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Master of Education by Research Report

(Accountability)

Internal Accountability and School Performance in Private Secondary Schools in Botswana. A Case Study of Legae Academy and Al-Nur Schools.

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A Research Report submitted to the School of Education, The University of the Witwatersrand, in partial fulfillment of the degree of Master of Education

Johannesburg 2007

DECLARATION

This research report is my own unaided original work, unless specified to the contrary in the text. It is submitted in partial fulfillment of the requirements for the degree of Master of Education by research report at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination at any other university

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Farzeen Patel
Johannesburg 2007

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ABSTRACT

This study examines how accountability affects school performance in Legae Academy and Al-Nur School. It scrutinizes the main approaches to accountability held by managers, teachers and students and the assumptions underpinning these. It explores all the formal and informal practices and policies of accountability institutionalized in the schools, by looking at who is accountable to whom, how they are accountable and for what are they accountable. Another issue that is addressed is the lines of accountability within the organizational hierarchy of the schools (schools board, school managers, teachers, students, and where applicable other relevant stakeholders), and the possible relationships that can be established between the accountability system and practice and overall school performance. A sample of 6 administrators, 15 teachers and 16 students was selected in total at both Legae Academy and Al-Nur, to be interviewed using purposeful sampling. While the study has an open-ended approach, the following key propositions are considered as a guiding framework: (i) variables of accountability such as responsibilities and expectations influence an accountability system; (ii) accountability of managers, teachers and students improves their practice and performance; and (iii) effective accountability systems play a central role in overall school performance. The main argument of this study is that, where minimum resources both material and human are available, internal accountability with clearly defined lines of accountability – upward to the relevant governance and management structures within the school hierarchy and downward to the main stakeholders, namely parents and students – plays a critical role in enhancing school performance.

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CHAPTER ONE

GENERAL ORIENTATION TO THE STUDY

1.1 Introduction

This chapter introduces the general conception and organization of the study. It starts with a general background to the study highlighting key features of the education system that are in place in Botswana, including the systems of accountability that are in existence at most of the schools. It then proceeds to outline the research problem, argument and rationale of the study. The chapter closes with a general overview of the chapters.

1.2 Education in Botswana

At the time that Botswana gained independence from the British in 1966, the Western education system was at its infant stage of development. There were 250 primary schools, nine secondary schools and two teacher training colleges. The three countries, Bechuanaland, Basutoland and Swaziland, had a joint University that serviced the needs for university education.

When western education was initially introduced in Botswana, the schools were owned and run by churches. Later on, schools were owned by tribes (merafe) and managed by the Tribal School Committees, which ceased to exist when the Education Law of 1966 was introduced. The new law assigned overall responsibility for education in Botswana to a central authority, the Ministry of Education. The Ministry established a policy of 'Education for All' in the National Policy on Education (NPE) of 1977, which provided the policy framework for the education system in Botswana. The general strategy of the NPE was to increase access to education at all levels and to close a chapter of restricting access to only a few privileged individuals, which was one of the legacies of Botswana's colonial past. The discovery of diamonds in 1967 transformed Botswana from one of the poorest countries in the sub-region to one with the most stable economy, but its workforce still lacked basic skills in the 1990's, and thus it became necessary to revise the educational policy of 1977 to prepare a workforce for the global economy. Therefore

the revised National Policy on Education (RNPE) was established in 1995. Based on the 1995 (RNPE), Vision 2016 was developed which is the guiding spirit behind Botswana's education developments and features education as a prominent aspect in preparing to "own" the future. According to the blueprint, Botswana "anticipates a future where citizens would have gone beyond basic education to become an educated and informed nation in the year 2016". The year 2016 is representative of and marks 50 years of independence from colonial rule.

Over the last 35 years, the education system has expanded to accommodate the population growth and needs of the country. From 250 primary schools in 1966, the primary sector registered 770 schools in 2002. The total teaching force at this level has grown from 1624 primary school teachers to 12000. At secondary school level where in 1966, there were nine schools, the number has grown to 239 schools and the teaching staff has grown from 111 in 1967 to 9000 in 2002. More than a quarter of these schools are privately owned schools whose results tend to be higher than those of the government owned schools. It is felt that this is due to the fact that the owners and governing board members continuously check up on the private schools making them accountable to the owners.

1.2.1 Accountability policies in Botswana

Central to the current policy on accountability in Botswana is the Teacher Appraisal Scheme, where the quality of instruction and teachers, who are agents of curriculum implementation, are appraised (Government Paper, No. 2: 1994). Tomlinson & Evans, (1989) devised a model of accountability that is used in Botswana schools to appraise teachers. It is a top down model aimed at assessing a teacher's performance in order to make decisions about dismissal, promotion or positive merit pay. This model is managerial, control-orientated, judgmental and hierarchical. The status quo is that the management (supervisors) meets frequently to review and monitor their subordinates' performance progress, which is based on violation of rules, subject delivery etc. This is done for the purpose of counseling, guiding and mentoring the appraisees. It is quite

evident according to the above observation that the appraisee plays a passive role during the whole appraisal process.

Private schools in Botswana tend to have high internal accountability systems in place. This is mainly due to the fact that it is quite easy to keep tabs on the schools and the staff since the population of the country and the number of schools is quite small and manageable. All private schools are exempt from regulations governing state schools, including the hiring of staff. They do, however, have to obey state laws relating to education, such as corporal punishment regulations. This shows that there is a weak external accountability system. However both the case study schools do have some form of an accountability system in existence, even if it is informal, where staff is informed either in writing or verbally what is expected of them and what their responsibilities are in staff meetings at the beginning of each term. This also includes information pertaining to rules and regulations of the school and their duties, as well as consequences for teachers and students when they do not comply with them. This demonstrates that the internal accountability system in each of the schools is relatively strong.

Most of these Secondary schools follow the established internationally recognized, British Cambridge curriculum and assessment system, with the board exams being sent and marked all the way from Cambridge every year. This system includes the International General Certificate of Secondary Education (IGCSE), Higher International General Certificate of Secondary Education (HIGCSE) and Advanced-Level (A-Level) examinations. IGCSE is Cambridge's international equivalent to the British General Certificate of Secondary Education, which replaced the "O" level in the United Kingdom during the early 1980's. IGCSE has been fully accepted as an entrance qualification by the University of Botswana, as well as other tertiary universities. The examination has been adopted by many schools in Africa and the rest of the world.

HIGCSE is a globally recognized one-year post GCSE or "O" level programme designed by Cambridge as a Southern African alternative to equivalent to Commonwealth standards such as the South African Matric, Australian Higher Secondary Certificate and

Scottish Highers Certificate. In accordance with the South African Government Gazette, students qualify for university entrance with four HIGCSE passes plus an additional lower level IGCSE pass. HIGCSE has also been recognized as an entrance examination by universities in many other parts of the world, including Britain and North America.

The A-Level programme has formed part of the Cambridge Qualifications framework for over 50 years and is widely recognized worldwide, as a leading requirement for entry into higher education. The two-year A Level course has two parts, Advanced Subsidiary (AS) first year and Advanced Year Two (A2). A-Level is recognised as a direct entry qualification into Universities in countries worldwide. Whilst AS enables direct entry into Universities in Southern Africa and a combination of AS and A levels can provide entry into UK Universities. AS and A Levels gain extra 2 points per subject over the South African Matric

1.3 Research Problem

The study focuses on how school managers, teachers and students exercise accountability in relation to the upward and downward accountability systems that are in place at Legae Academy and Al-Nur, and how school performance is affected by these accountability systems, by answering the following main question: Does Internal Accountability affect school performance? This will entail addressing the following sub questions:

1. What competing discourses of accountability exist in Legae and Al-Nur and how do they relate to the formal accountability systems in these schools?
2. How do school managers, teachers, and students comply with the accountability requirements of the schools?
3. How do the existing models of accountability affect school performance?

Sub-question One addresses competing approaches to accountability held by managers, teachers and students and the assumptions underpinning these approaches as well as the different ways these relate to the ways they comply with the formal accountability requirements in the schools. It also explores the formal and informal practices and

policies of accountability institutionalized in the schools, by illustrating who is accountable to whom, how they are accountable and for what are they accountable. Sub Question two addresses the forms of accountability within the organizational hierarchy of the schools (schools board, school managers, teachers, students, and where applicable other relevant stakeholders). Sub Question three addresses possible relationships that can be established between the accountability system and practice and the overall school performance. As school performance is a function of a multiplicity of variables such as teacher qualifications, school discipline, resources, etc., the study concentrates on the perceptions and different understandings that managers, teachers, and students have about the role of accountability in school performance and how these may influence their practice. While the study has an open-ended approach, the following key propositions are considered as a guiding framework: (i) variables of accountability such as responsibilities and expectations influence an accountability system (ii) accountability of managers, teachers and students improves their practice and performance; and (iii) effective accountability systems play a central role in overall school performance.

1.4 Argument

Elmore (2003) claims that accountability is a key factor which improves school performance. The main argument of this study is that, where minimum resources both material and human are available, internal accountability with clearly defined lines of accountability – upward to the relevant governance and management structures within the school hierarchy and downward to the main stakeholders, namely parents and students – plays a critical role in enhancing school performance. Carnoy, Loeb and Smith (2002) in (Elmore, 2003: 207) indicate that the aggregate effect of accountability policies on individual students seems to be generally positive, in terms of students' performance, and retention in school. Central to the main argument are the following claims: (i) besides the pressures from board members and the school management, teacher responsibilities are largely influenced by the expectations of the main stakeholders, in particular those of parents, learners and the school community at large; (ii) in private schools these expectations and responsibilities shape the accountability system of the school; and (iii)

accountability of managers, teachers and students has some bearing on their practice and performance.

1.5 Rationale

This study has been inspired by three main reasons of both a theoretical and practical nature. First, studies on accountability have concentrated on the public school system where governments issue several regulations to make sure that teachers are accountable to the relevant authorities and stakeholders (references). Very few studies have paid attention to the mechanisms of accountability in the private school system. The situation is almost alarming within the African context where very little attention has been paid to the question of accountability in schools. Second, studies on accountability have also concentrated on external accountability which is a key attribute to the public school system, for example the role of government in protecting children's rights in education. This has been at the expense of the cases where schools rely almost exclusively on internal accountability mechanisms, which is the case of Legae Academy and Al-Nur, the schools which have been selected for this study. Third, in line with recent trends in the literature on school performance, the study takes accountability as a key variable in this process. The study represents a modest attempt in addressing these three aspects. At a more practical level, the study will certainly assist the two schools (Legae and Al-Nur) in raising awareness about the importance of accountability vis-à-vis school performance.

1.6 Outline of Chapters

Chapter One – The *Introduction* maps out the general orientation of the study, its structure and organization. It starts by providing a general background of the education system in Botswana, the main accountability policies and how these relate to private schools. The Chapter provides an introductory outline of the research problem, the rationale for the study, the central argument as well as an outline of the chapters

Chapter Two – *Review of the Literature* - reviews the literature on factors that affect school performance and provides the conceptual framework that guided the study. In this case the conceptual framework uses Abelmann & Elmore's Theory of Responsibility,

Expectations and Accountability. They developed a working theory that posits a set of relationships between three factors: individual conceptions of responsibility; shared expectations among school participants and stakeholders; and internal and external accountability mechanisms. An individual school's conception of accountability grows from the relationship between these three factors (Wagner, 1989) in (Abelmann & Elmore, 1999: 3). The literature shows that previous studies focused on teacher qualifications, textbooks and resources as variables of school performance but as these are being met, recent studies now focus on accountability as being a key factor, which influences school performance.

Studies also concentrate on the different forms of formal and informal accountability mechanisms in schools and how they affect school performance, as well as on the perceptions and different understandings that managers, teachers, and students have about the role of accountability in school performance and how these may influence their practice, with emphasis being placed on accountability variables such as commitment, motivation, expectations and responsibility, rewards and sanctions.

Chapter Three – *Methodology* - explains the processes involved in research investigation. This chapter thus describes and analyses the research design and instruments employed to explore the relationship between accountability and school performance. The research design that was used involves an extensive literature review, documentary analysis and two case studies. The instruments used to access data include interviews of school stakeholders and analysis of documents pertaining to the accountability systems that exist in the schools, such as rules and regulations related to discipline and performance, and consequences of not meeting them.

Chapter Four - *Contextual Issues* - deals with contextual issues, such as background information about the two case study schools including the accountability systems that are in place at the schools. The argument here is that the historical legacies of the schools have shaped the accountability systems that are in place at Legae Academy and Al-Nur.

Chapter Five - *Variables of Accountability* - describes the variables of accountability, such as responsibilities of individuals and expectations that others have of teachers in the case study schools. Some of these responsibilities include students' results and discipline. The argument here is that individuals' conceptions of responsibilities are largely influenced by the expectations that other school stakeholders have of them. These expectations might include good performance and the display of certain behaviour. These variables together form an accountability system in both Legae Academy and Al-Nur schools. This system is driven by stakeholder expectations, which are communicated to teachers via staff and parent teacher meetings at the schools. It was found that teachers feel responsible for students' results and their behaviour, because good results and behaviour is what is expected of them by the stakeholders. They constantly assist the poorly performing students. Teachers become accountable for ensuring that they are carrying out their responsibilities, which include students performing well. This accountability is enforced when the teachers are appraised on a termly basis at both Legae Academy and Al-Nur. The consequences of these appraisals include rewards and sanctions, such as an increase or decrease in responsibility or an increase in pay or benefits.

Chapter Six - *Accountability Practices within Legae Academy and Al-Nur*- deals with the practices of accountability (which answer "to whom are you accountable?" and "for what?") and processes (which answer the "how are you held accountable?") that are in place in Legae Academy and Al-Nur, taking into account the hierarchal structures that are in existence at the two schools. It also discusses how expectations and responsibilities are communicated to the staff via meetings and distribution of documents.

Chapter Seven- The *Conclusions* chapter- pulls together the main ideas explored or demonstrated throughout the study and it highlights the key findings of the study.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

The aim of Chapter Two is to review the literature on factors that affect school performance and provide the conceptual framework that guided the study. In this case the conceptual framework uses Abelmann & Elmore's Theory of Responsibility, Expectations and Accountability. They developed a working theory that posits a set of relationships between three factors: individual conceptions of responsibility; shared expectations among school participants and stakeholders; and internal and external accountability mechanisms. An individual school's conception of accountability grows from the relationship between these three factors (Wagner, 1989) in (Abelmann & Elmore, 1999: 3). Please see the Conceptual Framework section, and Abelmann and Elmore's Theory. The literature shows that previous studies focused on teacher qualifications, textbooks and resources as variables of school performance but as these are being met, recent studies now focus on accountability as being a key factor, which influences school performance.

Studies also concentrate on the different forms of formal and informal accountability mechanisms in schools and how they affect school performance, as well as on the perceptions and different understandings that managers, teachers, and students have about the role of accountability in school performance and how these may influence their practice, with emphasis being placed on accountability variables such as commitment, motivation, expectations and responsibility, rewards and sanctions. For more details look at the Conceptual Framework section, and Abelmann and Elmore's Theory.

The themes reviewed in the literature include Variables of School Performance, Conceptualizing Accountability, Models and Systems of Accountability, Abelmann and Elmore's Accountability Theory, Accountability and School Performance.

2.2 Variables of School Performance

Studies of the effect of teacher quality and educational inputs on academic achievement have produced decidedly mixed results for both developed and developing countries, leading to considerable controversy (Burtless, 1996; Hanushek, 1995; and Kremer, 1995). Hanushek has argued that two decades of research in the U.S. has found no systematic evidence that teacher education, experience, salaries, or other measures such as teacher-pupil ratios or spending per pupil affect student performance (Hanushek 1986; 1989, 1996). However, other recent studies have found stronger evidence of positive school and teacher effects on learning and labor market outcomes (Hanushek, Kain, and Rivkin, 1998; Card and Krueger, 1996). In developing countries, a number of studies have found that teacher experience, as well as basic material resources, including textbooks and libraries do affect achievement, but many others have presented a mixed verdict on teacher and school effects (Heyneman and Jamison, 1980; Heyneman and Loxley, 1983; Lockheed et al., 1986, Behrman and Birdsall, 1983; Hanushek, 1995; Kremer, 1995). Recent studies of teacher effects at the classroom level using the Tennessee Value-Added Assessment System and a similar data base in Dallas, Texas, have found that differential teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and heterogenity (Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997; Jordan, Mendro, & Weerasinghe, 1997).

Students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in sequence (Sanders & Rivers, 1996: 10). Since most of these variables are being met by funding organizations and schools, there is more emphasis on how schools can improve their performance. Thus the focus has shifted from teacher qualifications, textbooks, libraries and other resources to accountability being the key factor which improves school performance.

2.3 Conceptualising Accountability

Accountability can be defined as the process by which school districts and states (or other constituents such as parents) attempt to ensure that schools and school systems meet their goals (Rothman, 1995: 189) in (Newmann, King & Rigdon, 1997: 43)

Accountability mechanisms are the variety of formal and informal ways by which people in schools give an account of their actions to someone in a position of formal authority, inside or outside the school. Assumptions about how schools operate are influential upon teachers', administrators', parents' and students' conceptions of accountability in their particular context. A school's conception of accountability, then, can be revealed in the way teachers, administrators, students, and parents talk about fundamental issues of schooling (Abelmann, Charles, Elmore, Richard et al, 1999: 3). Some accountability mechanisms are internal to schools, where school stakeholders (administrators, teachers, students and parents) are either accountable to or held accountable. Principals, for example, may require teachers to provide copies of their lessons, to write a daily schedule on the blackboard in their rooms, or to be available for supervisory duty in hallways, playgrounds, or lunchrooms. Some accountability mechanisms are external to schools. Most formal external accountability systems are predicated on the assumption that schools should be held accountable mainly for student academic performance by making sure their students' test scores increase, or by teaching the curriculum mandated by their sponsoring organisation.

School districts may administer periodic student assessments, for example, and use the resulting data to influence what teachers teach. Accountability mechanisms, whether internal or external, take a wide variety of forms. They might be explicitly formal in character, as when written in a school handbook or district or state policy. They might also be relatively informal, as when a principal communicates to teachers that they should keep the noise level down in their classrooms, and then engages in explicit monitoring of classrooms. (Abelmann, Charles, Elmore, Richard et al, 1999: 4)

2.4 Accountability Systems

In the field of education, there are three main types of accountability systems:
(a) compliance with regulations, where educators are accountable for adherence to rules, and accountable to the beauracracy (Administrative/Beauracratic accountability);
(b) adherence to professional norms, where educators are accountable for adherence to standards, and accountable to their peers (Professional accountability); and
(c) results-driven, where educators are accountable for student learning, and accountable to the school stakeholders (combination of administrative and professional accountability). (Darling-Hammond, L, 1989: 61)

Accountability systems differ from one another in respect of who is accountable to whom and for what. Different forms of educational accountability include administrative/bureaucratic (usually external), legal, professional (usually internal) and market accountability (Adams & Kirst, 1999; Darling-Hammond & Ascher, 1991; O'Day & Smith, 1993; O'Reilly, 1996 in O'Day, 2004).

Administrative (O'Day & Smith, 1993) or Bureaucratic accountability (Adams & Kirst, 1999; Darling-Hammond & Ascher, 1991) in (O'Day, 2004: 22) is where the state/district holds the school as a collective unit accountable, not for delivering designated educational inputs and processes but for producing specific levels of improvements in student learning outcomes. This may usually be termed outcome based accountability as well, and is usually external in nature, but may be internal when school stakeholders are accountable to one another within the school itself, according to the school's organizational structure.

Professional accountability centers on the work of teachers as they interact with students around instructional content (Cohen & Ball, 1999; McLaughlin & Talbert, 2001) in (O'Day, 2004: 33). It also concerns ensuring that educators acquire and apply the knowledge and skills needed for effective practice, as well as establishing norms of placing the student's needs at the center of professional work, collaborating with other professionals to address those needs and ensure the maintenance of practice, and

commitment to the improvement of practice as part of professional responsibility. Another mechanism of professional accountability centers on teacher preparation, teacher licensure (professional qualifications) and peer review (whereby a teacher's work is observed and judged, as well as their performance being assessed by colleagues), which ensures quality of practice (O'Day, 2004: 34). Lee and Smith (1996) find a positive relationship between student achievement gains and teachers collective responsibility for student's academic success in high schools, in (O'Day, 2004: 35). This may be deemed as internal accountability. Professionally based aspects of internal school accountability and capacity are essential for a school's ability to respond effectively to outcome-based accountability (DeBray, Parson, & Woodworth, 2001; Elmore, 2001) in (O'Day, 2004: 35)

Questions need to be asked about what conditions within schools determine to whom, for what, and how they are accountable (Wagner, 1989; Newmann, King and Rigdon, 1997: 38). Based upon the organizational structure of schools, administrators are the obvious people to whom teachers are accountable. Administrators hire, evaluate, and fire teachers.

Students are minors, so society grants authority and responsibility to their parents or guardians. One would therefore expect that parents would represent their children in the teacher-student relationship: teachers might not be accountable to their students, but they could be accountable to their students' parents. The quality of education made available to a child is dependent on the ability of the parents to choose, to support and ultimately to pay. Therefore the teacher becomes accountable to the parent for the quality of education that they provide to their child through provision of routine simple explanations of school policies by teachers to parents. Due to the fact that parents have a choice to send their children to other well performing schools and pay for provision of good quality education, administrators/governors become accountable to parents as well for overlooking the whole school system, including the accountability of teachers.

For teachers, "accountability" is largely defined in terms of their individual responsibility toward students, and fulfillment of their affective and academic needs, rather than any

formal or informal set of rules or procedures by which they account for what they do. (Abelmann, & Elmore, 1999: 9). While students may certainly complain about their teacher, or act in a way that makes her job easy or difficult, they do not themselves exercise any authority over the teacher or hold her accountable in any meaningful sense of that term, or claim responsibility for the teacher's actions. When teachers are asked for what they are accountable, replies fall into three main categories:

- students' learning, (teaching the curricula in the best way possible to ensure students understand and learn in a way that will help them excel in the working world);
- order (clean, safe and nurturing environment, as well as good student behaviour and conduct is necessary to maintain safety within the building, especially in case of fire; second, such order teaches children how to behave in society, which is necessary for them to be successful.);
- and students' well-being, which is necessary in order for students to learn, by providing academic, social or psychological help (Abelmann & Elmore, 1999: 11-13).

The question arises as to how teachers may be held accountable? The principal may hold teachers accountable by visiting each classroom weekly to inspect lesson plans and to review the students' agenda books, these being pamphlets distributed to all students, which include school rules and other relevant information, and have weekly calendars with space for students to note their assignments. In addition to these weekly walk-throughs, the principal also evaluates all teachers annually using a standardized format including formal observation and a written report.

These internal mechanisms exist to hold teachers accountable; more striking are the structures designed to hold parents accountable, which include a private school creating and enforcing rules governing parental involvement in the school community. This makes them accountable to the school through awareness of responsibilities.

2.5 Accountability Theory (responsibilities and expectations)

(Abelmann & Elmore, 1999) developed a working theory that posits a set of relationships among three factors: individual conceptions of responsibility; shared expectations among school participants and stakeholders; and internal and external accountability mechanisms. An individual school's conception of accountability, in their view, grows from the relationship among these three factors (Wagner, 1989) in (Abelmann & Elmore, 1999: 3). Individual conceptions of responsibility may influence collective expectations, or alternatively, collective expectations may influence individual conceptions of responsibility. Similarly, individual conceptions of responsibility or collective expectations may influence formal or informal accountability systems, or vice versa (Abelmann & Elmore, 1999: 5). Individuals, who are parties to schooling, have their own personal values that define their responsibilities toward others.

Expectations, by contrast, are collective in nature and they characterize the shared norms and values of school participants developed to get the work of the school done. Strong expectations can influence and shape what a teacher, administrator, parent or student feels responsible for in his or her work. (Abelmann & Elmore, 1999: 17). The idea is that collective expectations among teachers, between teachers and students, between principals and teachers, and between families, communities, and schools should influence individual teachers' conceptions of responsibility. (Abelmann & Elmore, 1999: 20-24)

For alignment between expectations and personal responsibility to function as an internal accountability system, there must be consequences if the alignment does not exist or if an individual fails to meet the expectations. (Abelmann & Elmore, 1999: 32). We cannot know how an accountability system will work, nor can we know how to design such a system, unless we know how schools differ in the way they construct responsibility, expectations, and internal accountability. One way that the success of an accountability system can be measured is in terms of student performance, which is defined as measured

achievement on tests in basic academic subjects (Ladd, 1996) in (Abelmann & Elmore, 1999: 1)

2.6 Accountability and School Performance

Carnoy, Loeb, and Smith indicate that the aggregate effect of accountability policies on individual students seems to be generally positive, in terms of student's performance, and retention in school (Elmore, 2003: 207). There is widespread agreement in the United States that schools should be held more accountable to standards for student performance (Johnson & Immerwahr, 1994; Johnson, Arkas, Friedman, Immerwahr, & Bers, 1995) in (Newmann, King & Rigdon, 1997). However there is controversy about which desired student outcomes (Apple, 1996) in (Newman, King & Rigdon, 1997: 45) constitute student performance. For e.g., one persisting position emphasizes student absorption of knowledge while another emphasizes student construction of meaning, or "teaching for understanding" (Newmann, 1993b) in (Newmann, King & Rigdon, 1997: 45) and whether school performance should be judged according to individual student improvement or on absolute performance standards. (Newmann & Associates, 1996)

Results-based accountability systems are based on student performance. There are three general ways in which student performance can be interpreted and reported; status of a group of students against a criterion; change in a group of students over time; and longitudinal change in the performance of individual students. Status against a criterion is the simplest to collect, report, and explain. Groups of students are used as the unit of analysis. This usually involves the inclusion of the percentage of students scoring at various performance levels or the achievement patterns of various subgroups.

Reporting change in status of a group over time is based on the assumption that school performance should improve from one year to the next, regardless of the students who make up the cohort. In the longitudinal change model, the student, not the cohort, is the unit of analysis. Individual students are followed from one year to the next and the stability or change in performance is reported. This approach provides greater

measurement precision by tracking assessment data for individual students over time but requires more frequent administration of assessments. In this way performance may be measured using explicit standards, against grade level expectations and in comparison to peers, which is reported in the form of report cards.

Student improvement is by and large influenced by teachers' performance, their focus being on teaching and learning for students to meet these standards. Teachers feel responsible for improving student performance. To do this, teachers will try harder and become more effective in meeting goals for student performance when the goals are clear, when information on the degree of success is available, and there are real incentives to meet the goals. It has also been argued that high quality professional working conditions, especially more time to plan, to work with mentors, and to participate in professional development, would provide important incentives for teachers to perform at higher levels (Maeroff, 1988) in (Newmann, King & Rigdon, 1997: 45). Lee and Smith (1996) find a positive relationship between student achievement gains and teachers collective responsibility for student's academic success in high schools. However, it was found that neither schools nor teachers received material consequences based on the performance of their students (Wohlstetter, Smyer, and Mohrman, 1994) in (Newmann, King & Rigdon, 1997: 45). The notion is that teachers associate the word accountability with responsibility much of the time, so that when they feel responsible for a child they are being accountable.

It can be said in light of the evidence from Newmann, King & Rigdon's case studies that external agents of accountability should pay increased attention to stimulating internal accountability where all four components of the accountability system are present (information about the organisation's performance, standards for judging the quality or degree of success of organizational performance, significant consequences to the organization for its success or failure in meeting specific standards, although it is said that even if standards were in place for desired student outcomes, linking significant incentives or sanctions to school success and failure would be difficult). Kelly and Odden, (1995) in (Newmann, King & Rigdon, 1997: 43) argue that incentives should be

funded sufficiently to reward all schools that meet performance targets, and an agent or constituency that receives information on organizational performance, judges the extent to which standards have been met, and distributes rewards and sanctions. The external agents should set expectations that individual schools establish their own standards for performance and a responsible reporting system. They can also support staff development opportunities for teachers within a school to formulate performance goals and to implement them. The external agent may also establish and reinforce support networks of reform-minded schools to assist in sharing standards, assessment techniques, and review procedures for evaluation of student learning and student goals. They may also offer leadership in the creation and definition of high standards for student achievement. (Newmann, King & Rigdon, 1997: 44-45).

2.7 Conceptual Framework

With reference to the literature and the contextual specifity of the study, a conceptual framework was adopted to inform the study, using Abelmann and Elmore's Accountability Theory, which posits a set of relationships among three factors: individual conceptions of responsibility; shared expectations among school participants and stakeholders; and internal and external accountability mechanisms. An individual school's conception of accountability, in our view, grows from the relationship among these three factors (Wagner, 1989) in (Abelmann & Elmore, 1999: 3). Individual conceptions of responsibility may influence collective expectations, or alternatively, collective expectations may influence individual conceptions of responsibility. Similarly, individual conceptions of responsibility or collective expectations may influence formal or informal accountability systems, or vice versa (Abelmann & Elmore, 1999: 7). This theory guided the study to find out what individual teachers' notions are about their responsibilities and duties, and how these responsibilities are influenced by other school stakeholders' expectations. It also helped to find out how management, teachers and students respond to the existing accountability systems in the schools which are influenced by responsibilities and expectations, especially when consequences were attached to not performing up to expectations.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The aim of the methodology chapter is to facilitate in understanding, broadly, the processes involved in research investigation. This chapter thus describes and analyses the research design and instruments employed to explore the relationship between accountability and school performance. The instruments used to access data at Legae Academy and Al-Nur include: interviews, whereby Six Administrators, sixteen teachers and fifteen students were interviewed; and analysis of documents pertaining to the accountability systems that exist in the schools, such as rules and regulations related to discipline and performance, and consequences of not meeting them.

3.2 Research Design

McMillan and Schumacher (2001: 31) view research design as describing the procedures for conducting research and this includes the methods employed for the data collection. The purpose of a research design, according to McMillan and his colleague, is to provide, within an appropriate mode of inquiry, the most valid, accurate answers possible to research questions. The nature of this research study required data collection methodologies which followed the qualitative approach of research in order to understand the relationship between accountability and school performance. The study used the following strategies for gathering data: extensive literature review, documentary analysis and interviews.

3.2.1 Extensive Literature Review

The reason that a literature review is used as a methodology instrument is that it allows refining of the conceptual framework and provides a critical look at existing research that is significant to the work that is being carried out. Although this may include a summary of the relevant research, it also includes an evaluation of this research by showing the relationships between different works, and showing how it relates to the work. (Hart, 1998: 26). The extensive Literature Review was used as a methodology instrument to

provide secondary data, notably information pertaining to the existing systems of accountability that are in place at both Legae Academy and Al-Nur Schools.

3.2.2 Documentary Analysis

Document analysis was used to review the documents that yielded positive results in the data collection process. This method was useful in the study's triangulation process whereby data gathered through other research methodologies, such as interviews in case of this study, is verified and validated. Cohen, Manion and Morrison (2000: 211) call this process `methodological triangulation', whereby different methods are used for the same study. According to Bell (1999: 43), the process of analyzing documentary evidence could be used to check the study's reliability. She argues that in this case the document analysis would be used to supplement information gathered by other research methods (interviews), and to check the reliability of the same information received through the interviews methodologies.

In linking the document analysis with the study's research topic and research problem, the following primary documents were analysed for their evidence, and useful data was gathered for the study:

- Documents pertaining to any procedures and practices of accountability at Legae and Al-Nur, whether of a formal or informal nature. These documents shed some light on the discourses of accountability that exist in the schools. These documents include teacher appraisal forms, staff development forms and, student conduct and disciplinary procedures. These forms include observation of teaching performance; (planning and preparation, knowledge of subject matter, presentation, use of teaching aid, methodology, class management, student's participation, marking and correction, communication skills and the reaction of the class), and performance outside of the classroom (punctuality, commitment, activities, on duty time, cooperation, work records, willingness to take on extra work, class teacher, HOD/coordinator).
- Documents relating to how student performance is measured for example report cards.

- The transcribed interviews were also analysed to retrieve any relevant information pertaining to accountability to prove that individual conceptions of responsibility and shared expectations of stakeholders form a vital part of an accountability system, and that accountability of managers, teachers and students improves performance.

The data generated from all the data collecting techniques was analysed using non-statistical methods to verify and validate the claims of the study, as stated above. The data is illustrated using descriptive statistics and tables.

3.2.3 Case Study

The case study research method is defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984: 23). Yin says that the more a study contains specific propositions, the more it will stay within reasonable limits. Evidence has to be collected systematically, the relationship between variables studied (a variable being a characteristic or attribute) and the investigation methodically planned. In this case the variables here are accountability and school performance.

Critics of the case study approach draw attention to a number of problems and/or disadvantages. Some point out that it is difficult for researchers to cross check information, while others express concern about the possibility of selective reporting and the resulting dangers of distortion. A major concern is that generalization is not always possible though Denscombe (1998: 36) makes the point that "the extent to which findings from the case study can be generalized to other examples in the class depends on how far the case study example is similar to others of its type." (Bell: 2005)

In his 1981 paper on the relative merits of the search for generalization and the study of single events, Bassey preferred to use the term "relatability" rather than "generalisability". In his opinion:

> An important criterion for judging the merit of a case study is the extent to which the details are sufficient and appropriate for a teacher working in a similar situation to relate his decision making to that described in the case study. The relatability of a case study is more important than its generalisability. (Bassey, 1981: 85).

He considers that if case studies are carried out systematically and critically, if they are aimed at the improvement of education, if they are relatable and if by publication of the findings they extend the boundaries of existing knowledge, then they are valid forms of educational research.

The study of Legae and Al-Nur schools as cases has been chosen because they are private schools with the best results in the country, which is the focus of the study- internal accountability in private schools affects performance. Previously accountability studies focused on public schools. For this study to be a bit different accountability in private schools became the focus. A key strength of the case study method involves using multiple sources and techniques in the data gathering process.

3.3 Sampling

Non-probability sampling has been used to select Legae and Al-Nur school as case studies through convenience, purposeful sampling (this is sampling people/institutions that are the most ready and most easily available). McMillan and Schumacher (2001: 401) for instance, describe purposeful sampling as the selection of elements in a population that is informative about the topic of interest. In other words a judgment is made about which sample and subjects should be selected to provide the best information to address the purpose of the research. Similarly Maxwell (1996: 69) refers to purposeful sampling as a strategy in which particular setting, persons or events are selected deliberately in order to provide important information that cannot be obtained via other sources. The reason that these schools were chosen is that these two schools have relatively strong systems of accountability in place, and the schools' performance is very good as well. Therefore these schools were chosen purposefully as samples for data collection because they are information rich schools reflecting the focus of this research.

After the schools were chosen using purposeful sampling, the interviewees were selected using convenience sampling, whether they were different subject teachers, higher form students (because they are more mature and responsible as compared to younger pupils) or part of administration, including principals, vice principals and heads of departments. As many interviewees as possible were interviewed, whoever was willing to be interviewed in such a short time period of one week. A sample of 6 administrators, 15 teachers and 16 students was selected in total at both Legae Academy and Al-Nur, to be interviewed using convenience sampling.

3.4 Interviews

Moser and Kalton (1971: 271) describe the survey interview as "a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent." One major advantage of the interview is its adaptability. A skillful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do. The way in which a response is made (the tone of voice, facial expression, hesitation etc) can provide information that a written response would conceal. Interviews are time consuming and a highly subjective technique, and therefore there is always the danger of bias.

Face to face in depth, semi-structured interviews allow the respondents freedom to talk about what is of central significance to them but some loose structure is needed to ensure all topics which are considered crucial to the study are covered. These interviews may also be called guided or focused interviews. These were conducted with Legae and Al-Nur staff, whereby the researcher questioned the subjects and collected their responses by personal or impersonal means by ticking or circling responses on previously prepared schedules. The interview protocol used in conversations with teachers and administration was based upon a working theory described in the final chapters. The protocol includes direct questions. These interviews were also tape recorded, which allowed the interviewer to check the wording of any statement and to keep eye contact with the interviewee, and to make sure that what was written is accurate. At Legae and Al-Nur the subjects that were interviewed include the administrators and teachers, since they are the stakeholders

who are either affected or effect accountability in one way or another at the school level. The interviews focus on eliciting responses from the respondents about the formal and informal accountability mechanisms that exist in the schools and the ways in which the stakeholders' conceptions of responsibility and expectations affect the success/failure of these accountability systems. The interviews provided information about the practices and procedures relating to accountability that exist in the case study schools and whether in reality the stakeholders' perceptions about their responsibility and expectations towards the students in any way affect accountability discourses in the schools. The interviews should also be able to elicit responses about whether being more responsible for student's success actually enhances their own performance and thus the student's achievement in return.

All these data collecting techniques provided data, which include facts, opinions, and unexpected insights.

3.5 Reliability and Validity

Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. Validity tells us whether an item or instrument measures or describes what it is supposed to measure or describe. Sapsford and Jupp (1996: 1) take validity to mean "the design of research to produce credible conclusions; whether the evidence which the research offers can beat the weight of the interpretation that is put on it." They argue that what has to be established is whether data:

> Do measure or characterise what the authors claim, and that the interpretations do follow from them. The structure of a piece of research determines the conclusions that can be drawn from it, and, most importantly, the conclusions that should not be drawn from it. (Sapsford and Jupp, 1996: 1).

Case studies need to establish internal validity, which demonstrates that certain conditions lead to other conditions and requires the use of multiple pieces of evidence from multiple sources. In these case studies the conditions that lead to other conditions include the assumptions that accountability of managers, teachers and students improves

their practice and performance; effective accountability systems play a central role in overall school performance; effective accountability systems rest on individual and shared or collective expectations around responsibility. These assumptions were used as the basis for the research questions and were applied to the cases of Legae and Al-Nur schools. Case studies also need to establish external validity, which reflects whether or not findings are generalizable beyond the immediate case or cases; the more variations in places, people, and procedures a case study can withstand and still yield the same findings, the more external validity. The findings in Legae and Al-Nur schools were examined and cross referenced against Abelmann & Elmore's case study results from over 20 schools to prove the validity of its results. The findings from Legae Academy were compared to the findings of Al-Nur. It was established that both schools' results were the same when the same research design and method was used to collect data. This demonstrated that even though there were variations in places and people the case study still yielded the same results. Triangulation was used to ensure validity and reliability of the data gathered, which involves multiple methods of data collection, including interviews and document analysis collected in multiple contexts e.g., two schools in this case. In this study multiple methods of data collection were also used, which include interviews and document analysis in two different schools. Because the data collected from the different methods yielded the same results in different schools it can be seen that the results are valid and reliable.

3.6 Ethical Issues

Many organizations and professional bodies have formalized procedures and produced their own ethical guidelines, research contracts, codes of practice and protocols, including such issues as deception concerning the purpose of investigations; encroachment on privacy; confidentiality and safety.

Blaxter et al (2001: 63) summarise the principles of research ethics as follows: Research ethics is about being clear about the nature of the agreement you have entered into with your research subjects or contacts. This is why contracts can be a useful device. Ethical

research involves getting the informed consent of those you are going to interview, question, observe or take materials from. It involves reaching agreements about the uses of this data, and how its analysis will be reported and disseminated. And it is about keeping to such agreements when they have been reached.

In the case of this study, permission to conduct the research at the sites for data collection was granted by the principals of the schools in writing. An outline with the research problem and rationale were provided to the schools, as well as information about what instruments would be used to gather information and what type of data was required for the study. A subject information sheet was also provided to each interviewee, which provided information on the rationale behind the research and what would be involved. It also indicated that all data pertaining to the research would be destroyed in all forms after the finalization of the dissertation at all levels. Participant consent forms were also distributed and signed with the subject information sheets, as well as separate consent forms for interviews and audio recordings. All research stakeholders were informed of the limitations of confidentiality and anonymity in the consent forms as well.

3.7 Limitations of the study

Case study critics indicate that there is a danger of distortion of the information and findings as it is often difficult to cross-check such data obtained with another researcher. In this case this is true. The researcher was unable to cross check the data obtained with another researcher. One of the study's main limitation is that a limited number of schools were used as case studies. The researcher knew most of the school interviewees on a personal basis from previous acquaintances, which made the interviewees a bit nervous and made them exaggerate statements related to the accountability system, to make themselves seem better.

CHAPTER FOUR

CONTEXTUAL ISSUES

4.1 Introduction

The aim of Chapter Four is to introduce contextual issues of the study such as background information about accountability policies in Botswana schools. It provides information about the two case study schools (Legae Academy and Al-Nur) including the accountability systems that are in place at the schools and statistics of the schools. The argument here is that the historical legacies of the schools is what shapes the accountability systems that are in place at Legae Academy and Al-Nur.

4.2 Accountability policies in Botswana

Central to the current policy on accountability in Botswana is the Teacher Appraisal Scheme, where the quality of instruction and teachers, who are agents of curriculum implementation, are appraised. (Government Paper, No. 2: 1994). Tomlinson & Evans, (1989) devised a model of accountability that is used in Botswana schools (public and private schools) to appraise teachers. It is a top down model aimed at assessing teacher's performance in order to make decisions about dismissal, promotion or positive merit pay. This model is managerial, control-orientated, judgmental and hierarchical. The status quo is that the school management (supervisors) meets frequently to review and monitor their subordinates' performance progress, which is based on violation of rules, subject delivery etc. This is done for the purpose of counseling, guiding and mentoring the appraisees. It is quite evident according to the above observation that the appraisee plays a passive role during the whole appraisal process.

Private schools in Botswana tend to have high accountability systems in place, whether of an internal or external nature. This is mainly due to the fact that it is quite easy to keep tabs on the schools and the staff since the population of the country and the number of schools is quite small and manageable. All private schools are exempt from regulations governing state schools, including the hiring of staff. They do, however have to obey state laws relating to education, such as corporal punishment regulations. This shows that

there is a weak external accountability system. However both the case study schools do have some form of an accountability system in existence, even if it is informal, where staff is informed either in writing or verbally what is expected of them and what their responsibilities are in staff meetings at the beginning of each term. This also includes information pertaining to rules and regulations of the school and their duties, as well as consequences for teachers and students when they do not comply with them. This demonstrates that the internal accountability system in each of the schools is relatively strong.

4.3 Legae Academy

Established in 1992 as a coeducational independent secondary school, over the past dozen years Legae has achieved an international reputation for providing its students with access to a world class education at an affordable price. The academy is a member of the Association of International Schools in Africa (AISA) and the Botswana Association of Private Schools (BAPS). Through the University of Cambridge Local Examinations Syndicate (UCLES) the academy is internationally certified as an approved Oxford, Cambridge, and Royal Society of the Arts (OCR) examinations centre.

In 1998 the academy was among the select group of education and training institutions from around the world, and the first in Botswana, that were honoured as recipients of the "Arch of Europe International Quality Award" in the Gold Category. Legae's institutional quality was further recognized in 2003 when its management was selected to receive two additional international honours: the "Golden Star for Management Merit" and "Worldwide Quality XXI Century" awards (Legae Academy Prospectus, 2007: 1) In keeping with its commitment to provide world class education that meets the competitive demands of the 21st century, the academy in 1994 became the first school in Botswana to adopt both the International General Certificate of Secondary Education (IGCSE) and Higher International General Certificate of Secondary Education (HIGCSE). The school also offers the Cambridge A-Level course from January 2006. These three established University of Cambridge externally monitored, international curricula give students the opportunity to go beyond Botswana's local examinations standard. The school also began

to offer extensive co-curricular programmes of sports and hobby clubs, as well as community service, such as helping the disabled, sick and elderly through numerous projects.

The academy is governed by a board of governors consisting of its Managing Director, the Principal (ex-officio), a representative of the Ministry of Education, Gaborone City Council, directors and additional members as provided for under appropriate Education (Private Secondary Schools) Regulations and the guide lines set out in the Education Act. The Academy's staff consists of over 30 internationally qualified teachers and 600+ students. The campus boasts 18 classrooms, six multi-purpose science laboratories, two computer rooms, two art studios, and a library/resource centre with internet facilities, a large multi-purpose hall capable of seating 750 comfortably that also incorporates an infirmary and offices, a 25 metre swimming pool, an expanding administration complex and agricultural and sports areas. These buildings of the campus have been imaginatively laid out in an octagon pattern, or "Wheel of Knowledge", which accords a wider view of the school at any time and enables the management to monitor activities with ease.

Comparison between Legae and the World in terms of 2005 IGCSE Results

Subject	Year	World Credit (A*+A+B+C) %	Legae (A*+A+B+C) %
FIRST LANGUAGE ENGLISH	2005	60	100
ENGLISH AS A SECOND LANGUAGE	2005	25	97
FRENCH	2005	81	100
ADD MATHS	2005	74	100
COMPUTERS	2005	64	100
PHYSICS	2005	72	98
ACCOUNTING	2005	42	87
CHEMISTRY	2005	70	86
HISTORY	2005	33	86
DVS	2005	20	84
GEOGRAPHY	2005	30	83
LITERATURE (ENG)	2005	72	80
MATHEMATICS	2005	39	76
ART & DESIGN	2005	63	75
BIOLOGY	2005	28	70
BUS. STUDIES	2005	30	68
AGRICULTURE	2005	31	62
SETSWANA	2005		90

Source: Legae Academy Prospectus, 2007, 3.

Whilst a world credit A* denotes a pass of over 85%; an A credit denotes a pass of between 75-84%. A world credit B is equivalent to a pass of between 66-74% and a C pass is more or less the equivalent to a percentage pass of between 57-66. However these pass rate percentile ranges do tend to vary each year, and subject wise as well.

Since the academy became the first school in Botswana to introduce the University of Cambridge HIGCSE examinations in 1997 its Form 6 students have consistently achieved among the highest results in the world. From a total of 67 candidates that were entered for the examinations, 56 students achieved a commendable 100% pass in ALL the subjects examined. There were improved credits in English as a second language from 97.8% in 2003 to 100% in 2004; Physics from 81.8% in 2003 to 84.6% in 2004; Accounting from 73.7% in 2003 to 88.9% in 2004; Economics from 73.7% in 2003 to

85.2% in 2004; History from 75% in 2003 to 100% in 2004 (Legae Academy Prospectus, 2007: 3).

4.4 Al-Nur

Al-Nur was founded in 1992, and like Legae is an independent, co-educational English medium school, comprising of a Nursery school, Primary School, Secondary School and a Sixth Form school. The aim of the school is to offer an international curriculum for children of all denominations, irrespective of race and religion. It has a teaching faculty of about 40 teachers and 600 students, of which one third studies on bursary grants. The Secondary school follows the Cambridge Board I.G.C.S.E and A Level system, in which their students attain excellent results, excelling in competition with other international schools. Their graduates like Legae, progress to top universities and colleges throughout the world. Extra-curricular activities, sports and cultural, are offered on an extensive basis to help pupils develop their skills. Some of the sports achievements of Al-Nur include a hat trick win in the yearly (ISSA) Inter Secondary Schools Association from the year 2003 up to and including 2005.

The school is managed by a School Council, where the Principal and Bursar are members as well. The PTA is also part and parcel of the school and is considerably involved in major decisions of the school. The Parent Teacher Association is a volunteer group of parents and teachers that assist the school in fundraising and helps support other school programmes. The teaching staff like Legae Academy, consists of over 30 teachers and 400+ students. The teaching facilities of Al-Nur include a main double storey building with three wings having a total of 27 classrooms, three Science laboratories (Physics, Chemistry and Biology), one IT laboratory with Internet access, and a school library which is well resourced. The school also boasts a 25 metre swimming pool and training pool, as well as two multi-purpose hard surface courts for tennis, netball, basketball and volleyball and a multi-purpose grass pitch for other sports.

The IGCSE results at Al-Nur in 2005 consist of an overall pass rate of 100%, with 90.2% credit passes, and of these students 75% of them attained 2 or more distinctions. A few of

the top 20 achievers attained 8 distinctions, including 3 A*; 9 distinctions, including 2 A*; 8 distinctions, including 1 A*; 7 distinctions, including 4 A* and 7 distinctions, including 3 A* (Al-Nur Magazine, 2005: 25)

Al-Nur's AS Level results in 2005

Subject	Pass (%)
ACCOUNTS	66.67
BIOLOGY	100
BUSINESS STUDIES	100
CHEMISTRY	100
COMPUTERS	75
ENGLISH	100
MATHS	100
PHYSICS	100

Source: Al-Nur Magazine, 2005, 24.

4.5 Accountability in Legae Academy and Al-Nur

Staff believes that the Accountability Systems in place (very similar to each other) in both Legae Academy and Al-Nur is what makes teachers and students work harder to improve the results because of the consequences attached to not performing well. These systems work well because all staff know what is expected of them and what their responsibilities are (these responsibilities are outlined formally in writing, in the rules and regulations documents of the school, whilst they are verbally informed what is expected of them informally in staff meetings), as well as staff understanding what the consequences are of not performing to expectations. The main accountability mechanism that is used in private schools consists of formal appraisals, like in public schools. The key drivers behind maintaining the accountability systems in Legae Academy and Al-Nur are administrators, including HODs and principals. At Legae and Al-Nur at least once a year, or on a termly basis, administration (usually HODs) come and sits in on a lesson to observe what goes on. This is done on a formal basis with the HOD filling in teacher appraisal forms (in the case of Legae Academy) or staff development forms (in the case of Al-Nur). These forms include observation of their teaching performance; (planning and preparation, knowledge of subject matter, presentation, use of teaching aid, methodology, class management, student's participation, marking and correction,

communication skills and the reaction of the class), and performance outside of the classroom (punctuality, commitment, activities, on duty time, cooperation, work records, willingness to take on extra work, class teacher, HOD/coordinator). What is also checked on a regular basis by the HODs is that teachers ensure that tests and assignments are given and marked on time and submitted to the office. To understand how consequences transform expectations into an informal accountability system, several teachers were asked what happens at Legae and Al-Nur if teachers do not meet the expectations of the school or are performing poorly. Most teachers believed that the teacher in question would be informed of the situation and have their weaknesses discussed. The teacher would then be given the opportunity to rectify the problem and if after that, was still unable to do so would be given written warnings. If the problem continued the teacher would then be fired after about six months from the time the teacher was informed of the situation.

Both schools demonstrate the presence of relatively strong accountability systems in place at the schools with consequences being attached for not performing well. Legae Academy and Al-Nur's academic performance is well known in Botswana and has even been recognized world-wide.

CHAPTER FIVE

VARIABLES OF ACCOUNTABILITY

5.1 Introduction

Chapter Five describes the variables of accountability, such as responsibilities of individuals and expectations, which others have of teachers at Legae Academy and Al-Nur. Some of these responsibilities and expectations include ensuring that students' results are good and that discipline is enforced in the classrooms as well as in the school grounds. It is felt that the teachers at Legae Academy and Al-Nur feel socially responsible for meeting these expectations, unlike in public schools. The key claims emanating from the data are discussed, which are also the main arguments of the study: individual teachers' conceptions of responsibilities are largely influenced by the expectations that other school stakeholders (HODs, Vice Principals, Principals and even parents and students) have of them in both Legae Academy and Al-Nur, mainly due to a tighter system of upward and downward accountability system being in place; Accountability improves the practice and performance of teachers and students; Accountability improves school performance.

5.2 Responsibility

Individuals, who are parties to schooling have their own personal values that define their responsibilities toward others. In speaking about their relationships with students, teachers tend to use the term 'accountability' to refer to what has been called personal 'responsibility'. Teachers, for example, may have strong views about their personal responsibility for student learning, or the degree to which students and their families share this responsibility. Administrators may feel personally responsible for influencing teachers' instructional practice in particular ways, or they may locate responsibility for instructional practice primarily with teachers. (Abelmann & Elmore, 1999: 3). Individual conceptions of responsibility may come from a number of sources, for example from the life experience and moral background of the individuals, from their education and training, from their beliefs about the social determinants of student learning, and from

their interaction with others. These conceptions of responsibility make teachers aware of students' needs.

Teachers are usually concerned with formal accountability; with making sure their students' test scores increase, with completing the specified curriculum on time and with their ongoing evaluation by the administrators. When teachers were asked for what they were accountable, their replies fell into two main categories: students' results and discipline and behaviour. In answering questions about their accountability, teachers referred to their own sense of responsibility for the students' results and behaviour.

5.3 Key Claims emanating from the data collected

5.3.1 Teacher responsibilities are largely influenced by the expectations of the main stakeholders in Legae Academy and Al-Nur

Expectations are formed out of relationships among individuals. Parents may expect teachers to treat their children in certain ways in the classroom or to prepare their children for certain post-school futures. Teachers may have expectations regarding the amount of time parents should spend supervising homework. Teachers and administrators together may form certain expectations about what academic work students from "their" community are capable of doing. Strong expectations can influence and shape what a teacher, administrator, parent or student feels responsible for in his or her work (Abelmann & Elmore, 1999: 17). Teachers' work is heavily influenced by the expectations of other teachers, administrators or community members. The idea is that collective expectations among teachers, between teachers and students, between principals and teachers, and between families, communities, and schools should influence individual teachers' conceptions of responsibility (Abelmann & Elmore, 1999: 20-24)

Administrations' expectations of teachers performing well and how, are implicitly communicated in staff and parent teacher meetings. Teachers' expectations of students performing well are also implicitly communicated to individual students by teachers having a private word with the students, so everybody knows what is expected of them, whether it be carrying out their duties or improving their performance.

Both Legae Academy and Al-Nur focus primarily on teaching and learning. They have high expectations for students, including: good performance from the teachers, which in turn influences student achievement and results; and disciplining the children. These variables together form an accountability system in Legae Academy and Al-Nur when consequences are attached to not meeting and fulfilling these expectations. This system is driven by stakeholder expectations, which in turn are communicated to teachers via Staff and Parent Teacher meetings. It was found that teachers feel responsible for students' results and their behaviour, because good results and behaviour are what is expected of them by the stakeholders. They constantly assist the poorly performing students. Teachers become accountable for ensuring that they are carrying out their responsibilities, which include students performing well. This accountability is enforced when the teachers are appraised on a termly basis by their HODs, Vice Principals and Principals at Legae Academy and Al-Nur.

Key claims that emanate from the data collected point to responsibilities reflecting expectations, reinforcing Abelmann and Elmore's Accountability Theory. All the administrators at Legae Academy and Al-Nur have similar shared expectations of their teachers carrying out their responsibilities and duties, and of the teachers knowing what is expected of them, by making them accountable for these duties. For example the Principal and Vice Principal said when asked what they hold teachers accountable for:

> Various records, teaching records, classroom records which have to be submitted to the office and the personnel that have been assigned to oversee these documents. All these documents are formalized and filed away.

When also asked if they believed teachers in their school had a clear sense of what they were held accountable for, the Principal answered:

> This is always the objective that we try and streamline the policy of the school and we develop the teachers. If they do show weaknesses or they show that they don't understand any concept correctly then we educate them on these areas. At the beginning of the year the policy of the school is laid

> down as well as the requirements of the school in terms of rules and regulations.

The administration has shared expectations of all the teachers producing good results and this influences individual teacher's conceptions of responsibility.

When the Principal and Vice Principal were asked if their expectations of a teacher's performance made the teacher improve in living up to those expectations, they answered:

> Our expectations are motivational because we try and encourage our teachers because on the one side you have some teachers who might enjoy some responsibility. At the same time we also reward teachers for their efforts, not only in monetary terms but also in the form of promotions for e.g., if they are teaching lower classes they will be encouraged and given the opportunity to teach higher forms now.

All the teachers were informed of these expectations, and had a clear perception of what they were all held accountable for. For example, one teacher, when asked "do you think there's a common perception in your school regarding what you're all accountable for?" answered: "Yes that is quite clear because we hold staff meetings on regular bases and we all agree on what each and every one of us is accountable for".

5.3.2 Accountability improves the practice and performance of teachers and students at Legae Academy and Al-Nur

A teacher works harder to improve a student's results because a student's achievement is a reflection of the teacher's performance, and that is what the teacher is responsible or accountable for - student's results

Student's results

Learning is the most obvious function of schools. For student learning to take place it is essential that there be order in the hallways and classrooms, that is a clean, safe and nurturing environment, as well as the good student behaviour and conduct necessary to maintain safety within the building, especially in case of fire. Teachers claim

responsibility for these areas, though when asked what characteristics they would look for in a prospective teacher, most of them said the ability to discipline.

A few of the students at Legae Academy and Al-Nur surprisingly said that a school was a good school if it had rules and regulations, and these were enforced by teachers, to help bring about discipline. One student said: "School rules, good behaviour and order make a school a good school".

Another student said:

> How well students do in school and how well they behave as well because what would a parent say if they walked into school and found chaos, I mean they wouldn't want to bring a child there. It has a lot to do with how a teacher conducts themselves.

Since the teachers know that good results are expected of them, they feel responsible for ensuring that students perform well. Teachers spoke sincerely about their work with students. One teacher said:

> It is my responsibility to ensure that students are performing well, in fact we should go out of our way to try and help the poorly performing students more than the ones that are achieving on their own. Even after we try our best to help the poorly performing students and they don't improve we still feel responsible for that student's performance.

Another teacher said: "When there is a general improvement even in the tone of the class in terms of participation, then I know that I am getting somewhere and the satisfaction of seeing your students perform well is all I need because as we all know the teaching profession does not pay well."

And another teacher said:

> I am responsible for ensuring that I do my work in my class. I am paid for my duties ensuring that I cover all necessary section to satisfaction. I am responsible for discipline and the overall performance of students in my subject. Perhaps the best way of analyzing my own performance is through the performance of the children through performance in their tests and exams and constant reviews but education is an all round facility which means apart from the academic performance I also have to concentrate on guiding students to adopt the right type of attitudes.

Teachers felt that when students know good results were expected of them, they tried to achieve them. The teachers at Legae Academy and Al-Nur expressed feeling responsible for the learning of every individual child, and for maintaining high expectations for all children. When teachers were asked: Do you feel your expectation of a student's performance in any way improves their achievement? One teacher answered:

> Yes because one thing you need to show them is the advantage of them performing well. Hopefully that will motivate them at the end when they write their final exams.

Another teacher's answer was:

> To a certain extent yes, most of the time there are some very good, very bad and mediocre students so if you push and motivate the weak and mediocre students they can cross that boundary and improve. If I don't teach them they won't do anything. This makes me want to improve my own performance.

Another teacher said:

> It does. When you tell a student they have a lot of capabilities and a lot of possibilities they tend to always want to prove you right. A lot of students want to prove you right to make you proud of them, particularly when you have a good rapport with the students. They always want to be on your best side so they will always go out of their way to prove that they are doing exactly what you want them to do.

5.3.3 Tight upward and downward (hierarchal) accountability systems enhance School Performance at Legae Academy and Al-Nur

At Legae Academy and Al-Nur, the majority of teachers felt formally accountable to their supervisors, whether they were Heads of Departments, the Vice Principal or Principal, according to the school hierarchy, since administrators hire, evaluate and fire teachers. Students are minors, so society grants authority and responsibility to their parents or guardians. One would therefore expect that parents would represent their children in the teacher-student relationship: teachers might not be accountable to their students, but they could be accountable to their students' parents.

Although most teachers were concerned with formal accountability at Legae and Al-Nur, a few spoke with more passion and enthusiasm about being most "accountable" to the

one group that had no formal power in schools at all-their students. In speaking about their relationships with students, they tended to use the term "accountability" to refer to what has been called personal responsibility by Abelmann and Elmore. Although teachers claimed accountability to their students, students had very little, if any formal influence. While students may certainly have complained about their teacher, or act in a way that made her job easy or difficult, they did not themselves exercise any authority over the teacher or hold her accountable in any meaningful sense of that term, or claim responsibility for the teacher's actions.

For alignment between expectations and personal responsibility to function as an internal accountability system, there must be consequences if the alignment did not exist, or if an individual failed to meet the expectations (Abelmann & Elmore, 1999: 32). These consequences included: increases and decreases in responsibilities; benefit and pay rises; and being fired. When teachers were asked what mechanisms of accountability exist within Legae Academy and Al-Nur, they talked about the termly or yearly appraisals that took place with the HODs, Vice Principal and Prncipals.

One teacher answered:

> The HOD discusses these appraisals with their supervisor and gives a copy to the teacher in question to sign. We have tough development measures, we don't just condemn. We try to rehabilitate teachers and offer advice, giving them a second chance. The support measures in terms of resources, in fact we identify the area of need, we will show them that they should've done this. This usually keeps the teacher in check and makes teachers want to perform well.

Another teacher said:

> The HOD checks the departments' results and the HODs results are checked by the deputy principal and principal. When a teacher performs poorly we give the teacher counseling based on our staff development programmes, which we have on a regular basis guiding the teachers on issues such as setting of tests and exams, as well as how these are moderated. If the teacher continues to perform poorly even after attending the staff development programmes we terminate their contract on a notice basis. This consequence makes teachers perform better.

These consequences made a teacher perform better, especially the motivational ones such as rises in pay and increases in responsibilities, or the fear of being dismissed.

The third claim that emanates from the data is discussed in more detail in the next chapter

CHAPTER SIX

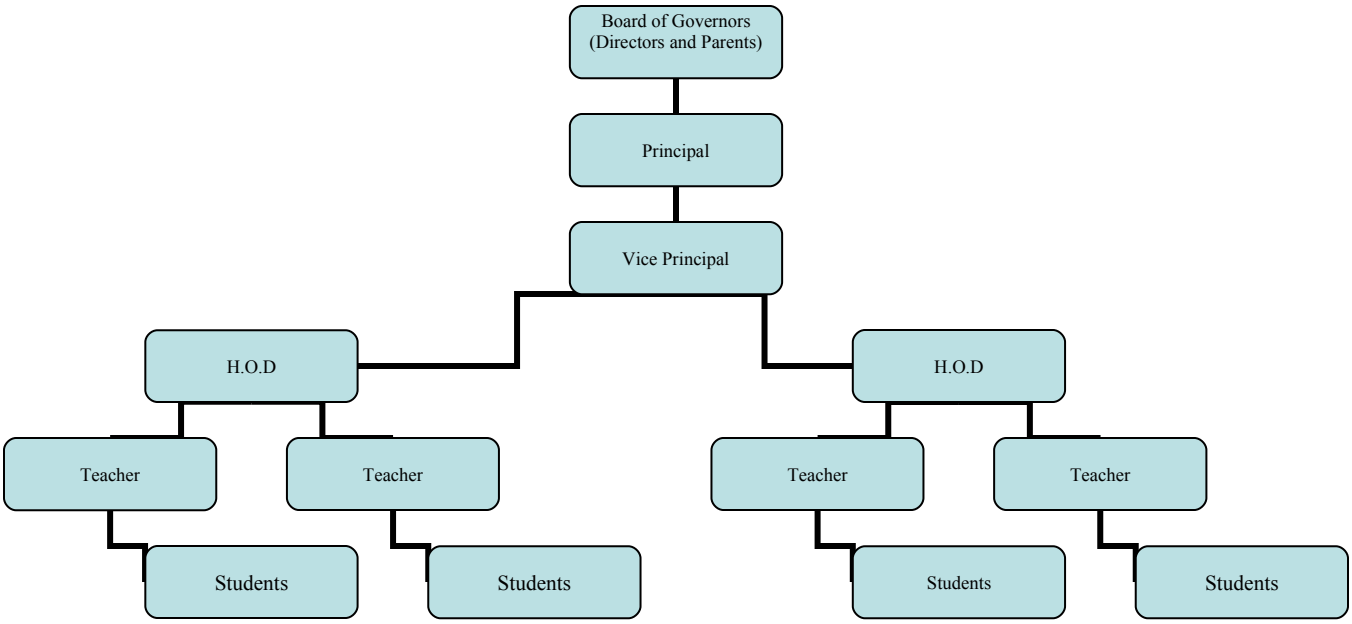
PRACTICE OF ACCOUNTABILITY IN LEGAE ACADEMY AND AL-NUR

6.1 Introduction

Chapter Six describes the accountability practices (which answers "to whom are you accountable and for what?") and processes (which answers "how are you held accountable?), which are in place in Legae Academy and Al-Nur, taking into account the hierarchal structures that are in existence at the two schools. It also discusses how expectations and responsibilities are communicated to the staff via meetings and distribution of documents.

6.2 Practices of accountability at Legae Academy and Al-Nur

Hierarchal structure at Legae Academy and Al-Nur



6.2.1 Accountability to whom at Legae Academy and Al-Nur? (upward and downward accountability)

Both Principals and Vice Prinicipals at Legae Academy and Al-Nur provided similar answers to the question of whom are you accountable to? They answered "To the Board, the parents and the students."

At Legae Academy and Al-Nur, the majority of teachers felt formally accountable to their supervisors, whether they are Heads of Departments, the Vice Principal or Principal, according to the school hierarchy, because there is tighter upward and downward accountability in private schools. It is mainly to the administration that teachers felt accountable, since administrators hire, evaluate and fire teachers,

Although most teachers were concerned with formal accountability at Legae and Al-Nur, a few spoke with more passion and enthusiasm about being most "accountable" to the one group that has no formal power in schools at all-their students. In speaking about their relationships with students, they tended to use the term "accountability" to refer to what has been called personal responsibility by Abelmann and Elmore.

For example, one teacher when asked to whom he is accountable, responded:

> To the children. When you produce results, students come and look at their own results as well. That smile on their face and the fact that you have changed someone's life. The fact that you have helped them achieve something means a lot. It makes a teacher feel proud and you attain job satisfaction.

The teachers even went to the extent of saying when asked are there any conditions under which you believe you should not be held accountable, or less accountable, for your students' learning:

> No I am totally accountable for my children's learning because as a teacher I am responsible for that. The parents leave their children with us believing that we will do our job.

Although teachers claim accountability to their students, students have very little, if any formal influence. While students may certainly complain about their teacher, or act in a way that makes her job easy or difficult, they do not themselves exercise any authority over the teacher or hold her accountable in any meaningful sense of that term, or claim responsibility for the teacher's actions.

Students are minors, so society grants authority and responsibility to their parents or guardians. One would therefore expect that parents would represent their children in the

teacher-student relationship: teachers might not be accountable to their students, but they could be accountable to their students' parents.

For example some teachers, when asked who they are accountable to, did mention students' parents: *"*Due to the fact that parents have a choice to send their children to other well performing schools and pay for provision of good quality education, the teacher becomes accountable to the parent for the quality of education that they provide to their child*."*

Being accountable first of all to the administrators of Legae Academy and Al-Nur makes the teacher perform well due to the consequences of not achieving the expected results. The teachers also feel accountable to the students and their parents, which makes the teacher improve their own performance and thus the student is able to do well also and results improve.

According to the above responses it is evident that there seems to be a tight system of formal upward accountability, where the teachers are accountable to the administrators and to the parents at Legae Academy and Al-Nur. It is also evident from the data collected that there seemed to be an informal system of downward accountability, where the teachers felt accountable to the students more than anybody else at the schools. The teachers felt socially responsible for a student's achievement.

6.2.2 Accountability for what at Legae Academy and Al-Nur?

Both Legae Academy and Al-Nur focus primarily on teaching and learning. When both Principals at the schools were asked what they hold teachers accountable for they answered:

> Various records, teaching records, classroom records which have to be submitted to the office and the personnel that have been assigned to oversee these documents. All these documents are formalized and filed away.

They had high expectations for students. The stakeholders' expectations in Legae Academy and Al-Nur included: good performance from the teachers, which in turn

influenced student achievement and results; and disciplining the children. These variables together formed an accountability system in Legae Academy and Al-Nur when consequences were attached to not meeting and fulfilling these expectations. This system was driven by stakeholder expectations, which were communicated to teachers via staff and parent teacher meetings. It was found that teachers felt responsible for students' results and their behaviour, because good results and behaviour were what is expected of them by the stakeholders. They constantly assisted the poorly performing students. Teachers became accountable for ensuring that they are carrying out their responsibilities, which included students performing well. This accountability was enforced when the teachers were appraised on a termly-basis by their heads of Departments, vice principals and principals at Legae Academy and Al-Nur.

Since the teachers knew that good results were expected of them, and that was what they were accountable for, they felt responsible for ensuring that students performed well. Teachers spoke sincerely about their work with students. One teacher said:

> I am responsible for ensuring that I do my work in my class. I am paid for my duties ensuring that I cover all necessary section to satisfaction. I am responsible for discipline and the overall performance of students in my subject. Perhaps the best way of analyzing my own performance is through the performance of the children through performance in their tests and exams and constant reviews but education is an all round facility which means apart from the academic performance I also have to concentrate on guiding students to adopt the right type of attitudes.

Communication of duties, responsibilities and expectations

At both Legae Academy and Al-Nur, these responsibilities were formally communicated to each individual teacher when he/she was hired by means of their contracts. They were also verbally communicated to all the teaching staff at the beginning of each term during the staff meetings, either by the vice principal and principal. They were reinforced by means of written documents that were distributed to each staff member. These spelled out their duties and responsibilities; as well as school rules and regulations; and codes of conduct (as shown in the appendices for each school). General staff meetings and examination preparation meetings were held during, and near the end of the term again to

ensure that all staff members are informed of their duties, responsibilities and what was expected of them.

To find out whether teachers and principals understood what was required of them at the schools the Prinicpals were asked if they believed teachers in their school had a clear sense of what they were held accountable for. One Principal answered:

> This is always the objective that we try and streamline the policy of the school and we develop the teachers. If they do show weaknesses or they show that they don't understand any concept correctly then we educate them on these areas. At the beginning of the year the policy of the school is laid down as well as the requirements of the school in terms of rules and regulations

One teacher answered: "Yes I think all teachers do know because we have workshops and meetings where these points are literally repeated and we have a copy of the rule book and the teachers conduct for e.g., even what kind of dress that teachers may wear is specified."

Another teacher said: "Yes that is quite clear because we hold staff meetings on regular bases and we all agree on what each and every one of us I accountable for."

6.3 Processes of accountability at Legae Academy and Al-Nur

6.3.1 How are you held accountable?

When the principals at the two schools were asked how are you held accountable? One answered:

> The school has rules and regulations. Theres a constitution by which the principal has to run the school. We also have a PTA where one also becomes answerable to that body which has procedures laid down. We also accountable to the ministry in terms of country regulations. The monitoring and evaluation of exam marks is a constant feedback and likewise there is a support system at the school where teachers are accountable for the work that they do. When it comes to the actual teaching programmes of the school the management can walk in on a lesson to observe a teacher at any point in time

When teachers were asked what mechanisms of accountability exist to hold you accountable within Legae Academy and Al-Nur they talked about termly or yearly teacher appraisals by HODs, Vice Principals and Principals.

One teacher answered:

> The HOD discusses these appraisals with their supervisor and gives a copy to the teacher in question to sign. We have tough development measures, we don't just condemn. We try to rehabilitate teachers and offer advice, giving them a second chance. The support measures in terms of resources, in fact we identify the area of need, we will show them that they should've done this. This usually keeps the teacher in check and makes teachers want to perform well.

Another teacher said:

> The HOD checks the departments' results and the HODs results are checked by the deputy principal and principal. When a teacher performs poorly we give the teacher counseling based on our staff development programmes, which we have on a regular basis guiding the teachers on issues such as setting of tests and exams, as well as how these are moderated. If the teacher continues to perform poorly even after attending the staff development programmes we terminate their contract on a notice basis. This consequence makes teachers perform better.

The upward/downward accountability systems seemed to be relatively strong at both Legae Academy and Al-Nur, when attached to consequences. This was what seemed to enhance performance, but it was not the only factor that improved school performance. The fact that both schools were private schools, and had a substantial amount of money to get the best supply of human and other material resources, including buildings, textbooks and stationery, helped a great deal to improve performance as well.

CHAPTER SEVEN

CONCLUSION

7.1 Introduction

The aim of the conclusions chapter is to pull together the main ideas explored or demonstrated throughout the study and it highlights the key findings of the study.

7.2 Conclusions

A school is considered to have a relatively strong accountability system when teachers are judged by implicit or explicit standards, related to student academic performance and the teachers' instructional behaviour. The teachers at Legae Academy and Al-Nur are judged by administration on a termly or yearly basis through appraisals using these standards, which are discussed at the beginning of each term and teachers are informed of them in staff meetings by handing out these appraisal forms. These standards usually include observation of teaching performance; (planning and preparation, knowledge of subject matter, presentation, use of teaching aid, methodology, class management, student's participation, marking and correction, communication skills and the reaction of the class), and performance outside of the classroom (punctuality, commitment, activities, on duty time, cooperation, work records, willingness to take on extra work, class teacher, HOD/coordinator). A school is also considered to have a relatively strong accountability system when staff and students are accountable for their behaviour and conduct. Codes of conduct, duties, responsibilities and disciplinary procedures of staff and students is explicitly stated and handed out separately to teachers and pupils at the beginning of each year.

A school must also have consequences for meeting or failing to meet these standards, for principals and teachers. These consequences include increases in salaries and responsibilities, or a decrease in responsibilities, and in extreme circumstances where the principal or teacher is not able to meet any standards, is fired, but only after being provided with considerable opportunities to improve. When students are not in

compliance with codes of conduct, which are usually explicitly stated in the rules and regulations booklet, the students may be suspended or expelled in extreme cases.

Governing board members, to whom school staff are either directly or indirectly accountable, judge Legae Academy and Al-Nur's academic performance. Both schools have implicit standards and consequences for principals and teachers failing to meet standards, as well as explicit consequences for students who do not comply with codes of conduct. This demonstrates that Legae Academy and Al-Nur have strong accountability systems.

These accountability systems according to Abelmann and Elmore are based on individual conceptions of responsibility, which may influence collective expectations, or alternatively, collective expectations may influence individual conceptions of responsibility. Similarly, individual conceptions of responsibility or collective expectations may influence formal or informal accountability systems, or vice versa (Abelmann & Elmore, 1999: 5)

The data generated from the study pointed out that Legae Academy and Al-Nur teachers' conceptions of their individual responsibilities grew more from their own values and beliefs than from formal agreements. That these responsibilities were influenced by the expectations that other teachers, administration and parents also emanated from the data and vice versa, that individual conceptions of teacher responsibility for student performance, to administrators and parents alike, may influence teacher performance, thus improving student achievement. This individual accountability of student performance by teachers may influence all teachers/administrators and parents expectations of student outcomes improving, and therefore influence and enhance internal accountability of individuals and groups even further within the school.

The fact that both Legae and Al-Nur teacher's actions are largely influenced by others' expectations and consequences, demonstrates that the internal accountability systems present in the schools is strong and these strong accountability systems is what makes

teachers and management perform better, in turn improving the performance of students and thus the overall performance of the school, achieving the excellent results that they produce every year.

This shows that an accountability system is dependent upon the conceptions of individuals' responsibilities, which is influenced by what is collectively expected of teachers and students both, (increased performance in the form of good results). And for an accountability system that improves performance there have to be consequences of not meeting those expectations, such as being fired in the long run (Abelmann & Elmore, 1999: 32).

The upward/downward accountability systems seem to be relatively strong at both Legae Academy and Al-Nur, when attached to consequences. This is what seems to enhance performance, but it is not the only factor that improves school performance. The fact that both schools are private schools, and have a substantial amount of money to get the best supply of human and other material resources, including buildings, textbooks and stationery helps a great deal to improve performance as well.

Carnoy, Loeb, and Smith indicate that the aggregate effect of accountability policies on individual students seems to be generally positive, in terms of student's performance, and retention in school (Elmore, 2003: 207). The data generated by the study points that the accountability policies at Legae Academy and Al-Nur are relatively strong. And that this is what influences the excellent academic performance of the schools, by making the main school stakeholders accountable for student performance. This is done by establishing and setting down consequences to meet implicit standards.

7.3 Recommendations

The data generated points to the notion that accountability improves school performance. Although Legae Academy and Al-Nur have relatively strong accountability systems in the schools, they still need to make these accountability systems even stronger by making

sure that all rules, regulations and consequences of success and failure are explicitly stated, formalized in the form of documents, and handed out to every school stakeholder at the beginning of each school term. These documents should also specify who is accountable to whom and in what way. They should also employ staff whose sole purpose would be to reinforce these school rules and regulations and continually check up on staff members, as well as students.

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APPENDIX 1 Interview Protocol Interview Questions for Principals/Administrators		
What are you accountable for?	How well do the formal assessments used at your school reflect student achievement and teaching?	Upon leaving your school, what should students know (and be able to do?)
To whom are you accountable? How?	How are results of assessments used in your school? (Who sees them or how well do they reflect what they're doing in the classroom?)	Do your expectations of a teacher's performance make the teacher improve to live up to those expectations?
What do you hold teachers accountable for?	What characteristics do you look for when hiring a new teacher?	Do you feel responsible for a student's achievement? If so, do you feel this makes you improve your performance to better theirs?
By what means, formal and informal, is that accountability enforced?	Since the beginning of the year, what has been your most challenging internal issue?	What are the reasons behind improving your own performance?
Do you believe teachers in your school have a clear sense of what they're held accountable for?	Since the beginning of the year, what was the most challenging externally-generated issue?	

APPENDIX 2
Interview Protocol
Interview Questions for Teachers

As a teacher what are you held accountable for?	Are those formal accountability mechanisms an accurate measure of your teaching and student achievements?	If you were hiring a teacher for your position, what characteristics would you look for?
How do you know when you are in compliance?	How are the measures used? (i.e., who sees the results, what happens when students/teachers do well/poorly on these measures)?	Do you feel your expectations of a student's performance in any way improves their achievement?
Do you think there's a common perception in your school regarding what you're all accountable for?	What role do parents and the larger community play in your school, and how does that compare to what you think their role should be?	Do you feel responsible for a student's achievement? If so, do you feel this makes you improve your performance to better theirs?
To whom are you accountable?	Who is accountable to you?	What are the reasons behind improving your own performance?
What formal accountability measures are in place at your school?	Are there any conditions under which you believe you should not be held accountable, or should be less accountable, for your student's learning?	

APPENDIX 3 Interview Protocol Interview Questions for Students		
As a student, what are you accountable for?	As a student, is anyone accountable to you?	What do you think you'll be doing 5-10 years from now?
To whom are you accountable? How?	What makes a teacher a good teacher?	Do you think a teacher works harder if he/she feels accountable/responsible for your achievements?
How do you know when you're doing well at school? (How do you know when you've learned a subject or lesson?)	What makes a school a good school?	Does a teacher's expectations of your performance make you want to improve your results?
How is your school achievement measured?	How would you describe a good school year? (or week?)	What are the reasons behind improving your own performance?
Who is accountable for your learning?	What are you expected to know, be able to do when you finish (x) grade?	

APPENDIX 4

LEGAE ACADEMY TEACHERS APPRAISAL BY ADMINISTRATION

Year: Term:

Name of Teacher:

Subject(s) taught:

Key: 1= Excellent, 2= Good, 3= Satisfactory, 4= Below standard, 5= Unacceptable, 6= Not applicable

SECTION A

TEACHING PERFORMANCE						
CATEGORIES	1	2	3	4	5	6
PRESENTATION						
USE OF TEACHING AID						
METHODOLOGY						
CLASS MANAGEMENT						
STUDENTS' PARTICIPATION						
MARKING AND CORRECTION						
COMMUNICATION SKILL						
REACTION OF CLASS						
PERFORMANCE OUTSIDE OF THE CLASS ROOM						
CATEGORIES	1	2	3	4	5	6
PUNCTUALITY						
COMMITMENT						
ACTIVITIES						
ON DUTY						
COOPERATION						
WORK RECORDS						
WILLINGNESS TO TAKE ON EXTRA WORK						
CLASS TEACHER						
HOD/ COORDINATOR						

Comments and Recommendations:

Administrators:
Name: Designation:
1)

SECTION B

The following information should be shared with the teacher:	YEAR			YEAR		
	Term 1	Term2	Term3	Term 1	Term2	Term3
1) Number of activities involved:						
2) Number of afternoons per week present in school:						
3) Number of times appreciated by administration through memos:						
4) Number times reprimanded by the administration through memos:						
5) Number of days absent from the school since the Beginning of the term:						
6) Number of times signed out since the beginning of the term:						

7) Results of previous external examinations in the subject taught by the teacher:

Subject	IGCSE	HlGCSE
1)_____	_____ Credit %	_____ Credit %
2)_____	_____ Credit %	_____ Credit %
3)_____	_____ Credit %	_____ Credit %

Signature of Teacher: Date:

APPENDIX 5

LEGAE ACADEMY
STUDENT BEHAVIOUR REPORT FORM

NAME:_____

REGISTRATION NO:_____

CLASS: _____

DATE:_____

REASON FOR USE OF REPORT FORM:

_____
_____
_____
_____

Notes to student

Collect the report form from the Vice Principal's office at the start of the school day. Present it to your teachers at the beginning of each lesson. Collect it at the end of the lesson. Return it again to the Vice Principal at the end of period 9. The report form should not be seen as a punishment. It is intended to help improve your academic performance and behaviour.

Notes to teachers

This student has been placed on report for the reasons given. Please comment on the student's academic performance, punctuality and behaviour" during the lesson. Where relevant, you should also comment on how the student completes homework assignments.

APPENDIX 6

LEGAE ACADEMY STUDENT REPORT FORM

NAME:_____ CLASS:_____

CLASS TEACHER:_____ DATE:_____

SUBJECT	COMMENTS	TEACHER
ENGLISH		
MATHEMATICS		
SCIENCE		
SETSWANA		
GEOGRAPHY		
HISTORY		
COMPUTERS		
AGRICULTURE		
ART		
BUSINESS_ECONOMICS		
P.E.		

COMMENTS BY CLASS TEACHER:

_____

_____

_____

___

SIGNATURE OF CLASS
TEACHER:_____

COMMENTS BY ADMINISTRATION:

_____

_____

__

SIGNATURE:_____
POSITION:_____

DATE:_____

PERIOD	SUBJECT	TEACHER'S COMMENTS	SIGNATURE
	REGISTRATION		
1			
2			
3			
4			
5			
6			
7			
8			
9		:	

ADDITIONAL COMMENTS:

Vice Principal:

APPENDIX 7

LEGAE ACADEMY DISCIPLINARY CODE OF CQNDUCT

In order to cultivate a spirit of cooperation, mutual respect and order conducive to the promotion of a culture of learning; the Academy reserves the light to enforce its own set of rules, together with appropriate penalties for infringements to the code of regulations. All students who are enrolled at Legae Academy are expected to 'accept and abide by these rules, and to understand them. Ignorance of the discipline code of the school is not an acceptable excuse for breaking any of the rules.

1. Categories of offences

1.1 Category A (Minor offences)

1.1.1 Late coming, e.g, arriving late to school or to a lesson.
1.1.2 Uniform offences, e.g. wearing school uniform improperly, wearing items of non school uniform, wearing of jewellery, etc. (Refer to Uniform Code)
1.1.3 Leaving schoolbooks or items of personal property carelessly around the school campus.
1.1.4 Failure to do homework or to complete homework by the stipulated deadline.
1.1.5 Littering
1.1.6 Eating or drinking during a lesson. This includes chewing gum, which is not allowed on the school campus.
1.1.7 Making excessive noise in or out of class.
1.1.8 Bringing to school portable CD players, walkmans, radios, or other similar types of electronic equipment used to listen to music. Also includes electronic games.
1.1.9 Public displays of affection deemed inappropriate on a school campus, e.g. kissing, embracing, and other forms of close physical contact.

1.2 Category B (Serious offences)

1.2.1 Abusive language (e.g. swearing) or behaviour towards a member of staff or another student.
1.2.2 Disrespect or a show of dissent towards a member of staff.
1.2.3 Vandalism - includes deliberate damage to school property, writing on or marking furniture, walls, etc.
1.2.4 Lying to a member of staff.
1.2.5 Fraud, e.g. a student writing an absence note, or signing a detention form on behalf of his/her parents or guardian.

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1.2.6 Cheating in an exam or internal test.
1.2.7 Borrowing from or lending money to another student.
1.2.8 Selling or buying goods on the school campus without authorization.
1.2.9 Gambling, e.g. playing cards is not permitted at school for this reason.
1.2.10 Truancy, e.g. being absent from school or a lesson without any satisfactory reason.
Note –Any student who is absent from school must produce a letter from their

parent/guardian, or a medical certificate. Failure to do so will be considered as truancy.
1.2.11 Misuse of a cell phone

1.3 Category C (Very serious offences)

1.3.1 Bringing drugs or intoxicants (i.e. alcoholic drinks) onto the school campus. This includes smoking in school.
1.32 Bringing a weapon (e.g. knife) to school.
1.3.3 Bullying or intimidating other students. Includes sexual harassment.
1.3.4 Fighting
1.3.5 Assault or threatening violence e.g. upon another student or a member of staff.
1.3.6 Theft
1.3.7 Misuse of fire extinguishers.
1,3.8 Possession or use of fireworks or any other kind of explosive.

2. Disciplinary procedures and penalties

2.1 Minor offences (Category A)

These offences will all be punishable through a system of fines. The minimum charges will be determined as follows.:

1st offence	P1.00
2nd offence	P2.00
3rd offence	P5.00
4th and subsequent offences	Detention

Fines will be paid through the Vice Principal's office, and recorded in various minor offences books, and onto the individual student's computer file. The money collected will be paid eventually to the Bursar and receipted to the Community Service Club to be used to support local charities.

Other forms of punishment for such offences (e.g. collecting litter, or removal of gum) may also be imposed. Students who repeatedly offend will be liable to have their parents or guardian called to the school for consultation.

2.2 Serious offences (Category B)

Usually students who commit offences in this category will receive detention (Re. 3, Detention System). Special detention, that is detention on a Saturday morning, may be given if the offence is considered to be of a more serious nature. During detention offenders will be expected to carry out some form of physical labour (e.g. litter collection, gum removal from furniture, arranging chairs or desks in the hall, etc.) for a minimum of two hours.
Students who are repeatedly placed on detention (i.e. three or more limes during a school term, or a three month period) will have their parents called for consultation, and may be

liable to additional disciplinary action.

2.3 Very serious offences (Category C)

Students found guilty of any offences in this category will immediately have their parents or guardian called. Suspension or, in the most serious cases, withdrawal/expulsion from the school may be imposed.

3. Probation

A student with a continuous record of disciplinary problems, or one, who has committed a very serious offence and returns to the school following a period of suspension, may be placed on probation for a certain period. During the period of probation a student is required to maintain an exemplary record of behaviour. Any additional serious offences or misdemeanors committed during the period of probation can result in a student being recommended for expulsion.

4. Detention system

A teacher who puts a student on detention will complete a Disciplinary Procedure Form for the student, a copy of which is given to the Vice Principal. The form must be taken by the student to have it signed by their class teacher and parent/guardian before it is returned to the VP's office. Detentions are served on Fridays from 2-4 pm. under the supervision of a duty teacher. Normally some type of labouring activity such as litter collection, removing grass or vegetation, or arranging chairs in the hall for school assembly, is done during the detention period. Upon completing the detention, the names of offenders and other relevant details are recorded in the detention book kept in the VP's office. Students who frequently get into detention (i.e. three or more times during a term or a three month period) will be interviewed by the Disciplinary Committee and. may have their parents called.

A special detention may be given for offences in Category B considered to be of a more serious nature. This involves the student coming to school on a Saturday morning or school holiday in order to serve the detention.

5. Special report

This is a procedure reserved for students who have a record of disciplinary problems, and may be given in order to monitor the student's behaviour and academic work on a daily basis. Students placed on special report must go every day to the Deputy Vice Principal to collect a Student Behaviour Report Form. This is given to the class and subject teacher for every period of the day for comment by the teacher regarding their behaviour and schoolwork. At the end of the school day the form is returned to the DVP in order to monitor the student’s performance. Usually a student will be on special report for a week,

but the period may be extended if the student is judged to have made no improvement

6. Disciplinary Committee

The Disciplinary Committee is composed of the Vice Principal and other senior members of staff. The Committee meets every two weeks to review all aspects of student discipline and report/make recommendations concerning general discipline, or the disciplinary cases of individual students, to the Principal.

7. Disciplinary procedures

In cases of serious indiscipline by students (i.e. usually those in Category C), an investigation will be held by members of the Disciplinary Committee in which the student or students allegedly guilty of misconduct together with witnesses, will be interviewed, and written statements, together with any physical evidence, obtained for the purposes of the investigation. Depending on the nature of the alleged offence, and the evidence obtained, the parents or guardian 'will be contacted, and the student may be suspended while the enquiry continues. Once statements and any other relevant information have been obtained, a report will be prepared and this, together with recommendations from the Disciplinary Committee, submitted to the Principal for evaluation.

If a student is proven guilty of a serious offence, the parents or guardian of the student will be called for consultations concerning what disciplinary action shall be taken, and the penalty to be imposed upon the student.

8. Students going out of campus during the school day

Students are not permitted to leave the campus once they have arrived at school unless they have a verifiable reason. This should be either through a letter from a parent/guardian, a medical/dental appointment card, or a visit/telephone can from a parent/guardian. Once permission has been given, a gate pass will be issued which the student must show to the gate guard in order to leave the school. It is a serious offence to leave the school campus without authorization and any students who do so will be considered to have committed truancy (re. 2.2 Serious offences).

Muslim students leaving the school early on Fridays in order to attend a mosque service must provide a letter from their parents making such a request. They will then be provided with a spe9ial gate pass.

9. Students driving on campus

Students who drive themselves to school and park their vehicle on the school campus must first obtain permission from the authorities. This is only granted to students who provide a

valid driving license and bring a letter from their parent or guardian authorising them to drive to school.

APPENDIX 8

AL-NUR'S STAFF DEVELOPMENT PROGRAMME
CLASSROOM OBSERVATION

TEACHER:…….. SUBJECT:……DATE:……..

TOPIC :……. STD/FORM/DIV:…….

CODE : A GOOD B SATISFACTORY C NEEDS ATTENTION____

1. **PLANNING AND PREPARATION** A B C
   Objectives, consideration for pupil's ability levels, teaching aids,
   Teaching techniques, quality of introduction/link with previous lesson/sequential
   Development of subject matter/depth and adequacy of lesson content/pupil
   Activity/application

2. **KNOWLEDGE OF SUBJECT MATTER**
   Depth of subject matter appropriate for the age/ability level of pupils. Correct aspect of the topic introduced in relation to stated objectives. Teacher displays enough competence to inspire confidence in the pupils (no display of insecurity/constant reference to textbooks/notes). Teacher updating/keeping abreast in his/her subject field.

3. **TEACHERS' QUESTIONING TECHNIQUES AND COPING WITH PUPIL RESPONSES**
   Simplicity and clarity in the formulation of questions, Purposefulness/effectiveness of questions (relevance, goal-directed), stimulation of critical thinking, distribution of questions/catering for varying ability levels, Reinforcement of correct responses.

4. TEACHER'S EXPLAINING SKILLS/ABILITY

Use of vocabulary and expression appropriate to the individual class, stimulation of enthusiasm (motivation/projection/articulation/tone etc.) Key points made clear, support strategies to highlight key points (use of examples/ aids etc;) to what extent did pupils understand the concepts/terms, pupils' enthusiasm/level of participation, transfer of concept (application)

5. PUPIL INVOLVEMENT

5.1 **DURING LESSON**

Adequacy/effectiveness of type of involvement, purposefulness/relevance of involvement, motivation for greater involvement differentiation of involvement (ability/grades)

5.2 **AFTER LESSON**

Relevance of lesson, adequacy of type of involvement, grading for different levels/abilities

6. CLOSURE AND TRANSFER OF LEARNING

Effectiveness of conclusion, effectiveness of recap/recall of knowledge, consideration – pupils' understanding/chalkboard summary (where applicable), adequacy/effectiveness of application exercises, supervision of pupils' work, additional exercise for high flyers

7. CLASS MANAGEMENT

Creating of the desired learning environment seating of pupils/grouping/displays/learning resources etc.) instructions given clearly. Checking of tardiness of pupils (beginning and ending of lessons), keeping pupils on task, additional work planned for pupils who work faster, noise/disruptions when teacher re-directs pupils from one activity to another, quality of teacher

rapport/relationship with pupils, awareness of teacher to everything going on in class, coping with disciplinary problems; inculcation of class rules (entering/leaving class, raising hands, no talking when teacher addresses; teachers control of group/individual work (checking progress/correcting etc). Ability of pupils to work independently.

8. <u>BUDGETING TIME</u>

Settling of pupils, recapitulation of previous work, adequacy of time, time spent on lesson properly, pupil activity, recapitulation, achievement of objectives.

SUPERVISOR **DATE**

EDUCATOR **DATE**

PRINCIPAL **DATE**

APPENDIX 9

AL-NUR' STAFF DEVELOPMENT PROGRAMME

DEPT OF:…….

(CLASS WORK/HOMEWORK/NOTEBOOKS/PRACTICAL WORK/FILES)

Name of Teacher :……. Class/Std/Form :……..
Subject :……. Aspect :……..
Date :……. No of Books Seen :……..

Evaluation Scale
GOOD: A SATISFACTORY: B NEEDS ATTENTION: C

	A	B	C
1. General appearance of books (relevant details)			
2. Quality of work (penmanship neatness, arrangement etc)			
3. Frequency and regularity (adequate/inadequate), text-books oriented			
4. Supervision of pupils' work (timeous marking/adequate control of pupil marking)			
5. **Planning of worksheets/assignments (worksheets well planned/ thorough research/additional reading)**			
6. **Drawing pupils' attention to specific area of error/weakness (nature of instruction/follow-up)**			
7. Teacher's comments/advice/encouragement			
8. Attention to ability levels (weak pupils/high flyers)			
9. Remedial work (Effective)? Enrichment /Consolidation) **N.B -Omit sectors not relevant to work scrutinized** **- scrutinize at least 20-25% of the books**			

Comments (if any)……
……
……

_____ _____
SUPERVISOR **DATE**

_____ _____
EDUCATOR **DATE**

_____ _____

PRINCIPAL **DATE**

APPENDIX 10

AL-NUR STUDENTS RIGHTS AND RESPONSIBILITIES

DISCIPLINE

The school believes in developing a high degree of discipline in its student body. Students are expected to follow the school rules, a copy of which follows below. Breaches of rules are met with a range of appropriate sanctions for which parental support may be sought. In extreme cases, the Principal may ask for suspension or subsequent withdrawal of any pupil found to be unsuited to the work or ethics of the school. Good discipline is an important ingredient of effective schools. Students learn best in an orderly and safe environment. Discipline is, therefore 1 one of the most important management functions in a school. Hence the Principal and teachers have a duty to maintain proper order and discipline. To achieve good discipline a code of conduct is essential. This code of conduct is a written statement of rules, norms and principles concerning behaviour. It provides a broad framework for the standards of behaviour expected from students in order to maintain an environment that is conducive to effective and purposeful earning. This code of conduct must be viewed as an instrument that has been designed to educate rather than to punish. The following principles are basic to any educational institution.

STUDENTS RIGHTS AND RESPONSIBILITIES

Students must recognise that rights and responsibilities go together.

1. EACH STUDENT HAS THE RIGHT to be educated in an orderly and disciplined environment **and the responsibility** to be co-operative and attentive and not disrupt lessons or distract fellow — learners. She / he should exercise self — discipline and be committed to academic progress for all.

2. EACH STUDENT HAS THE RIGHT to be treated fairly **and the respønsibility** to refrain from any form of aggressive or abusive behaviour towards others. Respect should be shown to all those who hold positions of authority e.g. the Principal, teachers, students, administration and other support staff.

3. EACH STUDENT HAS THE RIGHT to be treated with respect by other members of the school community, regardless of personal, cultural, racial and religious differences and the responsibility to display tolerance and consideration towards others. She/he should not intimidate or ridicule others.

4. EACH STUDENT HAS THE RIGHT to have school activities and lessons to commence punctually **and the responsibility** to arrive at school and at lessons on time.

5. EACH STUDENT HAS THE RIGHT to benefit from the good reputation of the school and the variety of facilities it offers **and the responsibility** to respect and maintain these facilities to uphold the values of the school and to behave in such a way that no discredit will be brought to the school. This applies in any situation where a student is wearing the school uniform or can in any way be identified as being a student of the school.

6. EACH STUDENT HAS THE RIGHT to voice his or her opinions in a polite and respectful manner **and the responsibility** to listen and consider the opinions of others.

7. EACH STUDENT HAS THE RIGHT to enjoy the support of the school in his/ her participation in cultural, sporting and academic activities **and the responsibility** to abide by the norms of good sportsmanship on the sports field and in his / her interaction with other schools or the general public, and to show loyalty and commitment towards teams, clubs, societies and committees to which she/ he pledged support.

8. EACH STUDENT HAS THE RIGHT to be secure in person and property **and the responsibility** to uphold honest behaviour and security in the school, to show respect for the property of others and not to damage, deface, steal or in any way interfere with any property which is not his/her own.

9. EACH STUDENT HAS THE RIGHT to work in a healthy and litter-free environment **and the responsibility** to ensure that the school premises are kept clean and hygienic, and that no littering or graffiti or deliberate despoiling of any area occurs.

10. EACH STUDENT HAS THE RIGHT to have his or her work marked and returned within a reasonable period **and the responsibility** to ensure that homework and assignments are completed and handed in on time.

APPENDIX 11

AL-NUR' PROCEDURES WHICH ARE APPLICABLE DURING THE NORMAL SCHOOL DAY.

• All students are expected to arrive at school well in time for the school day. (07h10 at the latest). Late-corners must assemble in the shelter in the car park area (main entrance). The side gate will be closed at 7h10. Names of late-corners will be recorded on a late-comers register.
• When the first bell rings, students must proceed to their respective assembly area.
• Students are not allowed to either congregate in the classrooms or in the corridors. The only time an exception will be made is when it is raining.
• The lapas (thatched shelters) are for use by the girls only. The shelter in the main sports field is for the exclusive use by the boys in the morning and during the breaks. During sports activities the sports department will determine and guide the students on its use.
• After assembly students will walk off in an orderly fashion to their form classes.
• During class change students should proceed along the shortest route and may not deviate to the cloakrooms. If there is an urgent need to go to the toilet, the permission of the next teacher must first be obtained.
• When the bell indicates the end of the morning session and the commencement of break students may leave the classroom with the permission of the teacher. The monitor will close the door and nobody may open the door or enter the classroom during breaks N.B Any transgression of the above rules, or ate arrival at the next class, will result in the students practicing proper class changing procedures during break, or after school if necessary, in the company of prefects or the teachers.
• During the breaks students may par take of their lunch or participate in a recreational activity in accordance with the following rules.
• Boys and girls to observe the restrictions in respect of their respective designated areas and the designated tuck shops.
• No fraternisation — no boy and girl may wander off alone, hold hands or make any other physical contact.
• No communication of any kind takes place with any person from outside the school.
• All students are expected to remain in their assigned areas and may not be found in places which are off limits to them.
• When teachers are absent, students do not have a free period but must be engaged in constructive work. A relief teacher will be assigned to the class.
• No absconding of classes, students may not engage in activities that lend themselves to increasing the noise levels in and around the school eg. group singing, loud talking when moving about in groups, attracting unnecessary attention and any form of raucous behaviour.

APPENDIX 12

AL-NUR' GENERAL RULES AND REGULATIONS

The main objective of a student at Al-Nur is academic excellence and he/she will not allow any one or more of the following or similar incidents to detract him/her from the real purpose of his/her presence here:

• Leaving the school premises during school lime without the permission of the office.
• Showing disrespect to a teacher to a teacher and encouraging, supporting, or engaging in any form of misbehaviour inside or outside the classroom.
• Ignoring or neglecting to follow school rules in respect of personal appearance eg. school uniform, hairstyles
• Failure to recognise the importance of greeting fellow-students, teachers and visitors.
• Electing to use abusive and vulgar language in his/her interaction with fellow-pupils
• Ignoring homework and tending to 'forget" books at home
• Forgets that satisfaction and acknowledgement is expressed by clapping hands, and not by whistling, screaming or making strange sounds or noises.
• Stealing i.e. claiming ownership of something that does not belong to him/her.
• Ignores simple instructions like: eating and drinking is not permitted in the classrooms, Laboratories Library and the Prayer room.
-chewing gum at school is not permitted
-carrying/smoking of cigarettes, alcoholic drink, drugs, pornographic material, dangerous weapons / instruments are for bidden.

APPENDIX 13

AL-NUR' RULES IN RESPECT OF PHYSICAL EDUCATION, AND SPORTS ACTIVITIES

• In classes where Physical Education has been allocated, it is compulsory that every student be engaged in Physical education lessons. Exemption may only be granted on the presentation of a medical certificate or a letter from a parent motivating non-participation for any good reason.

• No learner may absent himself/herself from any school function, sports training programme, tournament etc. Such absence must be explained in a letter addressed to the Principal.

• Students participating in school tournaments must carry themselves with dignity and decorum.

• Students must be properly attired for Physical Education lessons and other activities.