is that generally in the school, how many people can confidently use it? Do you find it? How was participation in that? Yeah,

Ms Kitty 23:56

Teachers participated, but when it came to... **we have been trained**. But, you find that the classes, only nine classes have those interactive whiteboards, so most of the teachers don't use them so easily, you can forget.

Researcher 24:33

And then what about other professional development? In the school? Does it happen workshops? What's the procedure for attending workshops?

Ms Kitty 24:43

Yeah, they do happen. We have district memos they also send us district memos and they will also we are also in we also have group WhatsApp with the facilitators, they remind us and they will be We also remind our teachers as HODs, so that we can go and attend. And then if there is a need, for example, in our case in, in my department, **I have new educators**. So **I train them myself**, I train them myself. And then **sometimes when the facilitator comes**, if he or she sees that there's something wrong, she also.

Researcher 25:29

So there's continuous development. And how's the participating is it positive are they looking forward to it?

Ms Kitty 25:37

Ahh new teachers are positive, the old ones negative because they know I already know that

Researcher 25:55

And then in an event that they say they know, but performances otherwise, what do you do?

Ms Kitty 26:04

That is where we take the matter further.

Researcher 26:06

Where is further?

Ms Kitty 26:13

It goes via the facilitator to the district, but we take it to the to the principal, and then the principal, even the facilitator when she comes in for a school visit,

Researcher 26:44

And then our unions has the involvement of unions in this case, do you find that unions contribute sometimes to teacher misbehaviour

Ms Kitty 26:55

or they do contribute, they do

Researcher 26:59

Okay, can we move to the next one? The next one is what structures? **Okay, so we're talking about teacher development, and how all stakeholders are developed.** We spoke about personal workshops within your department for novice teachers. Yes, we follow district memos. But you also have facilitators reminding you and inviting you to these ones, right. You

Ms Kitty 27:24

also have? Yeah, it is district one because it is being arranged by the department of education, sometimes we go to those hotels, the Birchwood, even the virtual ones

Researcher 27:38

do you attend? Usually, the Yeah, the

Ms Kitty 27:40

Yeah, the virtual ones we do attend. Because we register, we also have this teacher development portal, where we register, and then they give us data.

Researcher 27:54

So there's no reason why people shouldn't attend because there's data. There's not as if you go to Birchwood it means they provide accommodation and food. Yes, everything even transport is really people do do you think people go there for holiday or they go there to be developed? In your view?

Ms Kitty 28:14

Because they have to be developed? Because if you go there, you must be in class. There's no way you must be absent

it is compulsory. Remember, the Department of Education sent us names. So yeah, even when they send us names, it means that they have seen that you are not performing.

Researcher 28:47

Okay, that's good. And then the next one I have here is **what structures are put in place to ensure that the school functions is an organised and well managed organisation.** We are looking at basic school administration, leadership, communication within the school, how does it go?

Ms Kitty 29:06

Okay. Even the committees, we have committees in communities a lot about the committees in place. Yeah, even as is may that the SMT in most cases, the HOD, poor HOD

Yeah, everything falls on the shoulder of the HOD. So departmental and then again, we also have the grades heads

Researcher 29:38

So those are positions created by the school. They help as the present even on the hod I'm assuming...

Ms Kitty 29:46

grades heads are also the Hods, yeah, I'm the HOD for Maths and mathematical literacy. And then I'm also the grade head for grade 12. it's double the job.

Researcher 30:00

Do you think that's effective? Don't you think it would have been better to put a grade head as a PL1 Teacher?

Ms Kitty 30:06

I don't think they will agree.

Researcher 30:09

But do you think that would have went?

Ms Kitty 30:12

Especially after the department introduced that feeling of senior teachers, the input features, improve them, so that they can help you to reduce the work load. And then you also have, as you say, the SGB, they do help us. The community when the schools reopened in January, they came in helping us cleaning the classroom, and they also helped in retrieving some of the stolen things.

Researcher 30:52

How did they do it? So they assisted the police? I'm assuming in this case, are they able to identify...

Ms Kitty 30:58

... they were able to do that they were able to identify because the principal called the Community and said you are staying near the school and things are happening they at the same time. We investigate and they know.

Researcher 31:14

So you have a good relationship with the community? Yes. How do you maintain that?

Ms Kitty 31:21

Ai I don't know. I just know that the community comes here. And then when we see them, we are happy, when they need something we work together. But how is the principal and the SGB.

Researcher 31:43

I want you to go through your day to day roles and responsibilities every day when you come to school as a head of department. What are some of the things that you do? How does your day look like?

Ms Kitty 31:50

Okay, yeah, apart from going to class, because that is mainly Yeah. Many things, the department, curriculum, Clayton, make sure that you can everything, the teachers that I've allocated gp to classes, go to classes, and then check the ATP, and make sure that they are giving learners appropriate access activities in their classes. And then again, as an H. O. D, make sure that all the assessments are administered. The role of the HOD is too much...

Researcher 32: 26

Do you ever have staff meetings? Maybe that overlapped with teaching and learning time? I find that in other schools, they mentioned that you find SMT constantly meetings, which is why they then are delayed with their ATP sometimes is that a thing for you or a lot of administration administrative work that takes you away from doing your key job roles in

Ms Kitty 33:19

the meeting some sometimes we find that we have information from the department that they need meetings to, to solve. So we will be taken out from our classes and then being taken out of from the our

classes, and then we go and sit down and then solve the problems. Sometimes we find that problems within the schoolyard.

Researcher 33:45

Do you normally solve the problems

Ms Kitty 33:49

... sometimes, but times they sometimes we have teachers who behave like kids sometimes.

Researcher 34:02

Which makes it hard to manage them. Okay, the last question is, **how is the management and advocacy for extracurricular activities?** So, we are looking at extramural activities.

Ms Kitty 34:19

in? Yeah, you know, a since COVID ne? Yeah, we did have that in and then we were active. But remember, COVID came and then those **extra neural activities where we postpone** now they're coming back and then slowly so yeah, we only have that and that. And most of the time we are focused on learners because our learners you they don't know anything. And if the last year we are focusing mostly in the classroom, yeah, we do have and learners who play **netball volleyball and then a drum majorit**? Yeah, yeah, but in most cases after school, you'll find that teachers are in classes especially in grade 11 and 12.

Researcher 35:19

Don't you think extramural activities can in one way or the other, help the school maintain discipline?

Ms Kitty 35:28

We know that it does, because we used to do it does help in maintaining the school discipline. But a we have many new T tests and then they know they don't know. So, it is our duty as Yeah, so that we can show them now we have we took this thing of committees, yeah, we are doing it again. So that they can be more **involved in the committees**.

Researcher 35:54

So, you the teacher, the new teachers will be involved in committee Yeah.

Ms Kitty 35:58

So that if they are involved in committees like that, they will know that this extramural activities they do have they have a lot in disciplining the children and again, when **they go to exercise after school**,

Researcher 36:13

it helps them think properly and it takes them away from drugs do you experience that with the learners.

Ms Kitty 36:23

Yes. even the space cookie

Researcher 36:31

Space squeegees cookies, and you have to teach. And if they fail it fold

Ms Kitty 36:37

I remember it was before COVID Yoh this learners. I came here I was late and then I didn't have breakfast. I was hungry. I saw one learner selling cupcakes. And then I say to Pizza pay you and I give me two and then he didn't say how can you reduce myself why? I don't want to suddenly this was fine again. And then I took them and then they give the man your I was sick for the whole day. So when I went to class you know, when I was teaching you queens cake. Yeah, they laughed. Why did we eat those cakes? I didn't know that. And they didn't tell me they laughed. They told me some time later.

Researcher 37:44

So what did you do to that learners?

Ms Kitty 37:52

I didn't know. We have so many learners. Approximately 1300. So I didn't know the learner.

Researcher 38:02

does the school allow learners to sell? Yeah, they used to do but now why did they stop?

Ms Kitty 38:11

Apart from making the school yet they t they are selling those things to other learners. And then another thing learners do not concentrate on running a business.

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LPS – 2

Researcher 0:00

Again, I will go through the questions and then you answer as honest as you can. And as detailed as you wish to. Question number one is how do you ensure that quality teaching and learning takes place at the school and high academic performance is achieved?

Mr Panther 0:17

All right, to ensure that quality teaching and learning takes place at the school. The HOD or the head of department ensures that there is planning, teachers plan their lessons they prepare for the lessons and before maybe before you can go to planning and monitoring of the teaching and learning they show that resources that LTSM is available, such as textbooks, other materials that can be assisted, but most importantly, textbook must be there to ensure teaching and quality teaching and learning and teachers must be prepared. And then there must be evidence and the issue. It should is what the departmental it ensures that quality teaching and learning takes place by doing the follow up monitoring the teaching and learning in class, making sure that learners are doing their task there is enough evidence of task done in task given by the teacher in class.

Researcher 1:18

So in terms of LTS M to all learners have textbooks you will not struggle with LTSS we

Mr Panther 1:25

do struggle a lot not all learners have textbook in our if we have a number of enrolled learners in our school they that leads to shortage of textbooks. And also the other thing that leads to shortage of teachers buckets, Port river. So this is this this they're sharing. In most subjects they're sharing maybe few subjects you'll find that Atlanta is having their own book, such as Life Orientation and then as their own book, but most don't share in such subjects now therefore mutation download sharing why is that? Because we the issue is because it is assumed that all other home-school is doing life on Titian. So when we stock or when you order books, we order more. So

Researcher 2:11

do you then say it's procurement that that's resulting in shortage of ncsn? Yes,

Mr Panther 2:17

and another thing is, well, it's it's world River. People can educate us issue books, but retrieving because

Researcher 2:26

the problem is in percentages how many learners at a scale of one to 10 Do you think have and how many don't have?

Unknown Speaker 2:36

I think six and four do not as well it's, so it means now the subject issue.

Researcher 2:50

Okay. Also, management issue because if he trips well, then there'll be enough LTS and is okay and then you spoke about educators must be prepared. But how when do they submit lesson plans, their thing is such or the preparing teach, and then the HOD will see it after the lesson or when they want to check.

Mr Panther 3:13

Okay, the Is this the weekly, a weekly preparation of lessons. And then the HDS sees that after teaching it to in place. When we monitor when doing class visits, we have to see that what had been taught. I was saying, teachers, we only see or monitor the quality of what you call lesson preparation. We're talking about lessons, that we only see it after it's been delivered to learners. We see it when monitoring during class visit, that's when you check we're not doing curriculum coverage. We want to see this topic has been covered and when was it prepared? So the date that is on the learners task. It must also appear in on the lesson plan. So it means if they're saying from this date into the binder yet, this week, these topics have been taught to this task give me so they there must be a communication between the learners and teachers lesson preparation.

Researcher 4:23

In your view, do you think teachers teach plan and teach or they teach and write the plan? Just out of interest is for submission purposes? Because you'd find that when they know that the treaty is coming to take, then they begin to take the learner book. Instead writing down the date. Do you think that's a thing or not really?

Mr Panther 4:46

Their edge now I'll be I'll be stereotypical. I will say those who rely on experience will say I know the topic there is no need For me to prepare, but those who are in a process of developing, they want to prepare a lesson. So in most cases, you see a person relying on the experience rather than preparing and doing searching for new information. That is why they will be having such a thing and preparedness. Okay.

Researcher 5:19

So in this case, then it means teachers who have been in the field for longer, unlikely to go without preparing assumptions, we assume indefinitely, but they are ones who have just come from the universities and because they want to extend. Okay, this is interesting, we'll bring this up when we talk about human resource. And then procedures is their procedure. I mean, you've already spoken about Itsa, and preparing and monitoring in an event that the teacher has not done, what is expected of them. What do you do? Or what does the SMTV

Mr Panther 5:55

we first thing we must engage the teacher, we engage the teacher, find the reason why he or she is not preparing. If they are mean, if they may be the teachers giving a challenge, we see how we can assist, either by assisting with the topic if the teacher is struggling the topic or finding someone with relevant information regarding the topic to assist, because sometimes maybe it can be that the teacher is struggling the topic. But most of I haven't come across such a case is

Researcher 6:26

do you have cases where you try to intervene in the teacher? Just things who, who How do you think I need a system? Do you have teacher resistance or anything like that

Mr Panther 6:35

teacher resistant is the person will not see it orally? Do you see by actions that this person is reluctant to do that work? is most common people have to be reminded over and over again to do one thing if say this today? Can I see this week's lesson plan? You have to you have to come back maybe to them three times.

Researcher 6:57

And before they give it before they give you genuine they give you it's not sometimes quality.

Mr Panther 7:02

There's a lot of gaps that need to be rectified.

Researcher 7:06

Would you then say they do it for compliance? Mostly,

Mr Panther 7:09

if we see we're doing it for teaching at this no monitoring, I don't think most of them are going to do so it can come to we can come to agree with you that they do it for compliance.

Researcher 7:21

Okay, I wanted to ask something, but okay, that's fine. Now we'll move over to the next question. So we've covered under effective teaching and learning LTS M, preparedness of teachers and monitoring. We spoke about L TSM. And the challenges that they have with retrieval and the high number of enrolment. If I may ask, does it come as a shock that there's a high number of enrolment or the school plans ahead of time? Why do we have unforeseen high Lenna enrolment?

Mr Panther 7:57

It does come as a shock. Because like, for example, this year, we preparing for only 200 grade 8 learners. But currently we're having 451 grade 8 learners

Unknown Speaker 8:12

451 75% More

Mr Panther 8:17

why the districts because this school is the only school that is offering Tshivenda. And all the learners were doing Tshivenda and we must admit whether we have space or not, we must admit to just to show that the right of learners are not being violated. And another issue is, is a learner's who are coming from other provinces coming to the school. We can't violate that, right? We just have to accommodate them. And another contributing factor. I then as obviously if they're overcrowded in a class to fail, maybe 50% of a class is failing? How

Researcher 8:54

many on average? Do we have any lemons number of

Mr Panther 8:57

lemons number of learners average? Let's see. 6565.

Unknown Speaker 9:01

Let's look at grade eight. How many I heard you say 90 Something,

Mr Panther 9:05

there are two classes one is even 110. The one is even 96. The other one is even 84. Those are the higher than 10. And the manger six and then at

Unknown Speaker 9:15

480

Unknown Speaker 9:16

for the others earning 5560.

Researcher 9:20

Okay, we need that on record. And number three is what uh, what plans are put in place in shaping the direction of the school? What's the school's vision? And what do you do to ensure that we achieve this?

Mr Panther 9:35

The school's vision is to ensure that learners are prepared to ensure that there's a quality teaching that prepares learners for for the after school experience after school environment then so come again. What was the

Researcher 9:53

question? You're right. The question is what what what's the vision or the direction that this worthless Tiki. Okay.

Mr Panther 10:03

Oh, yeah, it's ensure that this **the mission, obviously it's ensure that there** is quality teaching and learning in the classroom environment, and the mission is to prepare them for high school destination.

Researcher 10:16

Good. So now we are saying, Who is responsible for making sure that this is implemented,

Mr Panther 10:24

the principal and the SMT ensure that it's a it's implemented by monitoring, checking quality of teaching and learning, obviously, by visiting time and again, visiting the learners, checking the teachers, right also by also visiting the teacher in class.

Researcher 10:47

So by curriculum, one is having these sort of is are there any projects that they do particularly to prepare the learners for life after matric over and above what the curriculum prescribes

Mr Panther 11:01

activities. Mostly about the career guidance that is offered, that will take learners through mostly the most important the most activity that is done take learners to campus visit correct assumption where they're being informed about the careers path they can choose for the environment. And sometimes, only once we've taken them to A to Z next. So they can experience how your company runs, or what is it expected from? Because that's what we've done thus far. What impact did it have?

Mr Panther 11:45

I think he did an impact because then as we move to motivated, we encourage to end they also came to a realisation about the causes they chose. Others wanted to work hard. Others wanted to change the subject, because they still have time. But only if they're in control, then we have a challenge because they're only allowed to change one subject.

Researcher 12:08

Oh, so they only did that in grade 12.

Mr Panther 12:12

You did that in grade 12. grade nine, the project that we are having is it it was for girls, boys, it was just a workshop. It was not it's not an activity that's a one is doing for boys and girls, the boys gone already to psych one Oh, yes, grade 1011 boys. Then this week, it's grade nine girls, pregnant girls, they're going to be taught about what the number if you can check the number that waving against the number one, the only 120 girls that are going to be taught about what you call fi flaming and looming in your media. out as a movie out as a movie takes place out does take 10 takes place.

Researcher 12:58

How do you get such opportunities? How does the school get in we

Mr Panther 13:02

we engage with these, the Korea, Korea or the court, these founders orphans are located as the one who are in anti-corruption in this community. We try to check with them. And we there's also values in education to Mr. Marshall in the district is organising this. So in the education, there are many activities that learners are always doing.

Researcher 13:24

So now my interest is how particularly they come to the school to H O DS extend their hand and say we would love this for our school, or the district brings it and you just respond. All

Mr Panther 13:39

the districts come to our school. And some will even ask what are you doing? Is there anything that you can

Researcher 13:46

do for one and then who's responsible for that? Myself? The HOD for libraries? So you do that in your capacity of head of departments? What would you then say about the importance of active teachers, in schools?

Mr Panther 14:04

In activity, teachers are getting it because remember, this is about the life of a learner. Whatever you say whatever you do, it has a huge impact on the life of a learner the decision that the learner will be taking the plans that the learner will take, it will be based on what the teacher does or not most visual what the teacher does or even says or how the teacher conducts himself or herself. It shapes the learners behaviour and decision making for life.

Researcher 14:34

And then what we are that I had noted here I want to speak on teacher morale and term motivation. How many teachers is positive? Is you do we have a lot of those or between resistant teachers and the active teachers? What would be the ratio in a scale of one to 10?

Mr Panther 14:57

I will see maybe seven are very active If then these that 3% Is that is always pulling the other direction.

Researcher 15:05

What is the cause if I may, because that contributes towards the direction of the school, if people are pulling sideways, they just say it's where the school is going.

Mr Panther 15:16

Sometimes when new ideas are coming in people resist because of being used to ritual used to do certain things. Ie if new ideas popping people feel as if they're being undermined or being disrespected. So it's because such things

Researcher 15:35

doesn't take us back to the idea of experience versus

Mr Panther 15:39

yeas executing. Tell a person we can do this. It can like they tell you, I've been doing this for 25 years, you're just in the system for four or five years. So you see.

Researcher 15:50

Okay. And we'll move over to the next question. What are the processes of managing effectiveness and ensuring accountability? So here, you find that the ATP says a person must have covered a 48%. And the person is at 22%. They refuse to do interventions, they refuse to do this? And do you have instances like

that, where people have covered way less than they should have, and they don't want to implement intervention plans,

Mr Panther 16:24

we will do have the incidence of where people are behind the ATP coverage. But we've never had an incident where the fuse to do an intervention, the do intervention, even though it's not as impactful as the maybe the class was supposed to be is done, but not to to the totality

Researcher 16:51

is what is usually the cause of delay for teachers not to cover enough content,

Mr Panther 16:56

sometimes is what we call tentative link issues, you find that there are mistakes in the timetable changes in the tentative will new teachers coming in a new teacher comes in, they must do a timetable. And when it does sometimes throw away some of the subject you find that instead of seeing learners three times or seven times a week, asking them two times is how

Unknown Speaker 17:19

often does that happen? It's

Mr Panther 17:21

happening even now. When I'm warm languages, according to policy, teachers Mercy, the learners seven said what do you call seven times a week? Seven periods? This they must be double parents. Now they're seeing them six times it means one period is being lost. So does

Researcher 17:42

that work? Who's responsible? Is it is responsible for attentively is

Unknown Speaker 17:48

the quality committee.

Unknown Speaker 17:52

And then outsourcing, is outsourcing not an option?

Mr Panther 17:55

It is but now isn't that we're using it in SSMS? Then these are issues that maybe I'm not sure I'm not in the timetabling committee. I'm not sure if it's the software that is failing them or glitches that they're having

Researcher 18:09

the things that are disrupting the idea. So it means in those events where the learners are not seeing her language for the time they're supposed to see. But it means some teachers seen the more than

Unknown Speaker 18:21

yes.

Researcher 18:25

Okay, so and then school attendance, teacher attendance,

Unknown Speaker 18:31

how is it monitored?

Researcher 18:33

How is it generally and the monitoring over the top often do you get teachers that want to be excused for Mark, find learners and attended teachers go to workshop go to union issues, etc.

Mr Panther 18:46

It's it happens more often. More often. It's I don't think don't be a day where you see teachers 100% All of them in attendance or in attendance, all the classes in a day you will find two or three teachers in absent.

Researcher 19:05

Does it happen that you have SMT meetings maybe during teaching and learning time, or they're allocated time after work? It

Mr Panther 19:13

does meet with SMT meeting in the morning and it overlaps to face period. So it affects you everything they break and overlap until after break due to issues that arise in the meeting. And

Unknown Speaker 19:30

how is that managed or monitored? It's normal.

Unknown Speaker 19:37

The principal speaks about it but there is no monitoring of it.

Researcher 19:46

Okay, let's move to the next one. And we workshops. Yes, no. The next question that I have we are number four. How does the school ensure that all stakeholders and and staff members participate in ongoing professional development. These are workshops. How is attendance to teachers respond to a call for workshops? Or is there a resistance need because of clean forms, whatever the case may be? How many people are furthering their studies in something that's encouraged by the school? You've made mention that if a teacher is struggling with content to teach them, how often does that happen? So I would love for you to touch on all these things here. As far as we speak of teacher development and all stakeholders. I

Mr Panther 20:38

can say that workshop teacher workshop attendance is that something that is always emphasised, even in the briefing, I think teachers do attend, maybe there will be challenges here and there. But a representative from a school in any subject workshop, I think the the we always attend, I think attendance it's it's on par comes to attendance of workshop, then the issues of teachers developing themselves by furthering their studies. I think it's only even those who may not say it, but most of the young teachers during their studies visit with their owners, thumb masters, but out of 100% of the teachers, maybe 40% are doing that, or even 80%

Researcher 21:28

is Do you think that helping the school in any way?

Mr Panther 21:31

It does, does, does if we've Remember, it's, it's very, it's very different. When you're dealing with dealing with the person who's giving more information, it means they will be able to assist, rather than having a person who still stuck to the curriculum that was done in five years ago, a new ideas, new information, because I believe that even in the universities, the new curriculum that can be able to assist for development. And then you see the issue of team teaching. I've seen I've seen even in other department, not only in my department that we do that I've seen in other departments, teaching where they're inviting Maybe, and maybe a business person is inviting another person to come and teach labour laws. Yeah, I've seen that. Okay. Oh, that's

Unknown Speaker 22:26

interesting. So that's a common thing.

Mr Panther 22:27

Yes, I've seen I've seen I've seen also a life science teacher, we invited another teacher in English teacher to come in explain some of the terms and then what do you call?

Researcher 22:39

That's good. Okay, I'm gonna go back slightly to the issue of workshops, you say there's always a representative that goes, What's the procedure when they can they do they call it internal workshops, or each person goes for their own development and continue

Mr Panther 22:54

I think there's an issue I've never seen, I've never seen or witnessed any workshop, in internal workshop. Maybe feedback is but it's a it's for

Researcher 23:10

Okay, and then the next one would be what structures are put in place to ensure that the school is organised. So in looking at appointment setting, for example, for the principal, how to be what protocol to what extent is that followed? What is the day to day look like for an H od for the deputy and for the principal? And

Mr Panther 23:36

when when you I think you spoke of two things you said structures and you said also the protocol? Yeah. I think those are two different issues. Okay. The structures that are they obviously to ensure that these effective teaching and learning in school, we have you firstly to be the SMT that is there to ask this the management of the school ensuring that teachers go to class then as and then as when it comes to protocol, there's always it's always emphasised in our briefing that if there are issues they must be in HD HD DVD Escalade, Deputy Principal until the principal then other structures that we can we have with the discipline committee that is the always engaging on the issue of discipline and discipline as this thing that teachers Miss specially there are those bullies who bully female teachers that way the Oh Leonard, is that with the discipline committee comes up in a week visit classes. They visit classes once address, issues of discipline and bullying in class. So of learners and teachers

Researcher 24:49

visiting have tested one grade per week, or it could be that each class is visited at least once every

Mr Panther 24:55

week. One great one may be returned this weekend. And

Unknown Speaker 25:02

how long does that presentation take?

Mr Panther 25:03

Maybe about 10 minutes? All those the discipline committee check the what you call the effect period or

Researcher 25:12

the free period. How do they feel? Oh, okay. I thought for Lana No, you're missing teachers free periods. Okay. Oh, so teachers go to these classes for in during their free periods and 10 minutes enforce discipline, and I was disciplined overall. What do you think is the impact of learner discipline to performance?

Mr Panther 25:42

I believe that a disciplined learner will always be successful because disciplined is in various ways. Discipline when it comes to time coming to class on time, leaving or coming from break on time leaving the classroom time. I think it is very impactful. If a learner comes rushing, always be late. Always, not doing that task on time, non submission, discipline hours, even if the learner is not disciplined. They're, they're most likely to succeed.

Researcher 26:12

In a whole, everyone went to scale the discipline of the you in the discipline lens. But if you are to judge Leonard, discipline and behaviour in the school, would you say your learner's are disciplined or not? They're not and why? Why would you say that? And why do you think they are not disciplined?

Mr Panther 26:35

They are not disciplined because of the I think they are the environment they come they come from the non involvement of parents in their learning. Also the issues of substance abuse, the nurse come drunk, the bank glances to go in drink spirit to smoke, all these issues and their price the rise in one another to do all these ill disciplined activities. So it leads to us having a case every day,

Researcher 27:05

which is taking on your time, effectively as a teacher and as a manager. So what does the management what's the management doing? To cut down on all these issues of ill discipline? Is that Is it possible to even cut down

Mr Panther 27:24

the only issue is tried to call the parents if the issues learners, we tried to involve the parents, but I don't see any change. Because we call the parents the parents will end up telling you that I'm also tired.

Unknown Speaker 27:37

Sometimes they don't even respond. Yeah,

Mr Panther 27:39

they no longer those. They only respond when the learner is now suspended for those 14 days. That's when they are now saying okay, can I come back and apologise, child, but involvement is poor because most of the children are also coming from child elders or created families they greeny cannot come in the child does is this is a wish.

Researcher 28:03

Okay, thank you. So we're talking on the functions and how the organisation of schooling, what methods are put in place to ensure community engagement? Do you have partnerships with the community? What kind of partnership? Are they positive, and they begin to when the community comes to school, and they come in to support the school or it's always eff with boards to say, Take Our Children? What's their relationship with the community?

Mr Panther 28:28

I think the relationship with the community is good. Even though it's only few organisations that get involved. We have the what do you call the community patrols that come to assist in the school, who suggested in the parent meeting that will come into random search. She's very good, always scared of the learners to do those or to bring weapons because they could just come anytime they are given time to just come if they come sage learners, I think that the and also we have these religious organisations, pastors who come to school during our same assembly, they address learners about issue of discipline and perspectives while aligning with the Word of God.

Researcher 29:12

Okay. That's good and parental involvement. You touched briefly on childhood homes 20 headed homes non involvement of parents. What, what, how far in can you go as far as parental involvement is concerned?

Mr Panther 29:30

It's, it's, it's, it's, it's not effective. It's not effective. It's ended the parent comes to just listen to the net, not for support ng change, a behaviour of a learner. They come because they call they don't come because they want to support and it's a problem when a parent comes on if they are cold. Because the school is supposed to be an environment where they come a parent can just come each and every time to provoke See the progress of the learner but I've never seen any, any parent who does that they come only they will call for a meeting they can become when they call for what they call these issues, they're not problems. So can you see that it's not effective, it was going to be effective if the parents were coming in to assist coming in to check out Falcon versus see that,

Researcher 30:22

and what what methods are put in place by the management to make it better.

Mr Panther 30:31

The only issue, though, is illegal. We send the learner back home to go and call the parent. If the parent the learner is not coming back with a parent should not come back. It was

Researcher 30:43

in does it happen is that it does. I know is school locally where a similar thing happened. But now the community is at the gate saying the principal kicked and have you not encountered an issue like that?

Mr Panther 30:55

No. Two hours. It was a it was a what do you call a collective agreement by parents in the school that if the parent wants especially if there's a meeting, a parent does not come to attend the meeting. It should be called the following day the child knows who the parent is who doesn't want to get

Researcher 31:16

it. Also there's an agreement made, edit parents meeting and AGM and it binds everyone. There is quite a bit. Okay. That's that's the and then in terms of SGP, how is the sgbs relationship with the school and how to ensure that it remains healthy as the school management?

Mr Panther 31:38

I think the relationship with the SGP is is good because now and then we're having the is up visiting the school even on Saturday to just assist by monitoring which is very helpful. And they are also involved in our to call in governing the school they're always here to assist where possible. I think that relationship pass

Researcher 32:06

it's very good. You mentioned that they monitor on Saturdays What are they monitoring

Mr Panther 32:12

their classes on Saturday classes they just to see that learners do not vandalise them optins toilets smoking, they just just to check the property. They don't come to class. They just monitoring outside to see if there are no learners because there will be no teachers.

Researcher 32:30

So the Saturday classes are moved to them briefly. They're just for Kratos, what subjects are they with all the subject or you're focusing on content?

Mr Panther 32:41

It's not all the subject we have subject that have been classified as if the subject, the subject that learners are underperforming on the subject that are not showing any improvement over the past year. So those are the subjects that the new we give attention to.

Researcher 33:00

When did this start? 2019? Before on the recent study

Unknown Speaker 33:04

in doing the after COVID. Okay.

Researcher 33:09

Okay, so they've been and then how does this impact Lenna fatigue and involvement in their lessons, because now I'm assuming they attend Monday to Saturday, and even during the week they have afternoon, morning

Mr Panther 33:23

and afternoon. We always push them the issue that sometimes they don't show any interest, but we motivate them to show them the reason why they must be paying class. The motivation is good, until they have it within themselves that

Researcher 33:41

I'm doing this for myself. What type of motivation do you give to them?

Mr Panther 33:45

We speak to them in class in it's the principal always emphasise every teacher who goes to a tough class try to encourage learners to come to study until they come to a point with only studying on

Researcher 33:59

their own. Okay, that's interesting. I've got here, do you think you spoke in terms of community engagement? You also spoke about partnering with some organisations, those are the ones that come in. So the relationship is clear. And then I think question number seven is how are human resources and policies managed in the school? So the management of teachers you made mentioned that there's quite a gap between the old and the young in terms of implementation and stuff? Which of these groups is dominant? And what can you say in GA generally, what do you notice from this group and that group? And the general okay.

Mr Panther 34:45

There's, there's a there's a huge gap. But the dominant one, it's these were developing now, since most of them they experienced one Have becoming powerless

Unknown Speaker 35:03

because there's no end to

Mr Panther 35:07

taking over. And so the the tent, but it becomes overburdening to teachers because they'll be saying is this activity? They let these ones run it. So but what I liked is that the young ones, the ones that they're returning to the project, is it?

Researcher 35:27

Is it intentional that the school is employing more young teachers?

Unknown Speaker 35:34

I'm not sure with it, but I'm seeing it happening.

Researcher 35:37

Do you think that contributes to improved performance?

Mr Panther 35:42

I don't want to be. I don't want to be stereotypical. But we need them.

Researcher 35:50

You need them for improved performance. But

Mr Panther 35:54

I think the issue of your improved performance, it was a teamwork. It was an issue of teamwork. And we were opposed to the latter, because post you the department, the SMT was always on teachers case. Every day, the district was always here, ensuring that teaching and learning takes place. I think that led to people working together

Unknown Speaker 36:23

fostered teamwork. It was teamwork.

Mr Panther 36:25

We worked together all of us and resulted. So

Researcher 36:30

why did the district come particularly to the school to enforce because we underperforming all the previous years? Do you know why we're underperforming?

Mr Panther 36:41

The previous year? We were underperforming. It's only the one year that were underperforming. We dropped from 79 to 6550. Something no, no 65 Then we it was because of okay, let me start at the back ever back. We used to perform 7888 88 One somewhere there. But I don't think that was a true reflection of our results. Because it was this virtualization. Lehman's struggling, right. So, now after that delivers modularization

Researcher 37:22

okay, just wanted to keep to it. So but yeah. So

Mr Panther 37:26

after that modularization. I was seeing this modularization we saw our results dropping. So it showed that it was not really our election, because we assisted it means only previous years. Yes, last we tried, those were struggling the results we ended up hearing, then again COVID-19 contributed, then as want to dive in without to go to 12 without any content. I mean, there were so many content gaps, then when they wrote a final exam, after writing control tests that teach us that based on what he or she taught. Plus, they taught plus, what do you call gaps in the ETP? Coverage? It resulted to as dropping from 79 to 65.

Researcher 38:21

Did you have an appointed principal at the time? No,

Unknown Speaker 38:25

there was an acting principal.

Unknown Speaker 38:26

Do you think that contributed?

Mr Panther 38:29

Yeah, indeed, he did. Indeed, because there was no stability. People were not seem to take decisions. They wanted views of others before they take a decision, which sometimes can cause a lot of problems, teachers end up not going unschooling was very chaotic.

Researcher 38:51

There was no form of accountability. Yeah. How long was that for law school? I think it was for two years, two years. So things change when the nutrients working is then when the results change, or it was a three years later,

Mr Panther 39:09

with a principal came. It dropped even further, is dropped from 79 to six, okay, picked up this year. Last year. I mean, 22

Researcher 39:21

Do you think he What role did he play in the improvement? Would you attribute that to him alone? Or the SMT or the district coming here every day?

Mr Panther 39:31

I don't think they I think it was a collective work. Because when he came in, in 2020, he was focusing more on getting things in order, not focusing on teaching and learning, which just assumed teachers were teaching learners. I don't think there was no proper monetary drop. It was a wake up call. To him, I think there's a problem down there in the affecting the classes. That's when I started coming up with intervention classes, the district was now also available to assist that improving. You see,

Unknown Speaker 40:16
when he kept me focused on improving things, or

Mr Panther 40:19
odd is in wondering, the management was focusing on management, who's running what?

Unknown Speaker 40:28
Teaching Strategies, and

Mr Panther 40:31
teaching and learning was neglected, and not putting in our mind that the learners that were having, were not properly prepared for grade 12. Because they never wrote exams to come. They will not even give you an assistant should we have given the energy and the strategies to them? I don't think they will do.

Researcher 40:57
Okay. Right. So here we've got a school curriculum needs flexibility. And then in terms of teaching and subjects, how many people are acting? Is it a common thing? Do you ever find a teacher that's not specialised in a particular subject coming to teach, for example, in N O, when they're when you find that teachers are under allocated, then they just give them like orientation? or anything like that? Do you have such instances?

Mr Panther 41:24
We, we added the previous year, really to to this year, we tried to make sure that it does not happen to remain rectification about that. There were teachers that were teaching subjects that they don't qualify

Researcher 41:42
for, what was the cause? It was

Mr Panther 41:45
shortage of human resource. If a teacher you give me an example, by definition, I had many teachers that were not qualified until I fought to a point of saying no, I don't want teachers that don't qualify. That's when this year moving because there's a new teach their new teachers that are coming in, that's when our may have been teachers that are qualified. And I think every department now is trying to go that okay

Researcher 42:08
to have qualified teachers, do you never say the subject is is of course. So did I want to say, what happens then In instances like DCM I know, they usually have less periods? Do you keep them a bit or now the school knows not to employ more people in this department.

Mr Panther 42:33
I think the, you know, in our school, now that the change of subject, we find that many learners are changing from physics to business. And remember, one subject returning live in return, the learner can change those three 311 they change to subject Return of the change one. So that creates more work for them because either learner change from physics to tourism or physics to business.

Researcher 43:05
So that also brings a little bit of instability because you never know how many teachers you need, because more numbers can change the trip essay and Okay, last question is how is the management and advocacy for extra curricular activities. Whereas you the management, advocacy for extra curricular activities,

Mr Panther 43:29

extracurricular activities, they let me just see the extra column curriculum activity that is the day it's only sport, extra, extra. It's only sport, which is athletics. It's being advocated for most of the time because everyone wants to get involved. Then, as time goes on, is the team. It's only soccer. Male soccer regular?

Researcher 43:58

Is it like an existing team or only once in a while or

Mr Panther 44:02

an existing team started last year?

Researcher 44:07

Do you think that has a role in the improvement of results?

Mr Panther 44:11

I think it does. Remember, if a learner is that way, these learners that are poorly they enjoy playing as we discipline them, they don't want to see you doing that and this class, otherwise, you know, when they go to class, they want to be it because coaches want to keep the team. I think it also has this, you tell them if you don't if you're in this team, none of you should not be writing activities that you're doing that you're not part of. I think it also shapes to discipline the learners and please them to do their activities.

Researcher 44:42

That's good. So now what is the SMT doing to make sure that there's more support and there's more learners that are participating? Is there anything that is done? The

Mr Panther 44:54

only thing that they do is to support the support then the committee

Researcher 44:58

committee And so it's up to the teachers of the committee to come up with

Mr Panther 45:02

the committee is the one that is responsible for everything organising games and stuff isn't it only gets informed.

Researcher 45:13

And they just support? Yes. In your view? Is that how it should be? No,

Unknown Speaker 45:18

no,

Researcher 45:19

no, I think this is a we've covered all the questions. And the last one, maybe if we may want to take that. Maybe if we can look at the last one, what do you think makes schools underperform? Or what made your school underperform over and above COVID-19? And the effects that you had, you didn't have an appointed principal? What are some of the things that are happening in our schools, that poster man performance of lemons,

Mr Panther 45:54

if there is instability? If there's no direction, from the get go from the beginning of the year, there must be a blend. And the most simple, important thing is effective teaching and learning. How are we going to enforce teaching and learning? How are we going to assist learners that are struggling? That if there's a direction, and it's explained properly to everyone, so that everyone when they come to the working environment, they know what is expected from them. Because if we don't have a stable management,

everyone does as they wish. And if they do as they wish, they assess the time they want, even if it's not on par with what is required from them, that leads to just a chaotic learning,

Researcher 46:49

who's supposed to bring the direction in this case, as is, I think, the SMT the SMT, collectively or the principal must bring it and communicate it to the SMT and then SMT, disseminate information,

Mr Panther 47:03

I think everyone has a role to play. Not really, to rely on the principal, the principal must be a manager, a supervisor. I think the school should run even though the principal if they manage SMT, but the principal's role, as well as to make sure that there's a functioning management team. Then, as the SMT I think we should be able to run even if the principle is not that this code must be normally must not rely on one person. Because if he does that, the day is not the school. Obviously, there must be a unity and collective agreement on the SMT I think even makes the job easier for the transplant because he just supervise these if the processes are in order, I think everyone profile and if there's no this poor management, the school results you will always be poor. And that's my opinion.

Researcher 47:59

Thank you. This concludes our interview and

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