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An exploration of the role of principals in managing teaching and learning:

Case studies of two KwaThema secondary schools

In partial fulfilment of the requirements for the degree Master of Education

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University of the Witwatersrand

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ABSTRACT

This study explored the role of the principal in managing teaching and learning in the two Kwa-Thema secondary schools. Managing teaching and learning is regarded as the core duty and responsibility for South African principals, and it is clearly reflected in the South African Standard for Principalship Bush, Joubert, Kiggundu and Van Rooyen (2010). The assumption underpinning the study was that the principals of the two schools did not focus on managing teaching and learning, thus the high failure rate of the learners.

The study was a qualitative case study and it used various data collecting methods. The data collecting methods used were interviews, data analysis, observation and focus group discussion. The use of various data collection methods allowed for triangulation could be validated against all participants or respondents.

The study found that the principals of the two schools manage teaching and learning. In fact, the schools have systems in place to ensure that management of teaching and learning is taking place. However, there are contextual factors that challenge the running of the schools and as a result, the schools are underperforming due to the challenges.

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I would also like to thank my mother for her unconditional support and all forms of assistance she gave me during this project.

To the two case study schools, I would like to acknowledge the co-operation of management and all the teachers. I am truly humbled by their time, efforts and unreserved disclosure of information that made this research report possible.

DEDICATION

This report is dedicated to: My beautiful spouse Mandisa Kakaza

and

my daughters: Lukhanyiso and Nkazimulo

DECLARATION

I declare that this research report is my own work completed under the supervision and guidance of my supervisor, Zakhele Mbokazi. It is being submitted for the degree of Master of Education, at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

……..

Matshidiso Cynthia Porota

……. day of …… 2012

LIST OF ABBREVIATIONS

CMM – Curriculum management model

DBE – Department of basic education

DP – Deputy Principal

ELRC – Education labour relations council

GDE – Gauteng department of Education

HIV/AIDS – Human immune deficiency virus and Acquired immune deficiency syndrome

HOD – Head of department

IQMS – Integrated quality management systems

LTSM – Learner teacher support materials

NCS – National curriculum statement

NDoE – National department of education

OBE – Outcome based education

SASA – South African Schools Act

SGB – School governing body

SMT – School management team

TABLE OF CONTENTS

ABSTRACT	2
AKNOWLEDGEMENTS	3
DEDICATION	4
DECLARATION	5
LIST OF ABBREVIATION	6
TABLE OF CONTENT	7
CHAPTER 1	12
INTRODUCTION AND ORIENTATION	12
1.1 Introduction	12
1.2 Problem Statement	14
1.3 Assumption of the study	14
1.4 Aims and objectives of the study	14
1.5 Main research question	15
1.5.1 Sub-questions	15
1.6 Rationale of the study	15
1.7 Chapter overview	16
CHAPTER 2	17
LITERATURE REVIEW AND THEORITICAL FRAMEWORK	17
2.1 Introduction	17

2.2 Conceptualising management and leadership 19
2.3 Concepts of leadership 21
2.3.1 Transactional leadership 22
2.3.2 Transformational leadership 22
2.3.3 Distributed leadership 24
2.3.4 Instructional leadership 26
2.4 Different models of instructional leadership 28
2.5 Empirical research on the management of teaching and learning 34
2.6 Three fundamentals requirements for effective teaching and learning 34
2.6.1 Sound classroom practice from specialist educators 35
2.6.2 Sufficient and suitable materials 36
2.6.3 Sound and proactive leadership and management of learning 36
2.7 THEORETICAL FRAMEWORK 37
2.7.1 Introduction 37
2.7.2 Monitoring 38
2.7.3 Evaluation 38
2.7.4 Observation 39
2.7.5 Modeling 39
2.8 Chapter overview 40
CHAPTER 3 41
RESEACH DESIGN AND METHODOLOGY 41
3.1 Introduction 41
3.2 Selection of the research paradigm 41
3.3 Research approach 42

3.4 Sampling 43

3.5 Research methods 44

3.5.1 Interviews 44

3.5.2 Focus groups 46

3.5.3 Observation 46

3.5.4 Document analysis 47

3.6 Validity and reliability 48

3.7 Ethical issues 49

CHAPTER 4 50

DATA ANALYSIS AND PRESENTATION 50

4.1 Introduction 50

4.2.1 Background and context of School A 51

4.2.2 School performance 52

4.3 Site observations 52

4.4 Document analysis of School A 53

4.5 Interviews 55

4.5.1 Interview with the principal 56

4.5.2 Interview with the deputy principal 59

4.5.3 Interview with HOD 1 62

4.5.4 Interview with HOD 2 66

4.5.5 Focus group discussion 68

4.6 Overview of School A 71

CASE STUDY FINDINGS: SCHOOL B 73

4.7 Background and context of School B 73

4.8 Document analysis of School B 74

4.9 Site observation 75

4.10 Interviews 77

4.10.1 Interview with the principal 77

4.10.2 Interview with the deputy principal 81

4.10.3 Interview with HOD 1 84

4.10.4 Interview with HOD 2 87

4.10.5 Focus group discussion 90

4.11 Overview of School B 93

CHAPTER 5 95

EMERGING THEMES FROM THE DATA 95

5.1 Introduction 95

5.2 Discussion of themes emerging from sites 96

5.2.1 Focus on managing teaching and learning 96

5.2.2 Team work and sharing responsibilities 100

5.2.3 Suitable learning material to support teachers 103

5.2.4 Culture, attitude of teachers and internal politics can be destructive in management of teaching and learning 106

5.3 Chapter overview 110

CHAPTER 6 112

SUMMARY, CONCLUSION AND RECOMMENDATIONS 112

6.1 Introduction 112

6.2 Summary 112

6.3 Conclusion 113

6.4 Recommendations 116

6.5 Future research 117

REFERENCES 118

APPENDICES 126

CHAPTER 1

INTRODUCTION AND ORIENTATION

1.1 Introduction

The core business of the school is to provide quality teaching and learning. For a school to achieve the best quality teaching and learning possible there must be good leadership. Management of teaching and learning, then, becomes critical to how a principal manages a school. Therefore, the role of the principal in a school cannot be overemphasised. Principals have many responsibilities in running schools. They not only manage teaching and learning; they also manage finances and resources and the implementation of policy. However, managing teaching and learning has to be their priority. South Africa's Education Labour Relations Council (ELRC) (1998) policy document clearly states the duties of principals, their main duty being the management of teaching and learning. Bush, Joubert, Kiggundu and Van Rooyen (2010) confirm that the core purpose of principalship is to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high-quality teaching and learning take place and which promote the highest possible standard of learner achievement.

As far as the standard of learner achievement is concerned, secondary schools in South Africa are judged by their matriculation examination pass rate, and schools are classified as dysfunctional if they achieve a matriculation examination pass rate of 40% and below (Grant, 2009). The principal, as the leader of the school, is entrusted with the responsibility of ensuring that his or her school does not fall into the dysfunctional category. The core business of the school is teaching and learning, therefore principals need to ensure that teaching and learning takes place in their schools.

Bush and Heystek (2006) argue that if a principal manages teaching and learning in his or her school, without investing more energy in the management of finances and administration, then that school is bound to perform well and produce good learner results. In the South African schools context, Bush and Glover (2009) highlight that principals are focusing on finances and administration, neglecting to invest more energy in the management of teaching and learning, which is their main role. While it is acknowledged that both human and material resources are important, as well as the fact that they enhance teaching and learning, principals need to get out of their offices and observe teaching practice in the classrooms, so that they can know how the curriculum is being implemented in their schools. A study by Roberts and Roach (2006) conducted in the context of five effective schools in South Africa, as cited in Hoadley, Christie, Catherine and Ward (2009), found that principals in these schools maintained what these authors termed a "connection to the classroom", and that in these schools the principals carried a significant load with regard to teaching. The study confirms and supports the argument by Bush and Glover (2009) that if principals are hands-on in the matters of curriculum implementation, and they visit classrooms so that they know what is happening, the schools concerned are bound to perform well.

Principals are expected to follow duties of managing teaching and learning, as prescribed in the Education Labour Relations Council (ELRC) (1998) policy document. This study focused on the principal's role in managing teaching and learning in two secondary schools in KwaThema Township. KwaThema is a township south-west of the town of Springs on the East Rand, Gauteng, South Africa. The township was established in 1951 by the apartheid government, when it moved black families from Payneville, which was close to Springs, to 10km away from Springs (Gallie, 2009). The township has eight secondary schools, and of the eight schools, two have not achieved the desired matriculation pass rate for the past five years (Gallie, 2009). KwaThema has its own challenges, such as high rates of poverty, crime and HIV infection, and the poor socio-economic status of its learners. Schmidst (2006), as cited in Moloi (2007), points out some of the problems facing South Africa's rural and township schools, including overcrowded informal settlements, learners coming from single-parent families, and high levels of poverty and HIV infection.

1.2 Problem statement

Effective leadership is known to be at the centre of good schools, as it is the key to the success of the school (Hopkins, 2002). The focus of this study is on the role of the principal in managing teaching and learning in two KwaThema Township secondary schools. Unlike the other six secondary schools in KwaThema, the above-mentioned two schools are underperforming, despite having the same context in terms of socio-economic background. Therefore, this study sought to understand the role of the principal in managing teaching and learning. Hoadley, Christie, Catherine and Ward (2009) argue that, regardless of the other roles that principals have, effective management of teaching and learning could contribute significantly to improving learner achievement outcomes.

1.3 Assumption of the study

The schools in the two case studies were not achieving desired learner outcomes compared to other schools in the same geographical area. The assumption of the study, therefore, was that the principals of the two schools were not focusing on managing teaching and learning.

1.4 Aim and objectives of the study

The main aim of this study was to examine the role of the principal in managing teaching and learning.

Bush, et al. (2010, p. 162) outline "three fundamental requirements for developing effective teaching and learning in schools". These fundamental requirements guide the main aim of this study. The objectives of this study are:

- To understand classroom practice;
- To explore the use of suitable learning material; and
- To examine how teaching and learning is managed.

This study aimed to understand the role of the principal in relation to the requirements as outlined by Bush et al. (2010).

1.5 Main research question

The main research question of this study was "What is the role of the principal in managing teaching and learning?"

1.5.1 Sub-questions

The study was further informed by the following sub-questions:

- How does the principal manage teaching and learning?
- What is the relationship between the principal's work and classroom practice?
- How are learning materials used for effective teaching and learning?

1.6 Rationale for the study

My interest is in two underperforming secondary schools which are located in the same township. The community in the township is faced with socio-economic challenges. In the township, there are six other secondary schools, which seem to be coping under these difficult circumstances. However, the two secondary schools which I investigated seemed not to be coping, and the learner results were evidence of this (see the results tables in Chapter 4). My assumption in this study was that the schools are not performing because the principals do not focus on managing teaching and learning. However, the principal's role is not only management of teaching and learning, but also to manage finances, administration, and human resources. In this regard, Phillips (2011) argues that the school principal wears many hats, namely that of manager, administrator, instructional leader, and curriculum leader. The main role of the principal in the South African context, however, as is stated in the ELRC (1998) document, is to manage teaching and learning. Bush et al. (2010) also state that "overall management of teaching and learning is regarded as a key role for South African principals".

With the challenge of principals wearing many hats (Phillips, 2011), in that they are responsible for overseeing all aspects of the school, including teaching and learning, the intention of this study is to examine the role of the principal in managing teaching and learning in the two secondary schools under investigation. The study also hopes to contribute to the body of knowledge concerning the management of teaching and learning by principals in the context of the two KwaThema secondary schools in question.

1.7 Chapter overview

This chapter looked at the introduction and background to my study. A brief description was given of the context of South Africa's township schools, and their management of teaching and learning. Further, the chapter looked at the problem statement and outlined the rationale for the study. The problem statement was then followed by the assumption of the study, which was prompted by looking at two secondary schools in the township that are faced with challenges. However, the other secondary schools in the township seem to be coping, despite having the same challenges. Also, the chapter looked at the aims and objectives of the study, which prompted the research questions. The research questions assisted in the data collection and will be discussed later, together with the literature, in the discussion chapter (Chapter 5).

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter was an introduction to the study and it presented the problem statement, the aims and objectives of the study, the research questions, and the rationale for the study. This chapter provided an overview of the literature concerning the role of the principal in managing teaching and learning in a secondary school. The chapter included a review of the literature, to show how the management of teaching and learning has been conceptualised in the South African schools context, and empirical studies, to show how existing research supports evidence of the role of the principal in managing teaching and learning. Local and international articles, books, and South African school policies and research reports were used in this literature review. Lastly, the chapter included a section on the theoretical framework, to guide the theoretical underpinnings of the study.

Managing teaching and learning is regarded as the core duty of principals in the South African schools' context. Bush et al. (2010) note that the overall management of teaching and learning is regarded as a key role of South African principals, and it is reflected, for example, in the South African Standards for Principalship. Their responsibilities should include setting up a framework for effective teaching and learning, developing policies to address this issue, and ensuring that the curriculum is being implemented successfully (p. 3). The above statement by Bush et al. (2010) simply confirm that the role of the principal in managing teaching and learning is vital, and the study is about to explain how the principals of the two secondary schools play a role in managing teaching and learning.

This study was founded on the assumption that the principals of the two schools that I investigated do not focus on managing teaching and learning, hence the low matriculation pass rates in these schools. The principals could possibly be concentrating on other things, such as finances and administration, thus Bush and Glover (2009) attest that many principals in South African schools tend to place more emphasis on managing the finances and administration of the school, and do not make the management of teaching and learning their first priority.

Bush et al. (2010) provide three fundamental requirements for developing teaching and learning in schools, and they are identified as central in this literature review. These three requirements are sound classroom practice from specialist educators, sufficient and suitable learning materials, and sound and proactive leadership and management of learning. These requirements are central to the study, as they show what is expected to be done by principals in schools, which is managing teaching and learning. Instructional leadership, or management of teaching and learning, is the core business in a school, and principals are the individuals who are supposed to carry out that duty. Leithwood, Jantzi and Steinbach (1999), as cited in Bush and Glover (2003, p. 11), point out that principals as instructional leaders exhibit knowledge and the formal authority to exert influence on teachers and emphasise the principal's role in coordinating, controlling, supervising, and developing the curriculum and instructional content.

Therefore, the following section discussed how management and leadership have been conceptualised. Secondly, the chapter will explore the concept of managing teaching and learning. Lastly, the chapter will attempt to show how the above-mentioned three fundamental requirements enhance effective teaching and learning in a school.

2.2 Conceptualising management and leadership

This section looks at the concept of management and leadership. The discussion was important as a frame of reference to provide a definition of the complex concept of leadership, and to distinguish it from the concept of management. This study looks at the role of principals in managing teaching and learning in South African township schools, as both concepts of management and leadership are widely used in South Africa (Bush & Glover, 2009). Again, this section was prompted by one of the three fundamental requirements for developing teaching and learning that Bush et al. (2010) have suggested, namely sound and proactive leadership and management of learning, to show how management and leadership contributes towards "the role of leadership in managing teaching and learning".

As international literature on management and leadership has shown that there is no clear distinction between the concepts of management and leadership, the terms "management" and "leadership" will be used interchangeably for the function of heading a school (Heystek, 2007), particularly in the South African context.

Earley and Weindling (2007) define management as the implementation of school policies and the efficient and effective maintenance of a school's current activities. The South African Department of Education (2004) leadership document states that "management is about the capability and capacity to plan, operationalise and monitor management structures to ensure the efficiency and effectiveness of the school through the day to day administrative and systems processes which underpin leadership and school improvement". Bush (2003) confirms the definition of management, by describing it as a set of activities directed towards the efficient and effective utilisation of organisational resources, in order to achieve organisational goals.

From the definitions above, it is clear that management is about putting forward organisational policies to carry out desired objectives by planning, organising, and monitoring. Khuzwayo (2005) highlights that the common theme in management is people and relationships focused on

clear organisational aims and tasks that should be performed to realise the stated aims. However, school principals in South Africa are not only regarded as managers; they are also regarded as leaders of the school. This is emphasised by the training and skills they acquire in the form of an Advanced Certificate in Education (ACE) in educational leadership, which is offered by the Matthew Goniwe School of Leadership and Governance (Glover & Bush, 2009).

According to Earley and Weindling (2004), leadership is a process of influence leading to the achievement of a desired purpose. Heystek (2007), as cited in Bush and Glover (2003), confirms that leadership is the activity of leading people, by getting things done through an emphasis on relations, communication, and motivation. We can summarise by saying that the above researchers describe leadership as the ability of a person to influence and motivate others to do the right thing in order to accomplish set goals.

Both management and leadership have a common aim, namely the achievement of set goals. As mentioned above, they work together, especially in the context of schools in South Africa. Management has connotations of being rational, of being a process that involves the head rather than the heart, of being about doing things right. By contrast, leadership is associated with terms such as "charismatic", "visionary", "inspiring", and "innovative"; it is about doing the right things (Van Deventer & Kruger, 2003).

For the purposes of this study, leadership was defined as a "process of influence leading to the achievement of desired purposes and it also involves inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values" (Bush & Glover, 2003, p. 10). However, management refers to the efficient coordination and control of information, people, and work processes to achieve the vision and goals set by the organisation (Hallinger, 2003). Bush and Glover (2003) state that management incorporates the implementation of school policies and the efficient and effective maintenance of the school's current activities. Principals in the South African context are wearing the hats of both manager and leader of the school, as Heystek (2007) argues that the terms of "manager" and "leader" are used interchangeably to refer to principals. Therefore, principals in the South African context are

expected to exhibit qualities and skills of both management and leadership, as they are regarded as both managers and leaders.

This discussion shows that leadership and management are important in this study of managing teaching and learning, because, as principals are both leaders and managers of the school, they should create the possibility for effective teaching and learning. Lee and Dimmock (1999, p. 457) highlight the importance of the two concepts in the running of the school, by saying that "leadership is a high level of setting goals and motivating others to achieve them, while management is regarded as equally important, but concerned with maintaining performance and allocating resources towards the end".

2.3 Concepts of leadership

This section provides insights into various different concepts of leadership, and how they may impact on the role of the principal in schools.

There are several models of leadership, some of which are described below. (1) Transactional leadership is based largely on exchange relations between leaders and followers, in return for effort, productivity, and loyalty (Blasé & Anderson, 1995). (2) Transformational leadership involves a relationship oriented towards fundamental change, the object of which is the raising of the consciousness, and it is also concerned largely with end value (Blasé & Anderson, 1995). (3) Distributed leadership is shared leadership of two or more people sharing power and joining forces to move towards the accomplishment of a shared goal (MacNeil & McClanahan, 2005). Looking at the few leadership models mentioned above, they mostly concentrate on relations between stakeholders and empowerment. The models do not deal with issues of classroom practice, therefore I am partial towards the instructional leadership model of leadership. Of all the models of leadership, the instructional leadership model is the model that is most relevant to teaching and learning, as it deals with the management of teaching and learning and classroom practice in our schools. Bush (2003) argues that it is the most important model, as it targets the school's central activities, namely teaching and learning. The different leadership models are

discussed below, and justification is also given for my partiality towards the instructional leadership model.

2.3.1 Transactional leadership

The transactional leadership model is used by leaders that want to motivate their followers to work. In return for work, the followers will be rewarded. Bass (1991) argues that it is a process when a manager engages in a transaction with his or her employees, that is, the manager explains what is required of the employees and what compensation they will receive if they fulfil these requirements. Hollander's (1991) definition of transactional leadership is consistent with that of Bass (1991), when he defines this type of leadership as a two-way influence, that is, a social exchange in which both the leader and the follower give something, and get something in return.

The transactional leadership style can work in certain contexts, but certainly not in the South African township school context, as it is faced with challenges such as poor socio-economic background. Christie, Duku, Gallie and Sullivan (2010), in their report titled *South African school leadership and quality of education*, state that "there is also a greater recognition of contextual and other factors that influence leadership effectiveness and school organizational capacity […] in South Africa, the historical legacies of inequality mean that different schools face different leadership challenges". Transactional leadership is certainly not the answer in trying to make the two observed KwaThema schools work effectively and produce the desired end-of-year results.

2.3.2 Transformational leadership

According to Bass (1997), transformational leadership was first introduced as a theory in the general leadership literature during the 1970s and 1980s. It was a concept from the world of business, but it became a well-known concept in the education sector later on. Hallinger (2003) asserts that transformational leadership found a receptive audience in the educational community

during the 1990s as part of a general reaction against the top-down policy-driven changes that predominated in the 1980s. Transformational leadership is explained below.

The transformational leadership style is the ideal leadership style, as it deals with changing teachers' mindsets, so that they can deliver what is required of them in terms of the curriculum and year-end results. One of the earliest researchers, Bass (1985), as cited in Hoover and Nancy (1991), defines transformational leadership as a model that motivates followers to do more than they originally expected to do, by raising their level of awareness, by getting them to transcend their own self-interest, or by altering their need levels. Leithwood (1994) defines this type of leadership as the collective action that transforming generates and empowers those who participate in the process. Leithwood (1994) also cites Robert (1985) to support his definition, by stating that transformational leadership is a leadership style that facilitates the redefinition of people's mission and vision, a renewal of their commitment, and a restructuring of their systems for goal accomplishment.

Researchers such as Leithwood and Jantzi (2003) have tried to delve deeper and acquire more understanding of Bass' (1985) work on transformational leadership, and they have developed a set of transformational leadership behaviours (p. 180). There are three broad categories of transformational leadership behaviours that Leithwood and Jantzi (2003) conceived. These categories are explained below:

- Setting directions, that is, a transformational leader has to (1) have a vision about the school, and reveal the vision through having a charisma and motivating the staff, (2) set group goals and encourage the staff to take initiative by coming up with their own group goals, and (3) show high performance expectation.
- Helping people, that is, a transformational leader has to show individual consideration and support towards the staff. He or she has to be able to intellectually stimulate the members of an organisation and model key values and practices of an organisation (Leithwood and Jantzi, 2003).

- Redesigning the organisation, that is, a transformational leader is expected to build collaborative cultures, create structures to foster collaboration, and build productive relations with parents and the community around the school.

The above researchers, Leithwood and Jantzi (2003) and Bass (1985), demonstrate how useful the transformational leadership style can be, but the question remains whether it is realistic in the context of South Africa's township schools. Hallinger (2003) also stresses that taking into consideration the particular school context is very important for any leadership style to be effective. Transformational leadership is ideal, but certainly not realistic, in township secondary schools. The historical background of education in South Africa is that education departments during the apartheid regime were conceived according to racial classification, and the legacy of this former racially segregated education system continues to haunt township schools (Christie, 2008). There is still a lot that needs to be fixed in South African secondary education. For this reason, this study is inspired by the instructional leadership model, or the managing of teaching and learning by the principal, because instructional leadership is a top-down leadership style which involves strong, directive leadership that is focused on the curriculum and instruction from the principal (Hallinger, 2003).

2.3.3 Distributed leadership

Distributed leadership is a new leadership model which is much talked about in the education sector. It could thus be said that Hartley's (2007) distributed leadership model has currency and that its time has come, while Gronn (2006) refers to it as "the new kid on the block". However, MacBeath (2005) argues that distributed leadership has been around for a while, and that it is certainly not a new concept. He maintains that it is just that the education community is only now embracing it, although there is little empirical evidence of how this leadership style works in practice.

Distributed leadership is defined by MacNeil and McClanahan (2005) as a shared leadership of two or more people sharing power and joining forces to move towards the accomplishment of a

shared goal. Harris (2003) asserts that distributed leadership theory in an organisation such as a school advocates that the school "decentre" the leader.

Summarising MacNeil and McClanahan's (2005) and Harris' (2003) definitions of distributed leadership, the theory of distributed leadership is about the sharing of work in an organisation or a school. However, Timperley (2005) moves beyond a simple definition of distributed leadership theory, to provide a more in-depth definition of the theory: "[D]istributed leadership is not the same as dividing task responsibilities among individuals who perform defined and separate organisational roles, but rather it comprises dynamic interactions between multiple leaders and followers" (p. 396). Distributed leadership is not just the sharing of roles by any members of the school, but it needs dynamic leaders and followers who are able to carry out tasks. Spillane, Halverson and Diamond (2004) refer to this distribution as being "stretched over" people in different roles. The roles are not from top to bottom, but are assigned to any dynamic person who can carry out the role. These sentiments are consistent with Copland's (2003) argument that decisions about who leads and who follows are dictated by the task or problem in question, not necessarily by where one sits in the hierarchy.

Distributed leadership theory is also an ideal theory, but of questionable practicality, as researchers such as Timperley (2005) and MacBeath (2005) assert that there is limited empirical evidence in the literature of how this leadership style works in practice. The question, again looking at the context of our South African township schools, is whether distributed leadership can be put into practice and be a success, that is, whether it would be feasible for such a leadership theory to be implemented in the context of our township schools. Thus, this discussion takes us to the next leadership theory, which is instructional leadership. This style of leadership is seen to be feasible in the South African context. Bush et al. (2009) conducted a study in South African schools, in which they investigated issues of managing teaching and learning, as this is the core role of the principal, as stipulated in the ELRC (2008) document. South African policy makers have specified instructional leadership in our schools as the core purpose of principalship, that is, "to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning take place

and which promote the highest possible standards of learner achievement" (Bush et al., 2009, p. 1).

2.3.4 Instructional leadership

Instructional leadership models emerged in the 1980s from early research on effective schools. This body of research identifies strong, directive leadership focused on the curriculum and instruction from the principal (Hallinger, 2003). Leithwood and Jantzi (2000) express views that are consistent with those of Hallinger (2003) in describing instructional leadership. They highlight that the focus of instructional leadership is on direct coordination, control, and supervision of the curriculum and instruction by the principal.

I am assuming that South Africa's policy makers probably saw that this is the type of leadership that we need in our schools, as this country is still a young democracy. We need a top-down leadership style that is going to monitor and control the curriculum. Hallinger (2003) cites scholars such as Barth (1990) and Day, Harris and Hadfield (2001), who highlight that instructional leadership has been characterised as a directive and top-down approach to school leadership which emphasises the principal's coordination and control of instruction. This is the type of leadership that we need in South Africa's schools, as it emphasises teaching and learning, which is the core business of the school.

Instructional leadership theorists propose different components of instructional leadership. These components are exhibited by an instructional leader. To explore a different construct regarding instructional leadership, Hallinger (2003, p. 336) proposed three dimensions of instructional leadership, which are as follows:

- Defining the mission of the school, which is characterised by framing clear goals for the school, and communicating these goals;

- Managing the instructional programme, which is characterised by supervision and evaluation of instruction, coordination of the curriculum, and monitoring of learner progress; and
- Creating a positive school climate which is characterised by protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning.

Phillips (2011) describes instructional leadership as a role that involves the setting of clear goals, allocation of resources to instruction, management of the curriculum, the monitoring of plans, and the evaluation of teachers. This definition is supported by Blasé and Blasé (1999), when they contend that instructional leadership is a blend of several tasks, such as shaping and communicating school goals, supervising and evaluating instructional practices, developing and coordinating the curriculum, developing staff, and evaluating progress with learner achievement.

Spillane, Hallet and Diamond (2003) define instructional leadership as an influential relationship that motivates, enables, and supports educators' efforts to learn about and change their instructional practices. McEwan (2003) asserts that instructional leadership is a form of leadership that is directly related to the process of instruction, where educators, learners, and the curriculum interact. In summary, Hallinger (2003) supports the views of all of the above-mentioned researchers, by pointing out that "the broad brushes of instructional leadership in effective schools produce an image of the principal as directing or orchestrating improvements in the school" (p. 338).

However, educational researchers, while defining instructional leadership in a variety of ways, have also come up with different descriptors that characterise effective instructional leadership theories.

2.4 Different models of instructional leadership

McEwan (2000) proposes seven steps, which principals should follow as guidelines for effective instructional leadership. These steps are as follows:

- Establish clear instructional goals;
- Be there for your staff;
- Create a school culture and climate that is conducive to learning;
- Communicate the vision and mission of your school;
- Set high expectations for your staff;
- Develop teacher leadership; and
- Maintain positive attitudes towards learners, staff, and parents.

McEwan's (2000) seven steps for effective instructional leadership are explained below:

- Establishing clear instructional goals requires that teachers develop and implement school instructional goals and objectives. Instructional leaders should ensure that school and classroom activities are consistent with school instructional goals and objectives. Progress made towards the achievement of instructional goals and objectives should be evaluated regularly. An instructional leader works with teachers to improve the instructional programmes in their classrooms, consistent with learner needs.
- The step of being there for your staff is characterised by five ways in which effective instructional leaders communicate high expectations for learners' progress, namely: (1) by establishing an inclusive classroom that conveys the message that all learners can learn, (2) by providing extended learning opportunities for learners who need them, (3) by observing and reinforcing positive teacher behaviours in the classroom that ensure an academically demanding climate and an orderly, well-managed classroom, (4) by conveying the message to learners in a variety of ways that they can succeed, and (5) by establishing policies on learner progress related to homework, grading, monitoring progress, remediation, reporting progress, and promotion.
- Create a school culture and climate that is conducive to learning. This can be achieved through establishing high expectations for learner achievement that are directly

communicated to learners, teachers, and parents, establishing clear rules and expectations for the use of time allocated to instruction, and monitoring the effective use of classroom time. Lastly, the instructional leader establishes, implements, and evaluates with teachers and learners procedures and codes for handling and correcting discipline problems.

- Communicate the vision and mission of the school to learners, staff, and parents. This can be achieved when an instructional leader provides for systematic two-way communication with staff regarding the ongoing objectives and goals of the school. Secondly, the instructional leader must establish, support, and implement activities that communicate to learners the value and meaning of learning. Lastly, the instructional leader must develop and utilise communication channels with parents for the purpose of setting forth school objectives.
- Set high expectations for your staff. This simply means that instructional leaders should be assisting teachers in setting and reaching personal and professional goals related to the improvement of school instruction and monitoring the successful completion of these goals. They should be observing classrooms regularly and should be engaged in the preplanning of classroom observation. Instructional leaders should also provide thorough, defensible, and insightful evaluation, making recommendations for personal and professional growth goals according to individual needs. Lastly, they should be engaged in direct teaching in the classrooms in their school.
- The instructional leader should develop teacher leadership. Teacher leadership can be developed through schedules, plans, or the facilitation of meetings of all types (planning, problem solving, decision making, or training) among teachers to address instructional issues. The instructional leader is expected to provide opportunities for training in collaboration, shared decision making, coaching, mentoring, curriculum development, and the making of presentations. Lastly, they have to motivate their staff and provide resources for departmental members to engage in professional growth activities.
- Maintain positive attitudes towards learners, staff, and parents. This can be achieved when the instructional leader serves as an advocate of the learners and communicates with them regarding aspects of their school life. The instructional leader also needs to encourage open communication between staff members, maintain respect for differences of opinion, demonstrate concern and openness in the consideration of learner, teacher and parent

problems, and participate in the resolution of such problems where appropriate, model appropriate human relations skills, develop and maintain high morale, respond to the concerns of all stakeholders, and, lastly, appropriately acknowledge the earned achievements of others.

The above seven steps, or guidelines, for instructional leadership which are proposed by McEwan (2000) are different from the components of instructional leadership that Sergiovanni, as cited in McMillan (2003), proposes. Sergiovanni, as cited in McMillan (2003), proposes five components of instructional leadership. They are as follows:

1. The technical aspects of instructional leadership, which include the traditional practices of management, and administrative theory topics, such as planning, time management, leadership theory, and organisational development.
2. The human component encompasses all of the interpersonal aspects of instructional leadership that are essential to communicating, motivating, and facilitating.
3. The educational force involves all the instructional aspects of the principal's role, namely teaching, learning, and implementing the curriculum.
4. The symbolic force derives from the instructional leader's ability to become the symbol of what is important and purposeful about the school.
5. The cultural force is the articulation of the values and beliefs of an organisation over time.

Researchers such as McEwan (2000) and Sergiovanni, as cited in McEwan (2003), each conceived a model of instructional leadership. These models have come to be used as guidelines for instructional leaders. Although the two models do not have exactly the same elements concerning the management of teaching and learning, they do however maintain the main theme, which is delivery of the curriculum and teacher development. The notion of a teacher being developed by an instructional leader is supported by Blasé and Blasé (1999), in their conception of the theme of "promoting professional growth" in their research on the perspective of the teacher in principals' instructional leadership. Their study found that promoting teachers to motivate and empower enhances the value of staff development, in that the teachers become learners themselves and participate with other teachers (Blasé & Blasé, 1999). Bezzina (1997)

also stresses the issue of curriculum delivery and professional growth in his definition of instructional leadership, as he states that "instructional leadership is a concept that is referred to as curriculum leadership, educative, professional or even academic leadership that orients itself on instruction first and concerns itself with what goes on in classrooms and makes educational matters the priority" (p. 6).

Instructional leadership is not a narrow concept, but is multidimensional, that is, it involves many aspects of a school. Researchers such as Bezzina (1997) and City, Elmore, Fiarman and Teitel (2001) highlight three core tasks that are involved in instructional leadership, namely planning for instruction (programme development, staff development, staff deployment, and resource provision), managing the operation of instruction (organisation, staff orientation, programme supervision, assessment, and teaching supervision), and development (appraising staff, arranging staff development, and evaluation programmes). Meanwhile, Blasé and Blasé (2000) formulated a theory of instructional leadership that consists of four broad areas:

(a) Prescriptive models describe instructional leadership as the integration of the tasks of direct assistance to educators, group development, staff development, curriculum development, and action research, as a democratic, developmental and transformational activity based on equality and growth, as an inquiry-oriented approach that encourages the voice of the educator to be heard; and as a discursive, critical study of classroom interaction to achieve social justice.

(b) Studies of instructional leadership, although they are few in number, include exploratory studies of indirect effects of principal and educator instructional conferences and behaviours, such as the effects of monitoring learner progress.

(c) Studies of the direct effects of principal behaviour on educators and classroom instruction include Blasé and Blasé's (1999) research on the teacher's perspective on principals' instructional leadership – how it is affecting their everyday classroom practice. This shows the relationship between principals' behaviour and teachers' commitment to involvement and innovation.

(d) Studies of direct and indirect effects on learner achievement, one example of such a study being Hallinger and Heck's (1996a, 1996b) review of studies investigating the principal's role in school effectiveness.

Looking at the above definition of instructional leadership, Weller (1999) defines instructional leadership as the high visibility and involvement of the principal in every phase of the school programme. In the South African context, the main role of principals is to manage teaching and learning, or to be an effective instructional leader of their schools. Bush et al. (2010) state that the South African Standards for School Leadership clearly emphasise that the core purpose of principalship is to manage teaching and learning effectively. The Education Labour Relations Council (1998) document states that of all the responsibilities principals should carry out, managing teaching and learning is the main one. Bush and Glover (2009) suggest four components of managing teaching and learning, namely evaluation, modelling, observation, and monitoring. It is the duty of the principal to practise the suggested four components of managing teaching and learning, and it requires principals to be hands-on in matters pertaining to the curriculum, and to know what is happening in the classrooms, hence the need for principals to monitor classrooms. Southworth (2004), as cited in Bush et al. (2010), states that monitoring involves visiting classrooms, observing teachers at work, and providing teachers with feedback.

However, given the context in our country, Bush and Glover (2009) came up with the four models after they saw that there is a need for principals in South Africa to practise the above components of managing teaching and learning, so as to enhance the effectiveness of schools. Research on leadership and management in schools in South Africa has shown that principals seem to be concentrating on other things and neglect to manage the core business of the school, which is teaching and learning. Chisholm, Hoadley and Kivilu (2005), as cited in Bush et al.(2010), claims that principals' time is largely consumed by administrative activities. Bush and Heystek (2006) assert that principals in South Africa are mainly concerned with financial management, human resource management, and policy issues.

The ELRC (1998) policy document mentions that the core role of a principal is managing teaching and learning, but it does not clarify how the management of teaching and learning should be done. This adds to the difficulty in practising the four components of managing teaching and learning, as suggested by Bush and Glover (2009), namely modelling, evaluation, observation, and monitoring. In the case of schools in South Africa, we have school management teams to work together to manage the schools and ensure that quality teaching and learning is delivered. These school management teams need to be managed. Thus, researchers such as Bush and Glover (2009) and Bush et al.(2010) suggest that the school management team should share the overall responsibility for managing teaching and learning with the principal. This should facilitate the management of teaching and learning, as the heads of department then have the main responsibility for delivering the curriculum (Bush & Glover, 2009). Curriculum delivery takes place in the classroom.

Bush and Glover (2009) and Chisholm et al. (2005), as cited in Bush et al. (2010), and Bush and Heystek (2006) point out that a positive input into instructional leadership is a core function and responsibility of the principal. However, Leithwood et al. (1999) mention that while other researchers argue that the principal is the primary instructional leader, the concept of instructional leadership requires rethinking. Hallinger (2003) supports Leithwood et al. (1999) by emphasising that "instructional leaders lead with a combination of expertise and charisma, they are hands-on principals, hip-deep in curriculum and instruction, and they are unafraid of working with teachers on the improvement of teaching and learning" (p. 33).

2.5 Empirical research on the management of teaching and learning

A study conducted by Lee and Dimmock (1999) in Hong Kong on curriculum leadership and management in secondary schools showed that principals should not be the sole curriculum leaders and managers, but that other teachers can also be curriculum managers. Southworth (2002) argues that heads of department can manage teaching and learning in a school. Glickman (1989), as cited in Lee and Dimmock (1999), states that the principal should be the leader of the teachers as one of the curriculum leaders, rather than as the sole curriculum leader. Hopkins (2000) claims that instructional leadership is a collaborative activity, and Lee and Dimmock (1999, p. 458) argue that principals can act as curriculum leaders, and that heads of department or subject coordinators can act as curriculum managers. However, in view of current trends towards teacher development and a collegial approach to curriculum management, teachers are encouraged to become both curriculum leaders and managers.

Hoadley, Christie, Catherine and Ward (2009, p. 378) have a different perception of managing teaching and learning research, namely that it totally ignores the context and organisational features of the school. Hoadley and his colleagues found in their empirical study that context had a significant impact in South Africa, where historical inequalities remain profound in schooling and in organisational features. The authors argue that it is not only instructional leadership that will enhance teaching and learning, but that other organisational aspects should also be considered, such as time management, structuring the day for learning, and social relations between staff regarding the curriculum and instruction.

The following section focused on three fundamental requirements for developing effective teaching and learning in schools.

2.6 Three fundamental requirements for effective teaching and learning

This section revealed how the three fundamental requirements for effective teaching and learning, as suggested by Bush et al. (2010) in their empirical study of managing teaching and

learning in the South African context, are aligned to the management of teaching and learning, as the core role of the principal.

2.6.1 Sound classroom practice from specialist educators

One of South Africa's norms and standards for educators states that an educator has to be a specialist in the subject or learning area that he or she is teaching (ELRC document on the duties of an educator). This is a prerequisite for an educator to teach in the classroom. Subject knowledge and content knowledge is vital for an educator to deliver in the classroom (RNCS, C2005). But not only knowledge of the subject is important; management of the classroom is also vital. Grant (2006), as cited in Bush and Glover (2009), focusing on the South African context, argues that leading teaching and learning is also a responsibility of the teacher in every class. Teachers should be empowered by their principal or head of department to take ownership of their classrooms, so that teaching and learning can be enhanced. Kruger and Van Schalkwyk (1997) highlight the importance of classroom management, claiming that it is aimed at establishing and maintaining certain conditions in the classroom, so that effective teaching and learning can take place.

Grant (2006), as cited in Bush and Glover (2006), stresses that schools can no longer be led by a lone figure at the top of the hierarchy, and that the only way schools will be able to meet their challenges is to tap into the potential of all the staff members and allow teachers to experience a sense of ownership and inclusivity and to lead aspects of the change process. Kruger and Van Schalkwyk (1997) and Grant (2006), as cited in Bush and Glover (2006), agree that teachers, as managers of the class, need to take charge to promote effective teaching and learning. Competent human resources are very important in the classroom, so that teaching and learning can take place effectively. While we are looking at sound classroom practice by educators, it is important to note that the teacher's involvement in the management of the classroom is vital, because it reflects the principal's role in managing teaching and learning. Leithwood (1994) argues that the effectiveness of instructional leadership is measured by an improvement in teachers' classroom behaviour.

2.6.2 Sufficient and suitable learning materials

As much as teachers are important in the classroom, and taking charge in managing their classrooms is important, so are suitable learning materials important. Principals should continue to develop their teachers, so that they can be responsible and accountable even for producing learning-teaching material for the classroom. McEwan (2003) perceives the instructional leader as a principal who performs at high levels by being a resource provider. In this instance, principals are responsible for informing teachers about new educational strategies, and technologies and tools that can facilitate effective instruction.

Whitaker and Moses (1994) maintain that principals should assist teachers to critique these tools, to determine their applicability to the classroom. This form of engagement of principal and teachers can be part of teacher development. It is supported by Blasé and Blasé (1999), when they say that an instructional leader interacts with followers, where the followers' beliefs and perceptions are viewed as important, and instructional leaders supervise, develop staff, and develop the curriculum, so that school instruction can be enhanced. As mentioned above, instructional leadership is about developing other teachers and sharing work, to drive the school to be an effective centre of teaching and learning. Thus, Glover and Bush (2009) stress that managing teaching and learning, or instructional leadership, as other researchers would call it, does not have to be solely the principal's responsibility.

2.6.3 Sound and proactive leadership and management of learning

The core business of the school is promoting effective teaching and learning, and all teaching staff members should take full responsibility and be accountable for managing teaching and learning. Bush et al. (2010) argue that the responsibility for managing teaching and learning is shared among the principal, the school management team, heads of department, and classroom educators. This shows that all staff members of the school have to work as a team and share

responsibilities in order to promote teaching and learning. Sharing responsibilities is sharing leadership, and such leadership is called distributed leadership. Spillane (2005) defines distributed leadership as a leadership practice, rather than leaders and their roles, functions, routines, and structure. The author further stresses that it is a shared leadership. MacNeil and McClanahan (2005) confirm that distributed leadership is a shared leadership of two or more people sharing power and joining forces to move towards the accomplishment of a shared goal. Shared leadership and management of learning is taking part in managing teaching and learning, or instructional leadership, as some authors would call it. According to Leithwood (1994), instructional leadership is a series of behaviours that is designed to effect classroom instruction. Management of teaching and learning involves those actions that a principal takes or delegates to others to promote growth in student learning, and it consists of the following tasks: defining the purpose of the school, setting school-wide goals, providing the resources needed for learning to take place, supervising and evaluating teachers, coordinating staff development programmes, and creating relationships with and among teachers (Van de Grift, 1993). The above-mentioned tasks should enhance leadership and management of learning in a school.

2.7 Theoretical framework

2.7.1 Introduction

Sections 2.2 to 2.6 provided an overview of the literature on instructional leadership. This section will focus on the theoretical framework that guides the theoretical underpinnings of this study. In Section 2.3 it was mentioned that the researcher is partial to a model of instructional leadership proposed by Bush and Glover (2009). The model consists of four components, namely monitoring, evaluation, observation, and modelling. Bush and Glover (2009) conducted an empirical study on instructional leadership in certain schools in South Africa, after which they came up with the above-mentioned model. The four components of the model are aligned with the management of teaching and learning in the context of schools in South Africa. Consequently, it was deemed by Bush and Glover (2009) that the four components would be able to be applied in the context of schools in South Africa after they had conducted their research on

instructional leadership. The issue of context when applying an instructional leadership style is very important. Hallinger (2003) asserts that the school context does have an effect on the instructional leadership exercised by the principal. However, this section is first going to discuss leadership models, one of which is the instructional leadership model. What Bush and Glover (2009) suggested as the components of this model (that is, monitoring, evaluation, observation, and modelling) will be presented as the theoretical framework for this research project.

Over the past 30 years, a number of conceptual models have been studied in educational leadership, namely the transformational leadership model, the transactional leadership model, the distributed leadership model, and the instructional leadership model, among others, which are discussed in the previous sections, as part of the literature review for this study. The leadership models were discussed in the previous sections for the purpose of conceptualising the concepts and to show a clearer understanding on the models.

There are different models proposed by different theorists and researchers for understanding instructional leadership (see the literature review in Sections 2.2 to 2.6). This study adopted Bush and Glover's (2009) model, which consists of four components, namely monitoring, evaluation, modelling, and observation. I chose the model for its strength in terms of understanding how principals monitor, evaluate, observe, and model the work of teachers, in order to ensure that teaching and learning is effective. The reason this study is adopting the four above-mentioned components is that there is empirical evidence, albeit minimal, of the positive effects of managing teaching and learning. Furthermore, this is what researchers such as Bush and Glover (2009), Bush et al. (2009), and Hoadley et al. (2009) focused on when they conducted their research on the management of teaching and learning in the context of schools in South Africa. Hallinger (2003) argues that the context of the school is critical when it comes to leadership style.

The theoretical framework of this study is based on Bush and Glover's (2009) work, where they suggest four components of instructional leadership. The four components are defined below:

2.7.1 Monitoring

Bush and Glover (2009), as cited in Southworth (2004), state that monitoring is done by an instructional leader, and it involves visiting classrooms, observing teachers at work, and providing them with feedback.

2.7.2 Evaluation

According to Bush and Glover (2009), evaluation is assessing teaching and learning at a strategic level, by analysing examination and test scores, and devising strategies for improvement. The authors further state that evaluation needs to be addressed on a whole-school basis and at the level of individual learning areas, and that effective evaluation programmes should be created and implemented (p. 16).

2.7.3 Observation

Bush and Glover (2009) maintain that principals are expected to observe classes, to ensure that teaching and learning is taking place. Bush et al. (2010) also note that classroom observation is a valuable monitoring strategy. Furthermore, observation is an important part of instructional leadership, as it may be used for teacher development, or as a tool for teacher assessment or performance management.

2.7.4 Modelling

Blasé and Blasé (1999), in their empirical study of instructional leadership, view modelling as "an impressive example of instructional leadership, one that primarily yields positive effects on teacher motivation, as well as reflective behaviour, including increases in innovation/creativity, variety in teaching, focus, and planning" (p. 362). Meanwhile, Southworth (2004) argues that modelling is all about the power of example. The leaders of the school should lead by example, and teachers expect leaders to be able to walk the talk (Southworth, 2004, as cited in Bush & Glover, 2009, p. 21), that is, principals can model a lesson for teachers, especially if it is in an area where they have expertise.

The above four components should be demonstrate by principals, as they are instructional leaders. As an example of one of the four components, the principal should monitor classrooms and be in touch with what is happening in the classroom in terms of curriculum delivery. What may not be clear from Bush and Glover's (2009) theoretical offering is the extent to which principals in township secondary schools in South Africa demonstrate these components. Consequently, Bush and Glover's (2009) model with its four components has been chosen as the theoretical framework for this study, because of this model's strength in terms of enabling an understanding of how principals monitor, evaluate, observe, and model the work of teachers

2.8 Chapter overview

In conclusion, the literature revealed that instructional leadership, or management of teaching and learning, is multidimensional, and various authors have formulated models which can be used to enhance teaching and learning in the classroom. However, the question still remains whether schools in the South African context, particularly in township schools, are able to implement the models to manage teaching and learning, and whether the models are adequate to explain the South African context. Policies have been put in place, but they do not state clearly how principals in their different contexts are to go about managing teaching and learning. The chapter also explored the model of instructional leadership by Bush and Glover (2009), and it presented this model as the theoretical framework for this study. The interest in this particular model, which consists of four components (that is, monitoring, evaluation, observation, and modelling), was based on its strength in terms of enabling an understanding of how principals monitor, evaluate, observe, and model the work of teachers in schools. The next chapter discusses the methodology used in the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter provided an overview of the literature concerning the role of the principal in managing teaching and learning, and the theoretical framework guiding the study. This chapter discusses the research paradigm and methods appropriate to my study, which is an exploration of principals managing teaching and learning in township secondary schools. The selection of the sample, data collection procedures, an analysis of the data, ethical issues, the reliability and validity of the study, and limitations in my methodology are also discussed in this chapter.

3.2 Selection of the research paradigm

This study has adopted an interpretivist research paradigm. According to Cantrell (1993), interpretive researchers are keen to understand the meaning people make of daily occurrences and how they interpret these occurrences within their contextual social and natural setting. Henning (2004) supports Cantrell's (1993) assertion, as he adds that interpretive research is fundamentally concerned with meaning, and it seeks to understand social members' definitions and understandings of situations. It is for this reason that I decided to operate within the interpretivist paradigm, as I was seeking to understand and examine the role of principals in the management of teaching and learning in their schools. I am also interested in gaining the principals', deputy principals', department heads' and teachers' experiences and perspectives concerning the management of teaching and learning in their schools, as managing teaching and learning is the role of the principal. Vos, Strydom, Fouche and Delport (2007) argue that the central aim of qualitative interpretive research is to gain the perspectives of the participants in the study.

Van Rensburg (2001) asserts that the interpretivist paradigm is characterised by regarding people as agents of the creation of meaning in their settings, and these meanings are valuable and useful for research. A positivist paradigm would not have been suitable for this study, as positivism is preferred in quantitative research, because this type of research centres on experimental control, structures and replicable observation and measurements, qualification, generalisation, and objectivity (Henning, 2004).

Nueman (2000) confirms that positivist researchers prefer precise quantitative data and often make use of experiments, surveys, and statistics. My study is an exploration of the role of principals in the management of teaching and learning. I conducted interviews one-on-one, where I gained the participants' perspectives on the role of the principal in the management of teaching and learning. There was disclosure of thoughts and feelings by the participants as they shared their own experience of managing teaching and learning. Therefore, a positivist paradigm was not suitable for my study, as Henning (2004) stresses that in such a paradigm, emotions and thoughts do not enter into the equation of the paradigm, and they are excluded in a scientific study (p. 2).

3.3 Research approach

This is a qualitative case study of two secondary schools that examines the role of the principal in managing teaching and learning. Qualitative research is described by Patton (2001) as using a naturalistic approach that seeks to understand phenomena in context-specific settings, such as "real-world settings where the researcher does not attempt to manipulate the phenomenon of interest". Likewise, Henning (2004) confirm that a qualitative approach is used to inquire and to collect data in a natural setting in a way that is sensitive to the people and places that are being investigated. Different research designs can be employed when a qualitative approach is followed. A case study was chosen as the research design for this study.

Bassey (1999) asserts that a case study is an empirical inquiry that is conducted within a localised boundary of space and time. A case study is a bounded and integrated system, which I believed would give me more knowledge, evidence, and the perspectives of the participants (through interviews) on the role of the principal in managing teaching and learning in the participants' own setting. Yin (1994), as cited in Merriam (2001), defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clear. This study thus endeavours to explore the experiences, thoughts, and feelings of the participants concerning the role of the principal in managing teaching and learning. Bassey (1999) further highlights that a case study is conducted to understand the phenomenon under investigation, whether it be an educational activity, a programme, an institution, or a system. Henning (2004) also points out that another characteristic of a case study is that it focuses on a particular situation, event, programme, or phenomenon. This is justification for my choice of a case study approach, as I was hoping to explore the experiences, thoughts, and feelings of participants concerning the role of the principal in managing teaching and learning.

3.4 Sampling

The study makes use of the purposive sampling technique. McMillan and Schumacher (2010) define purposive sampling as a sampling technique where a researcher selects particular elements from the population that will be representative of or informative about the topic of interest. According to Cohen, Manion and Morrison (2007), purposive sampling is often a feature of qualitative research, where the researcher handpicks the cases to be included in the sample, based on what the study is about and what the researcher is seeking. In this regard, two KwaThema township secondary schools were chosen as sites, to try and understand the role of the principals in managing teaching and learning.

In a case study, the sampling takes place at two levels, namely selection of the case to study, and selection of people within the case to participate in the research study (Merriam, 2001). Purposive sampling was used to select participants for the study. Consequently, all the

participants were approached, and their experiences, thoughts, and feelings concerning the principal's role in managing teaching and learning were solicited.

Cohen et al. (2007) state that in purposive sampling the researcher selects a case on grounds that satisfies his or her needs. Thus the two sites were chosen, and the study is motivated by the fact that all eight secondary schools are in the same geographical context, but the two selected schools seemed to be struggling. The study thus tries to understand the challenges faced by the principals in their management of teaching and learning in the two case study schools.

3.5 Research methods

The study adopted a multi-method approach for data collection at the two case study schools. McMillan and Schumacher (2010, p.330) argue that a multi-method approach can "help in putting out different strategies which may yield different insights into the topic of interest and increase the credibility of the findings". In this regard, a multi-method approach helps in data triangulation. Scott and Morrison (2007) define triangulation as a cross-checking of the evidence by collecting different kinds of data about the same phenomenon, thereby making validation possible. The different methods that were used to collect data were face-to-face in-depth interviews, focus groups, observations, and document analysis. An audio tape recorder was used to record the interviews, with the permission of the participants. The reason for the interviews being recorded was so that the responses of the participants could be transcribed verbatim.

The different methods of data collection are discussed below.

3.5.1 Interviews

The participants that were interviewed were the principals, deputy principals, heads of department, and teachers, who it was hoped would give me information about the role of the principal in managing teaching and learning. The reason for the choice of the participants is that they are all teaching staff and are all responsible for delivering the curriculum in the classroom.

The participants were selected on the basis of the expectation that they would be able to provide rich data on the management of teaching and learning, so that the main research question of the study could be answered, namely "What is the role of the principal in managing teaching and learning?" According to Cohen et al. (2007), interviews are a natural way of collecting data, in that they allow participants the opportunity to make explicit their perspective.

In-depth, semi-structured, face-to-face interviews were used to gather data from the school principals, the deputy principals, and the heads of department of the two schools. According to McMillan and Schumacher (2010), in-depth interviews are long, extensive and probing interviews. The reason I used in-depth interviews as a research method is that they use open-response questions to obtain data in participants' meaning (McMillan & Schumacher, 2010). The authors further highlight that in-depth interviews are helpful because they show "how individuals conceive of their world and how they explain or make sense of the important events of their lives" (p. 355). Semi-structured interviews were used as a data-gathering tool. Because this is a qualitative case study, it is characterised by being bounded in its real-life context, with the real-life context being the school itself. This research strategy requires information concerning participants' insight into their practice. When conducting interviews, it is important that respondents feel comfortable in their own environment. Semi-structured interviews in this case are more of an advantage than structured interviews, where rigid questions may restrict the participant from expanding and elaborating on any aspect of their practice and experience in their role as principal responsible for managing teaching and learning.

Interviews were used to collect data from the participants. In the case of this study, the participants were the principals of both schools, the deputy principals, and two heads of department from each school. The process of choosing participants was voluntary. Each interview lasted for about 45 minutes, and the interviews took placed as scheduled. The interview schedule was developed so as to provide an opportunity for respondents to ask questions. The same questions were asked in both schools on the role of the principal in managing teaching and learning.

3.5.2 Focus groups

While the principals, deputy principals, and heads of department of each school were interviewed in-depth, the teachers formed a focus group to discuss the management of teaching and learning in their respective schools. Focus groups are group interviews, and they have the potential to reach the research parts that individualised responses from one-on-one interviews cannot reach (Scott & Morrison, 2007, p. 112). A total of three teachers from each school were part of the focus group discussion, which lasted about 30 minutes. By virtue of the fact that there were three teachers from each school in the focus groups, the odd number of participants helped me to gain perspectives on the management of teaching and learning in the school that were not on an equal scale. The criteria that were used to request teachers to be in the focus group were that there had to be one senior teacher and two new teachers, or two senior teachers and one new teacher. The criterion of having to have at least one senior teacher and one new teacher in the interview panel meant that the experiences of both senior teachers and new teachers were gained concerning the management of teaching and learning by the principal in his or her practice. The interviews took place after contact time with the learners and during the lunch break, as was scheduled.

3.5.3 Observation

Observation is another good way of gaining knowledge on what is happening in a bounded space. According to McMillan and Schumacher (2010), observation is the "mainstay of qualitative research". The authors further state that observation is a way for the researcher to see and hear what is occurring naturally at the research site (p. 350). Through observation, I gained insight into the role of the principal in managing teaching and learning in the two secondary schools under investigation. The two principals were the centre of this study therefore the greater proportion of observation was dedicated to the principals.

I stayed one-and-a-half weeks at each school. As a researcher, my role in observation in the field was that of a non-participant observer. McMillan and Schumacher (2010) identify the following advantages of observation:

- The primary advantage of using the observational method is that the researcher does not need to worry about the limitations of self-report bias and social desirability.
- The response is set, and the information is not limited to what can be recalled accurately by the subjects.
- Behaviour can be recorded as it occurs naturally.

Being a non-participant observer in my study was advantageous, as I was able to keep my eyes and ears open to everything that was happening in the schools, and thus was able to perceive more concerning the role of the principal in managing teaching and learning. This would prove helpful in my answering of the research questions. I did not offer any advice to the principals, deputy principals, heads of department, and teachers. I did not participate in the staff meetings, which allowed me, as the researcher, to document each participant without any interference. Field notes were taken during the observation, which helped me to reflect on what had occurred in the field.

3.5.4 Document analysis

Documents which would assist me to gain insight into the case study schools were requested. Documentary data resources are important, in that they reflect and provide information on the school's innovations and implementation and monitoring programmes that have been put in place by the school (McMillan & Schumacher, 2010). The documents helped to highlight the role of the principal in the management of teaching and learning.

For purposes of the analysis, the selected documents were grouped into three categories. The first category was the school profile. A school profile is helpful, as the researcher obtains information regarding the history, vision and mission, and context of the school. The second category was the innovations programmes of the schools, that is, catch-up programmes, templates for monitoring

and class visits, reports on visits to classes. This would help in establishing whether the school had systems in place to reflect progress in the management of teaching and learning. The third category was the minutes of the meetings of the staff and the school management team, the staff development programme scheduled by the principal, the principal's daily preparation plan on conducting teaching and learning, and school policy documents, to see whether they were consistent with the provincial and district policies on the management of teaching and learning. However, not all the documents that I requested were available at both schools.

3.6 Validity and reliability

Golafshani (2003) explains that although reliability is a concept that is used for testing or evaluating quantitative research, the concept is nevertheless used in all types of research. In this qualitative case study, validity will involve a test of the quality of the data. On the other hand, the author defines validity as the need for some kind of qualifying check or measure in the research. Even though the concepts of validity and reliability are associated with quantitative research, they are as important in a qualitative study for checking and reaffirming the data collected. Patton (2001) asserts that validity and reliability are two factors that any qualitative researcher should be concerned about when designing the study, when analysing the results, and when judging the quality of the study.

In the process of data collection, internal validity was established which showed that conditions, were progressed through the use of multiple evidence joint together and from multiple sources. External validity was also established, to see whether the findings are the same as the findings of other empirical studies or cases. In this regard, the finding of the two schools were compared with the findings of Bush et al.'s (2010) study of eight secondary and primary schools in managing teaching and learning, in order to establish the external validity of the findings of this study. The data was gathered using four data-collection methods, and it was gathered in exactly the same way for both schools. The methods of data collection employed were interviews, observations, document analysis, and focus group discussions. Triangulation was used to ensure the validity and reliability of the data collected.

3.7 Ethical issues

Research ethics are a serious and important aspect of any study and should be taken seriously by the researcher. McMillan and Schumacher (2006) highlight that ethics are generally concerned with beliefs about what is right and wrong from a moral perspective when a researcher is engaged with participants or is accessing archival data. This research was conducted with the approval and permission of the Human Research Ethics Committee of the University of the Witwatersrand and the Gauteng Department of Education (see Appendices 1 and 2). The study operated within the principles of honesty and ethics concerning respect for knowledge, democratic values, and quality of educational research in schools in South Africa. The researcher obtained the voluntary consent of the participants in such a way that each participant understood and agreed to his or her participation without duress. Consent was obtained in the form of a letter requesting permission to conduct the study. The participants were assured of their anonymity, that is, that the names of the participants and the schools would not be disclosed. The participants were informed that the findings would be shared with the Gauteng Department of Education, if requested, and with the participants, in the form of a report.

To gain access to the research sites, I personally went to the schools to request an appointment with the principal, to explain about my study and invite him to be a participant. Furthermore, I requested access to the school and to have a number of participants, as I was exploring the role of the principal in managing teaching and learning. A letter was forwarded to the principal on our very first meeting, explaining what the research was all about and assuring him of his safety and confidentiality if he wished to participate in the study.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The aim of this chapter was to provide a detailed description and analysis of the two case study schools. The chapter presents data for School A and School B separately. The chapter also presents documentary analysis and data from observations for both schools. Interview data with the principal, the deputy principal and two heads of department (HODs), and a focus group discussion with three educators of each case school is also presented separately. The focus group comprised two teachers with 10 years' experience and one teacher with just two years' experience in the school. The main purpose of combining both experienced and new teachers was to get a perspective of both experienced and new teachers on the role of the principal in managing teaching and learning.

This research was informed by the assumption that the principal of Schools A and B are not focusing on managing teaching and learning. Looking at the schools' past Grade 12 results, the schools have not been performing well for at least the past five years, possibly because the principals of both schools have not been managing of teaching and learning. The claim of the study is that both principals are concentrating on other factors in running of the school, rather than managing teaching and learning. The role of the principal is to ensure that teaching and learning takes place in the school through proper management of the school. Hoadley et al. (2009) argue that despite other roles that principals have, the management of teaching and learning might contribute a great deal to improving achievement outcomes. In addition, management of teaching and learning by the principals of School A and School B could be of great help in producing positive learner' results.

4.2.1 Background and Context of School A

School A is situated in the eastern part of Kwa-Thema Township. The school was established on 28th April 1981. In the beginning there were 16 teachers and one acting principal. All the teachers were taken from the local primary schools and they did not have secondary school teaching qualifications (section 3 of school profile). Also reflected in the school profile is that in 2011, School A had enrolment of 860 learners and 31 teaching staff, that included nine members of the school management team (a Principal, two Deputy principals and six heads of department). School A was established to be a comprehensive school as it also offers technical, commercial and science subjects only.

School A has a good infrastructure. The building is large, attractive and has all the necessary centres to accommodate the school's daily activities. The school has a large hall facility, centres or workshops for the technical subjects and five science labs which are in good condition. They also have two computer centres one being a Gauteng online project, the Gauteng online project was established by the GDE to introduce computer literacy among the former disadvantaged schools. The other computer centre was donated in 2004 with 24 computers fully installed (Section 8). School A has enough classrooms for teaching and learning to take place and all the SMT members have their own offices for them to do administration work.

All the necessary school policies are in place, they are aligned with the South African Schools Act (SASA) 109 of 2006. School A has the following policies: an admission policy, language policy, a policy on religion, policy on finances, a code of conduct for learners, a safety and security policy, an HIV/Aids workplace policy, a policy concerning a learner teacher school material (LTSM), an induction policy, and homework policy (Section 5). All of the above-mentioned policies have been ratified by both the school governing bodies (SGB) and the district. School A is a comprehensive high school and it offers technical, commercial and science subjects only. The school does not offer general subjects such as History and Tourism.

4.2.2 School Performance

The table below shows the Grade 12 results of School A from 2005 to 2010.

Table 4.1 Learner enrolments and Grade 12 pass rate since 2005 for School A

YEAR	GRADE 12 ENROLMENT	GRADE 12 PASS RATE
2005	59 learners	50.0 %
2006	75 learners	65.3%
2007	106 learners	47.0 %
2008	129 learners	49.6%
2009	123 learners	43.8%
2010	102 learners	50.7%

The above table of learner pass rates since 2005 shows how the school has been underperforming for the past six years. The school has mostly been performing below 50% in its Grade 12 results. One would assume that with the principal's number of years' of experience in leading the school, the school would be doing fairly well but instead the results are not satisfactory The only time the school performed reasonably well was in 2006 with an enrolment of 75 learners in Grade 12. In subsequent years, as the table show in 2009 although the number of enrolled learners dropped, the pass rate also dropped. Also the table shows that the more grade 12 learners there were in School A, the lower their Grade 12 pass rate.

4.3 Site observation

As part of the fieldwork and during the course of my visits to School A, I observed the activities of the school principal, the teachers and the learners during regular school hours. My first visit to the school was to request the permission to conduct my study and to obtain the consent of the participants that I would be interviewing in the study. I went to School A just after 8:00. As I was driving towards the school, there were learners walking to school and they did not seem to be concerned that they were late for their first period as it was already after 8:00. When I

approached the school gate, it was locked and the school was quiet; there were no learners roaming around inside the school yard. The security guard made me sign at the gate and to state who I was going to see in the school. For me to see that the gate was being locked during school hours gave me the impression that the school was maintaining order and monitoring the movement of staff and learners into and out of the school.

I was then invited to the school to start with the interviews. The principal stipulated that I could only see the participants after the learners had left the school. He said I would only be allowed on the school premises after 14:30. He also told me that he would select all the participants I would be interviewing for my study. He organised a deputy principal who is in charge of the curriculum to interview and he also tried to organise a HOD that I should interview. However, things didn't go according to plan because that particular HOD had to miss school for the whole week because of family issues. I then had the opportunity to ask any two HODs at random to participate in the study. The two gentlemen that I asked volunteered to be participants.

4.4 Document analysis of School A

For the purposes of the document analysis, I requested the principal to provide me with documents that could be helpful in gaining relevant information about the running of the school and to understand the challenges he faces in managing teaching and learning. Scott and Morrison (2007) mention that it is important for a researcher to have documents because they contribute to the development of key concepts and construction of research instruments. McMillan and Schumacher (2010) maintain that documents describe functions and values and how various people define the organisation (p.361). The documents that I obtained were the school profile, the minutes of previous school management meetings, templates of curriculum monitoring from the HODs to the principal, overall district performance and analysis of the Grade 12 results from 2006 to 2010. The school profile provides the background and context of the school, as well as the vision and mission statements of the school. The provincial Grade 12 results I obtained from the Gauteng Department of Education (GDE) website.

When I requested for recent minutes of the school management team (SMT) where they discuss curriculum matters, the school did not provide me with them. Instead, I was provided with minutes dated July 2009 to February 2011. Therefore, most of the document analysis is based on the minutes that were given to me by the school.

Having read through all the copies of the minutes that I was given, I noticed that the SMT was mostly discussed new strategies on how to monitor the teachers in the classroom using a tool from the district called Curriculum Management Model (CMM). The people responsible ensuring that the teachers use the tool are the heads of department (HODs) the aims of the CMM are as reflected in the minutes below-:

AIMS OF THE CMM IN THE SCHOOL:

- *Teachers cover all aspects of the syllabus*
- *Learners do not meet new aspects for the first time (it happened in one of the most crucial subjects)*
- *SMT must know what is happening in class, e.g. teacher X will be treating this topic today*
- *SMT must give support to teachers on curriculum delivery.*

[minutes of the SMT meeting held on 26 January 2012.]

Having read through all the minutes of previous SMT meetings that I was given, in the curriculum section, School A was concentrating on the strategies they were putting in place to manage teaching and learning. The CMM tool was designed by the district to help SMTs to manage teaching and learning and School A is implementing it. The CMM tool is helping with the monitoring of teachers' work if they are on par with the syllabus. According to the documents, the principal did not engage with the staff about how he would ensure that quality teaching and learning is taking place in the classroom.

Other minutes of previous SMT meetings held revealed an analysis of the results in different grades as follows:

Analysis of results:

- *Grade 10 performed worse than Grade 11*
- *Learners were all passed in Grade 9 the previous year because of the lack of 450 schedule compilation.*

[Minutes of the SMT.meeting held on the 29 July 2009]

The minutes revealed the analysis of the results, which showed which grades have performed better and which ones have been underperforming. It is good for the school to keep such records however, what was missing in the minutes were strategies on the school is going to address the problem of the higher failure rate in Grade 10 and what systems the school is going to put in place to deal with this challenge.

The next thing that I focused on was the history of School A and the school profile. This will be given in the next following section.

4.5 INTERVIEWS

Interviews are one of the methods that I used in my study to collect data from the participants. Interviews are a naturally powerful way of collecting data in that they provide participants with the opportunity to make their particular perspective explicit (Cohen, Manion & Morrison, 2007). The participants that I interviewed were mostly school management team members (SMT) who I believed that they would provide me their own perspectives and experience concerning the role of the principal in managing teaching and learning in School A.

Bush and Glover (2009) suggested four components which need to be demonstrated by principals when managing teaching and learning (see Chapter 2). I used the four components (evaluation, modelling, monitoring and observation) in my interview with the principal to try to understand how the principal demonstrates management of teaching and learning effectively and whether he uses the above mentioned four components.

4.5.1 Interview with the principal

After trying to contact the principal several times to arrange schedule an appointment for me to conduct the interview, the interview finally took place in his office. The interview finally took place in his office. He eventually invited me to his office after teaching contact time. Prior to the interview, we had discussed how the interview would take place and the principal had agreed to the interview being recorded.

The interview with the principal revealed that he understands what teaching and learning is, what it entails who should carry it out and how teaching and learning should be managed in the school. The principal stated his understanding of what managing teaching and learning as follows:

> *Management of teaching and learning I would say that there is teaching takes place in the school, learning also takes place in the school. Of course it involves quite a number of things, like planning, assessment, the development of educators, resources, workshops and giving information from the district.*

From the interview extract it is evident that the principal knows what is expected of him regarding the management of teaching and learning, and how it should be carried out. He further explained that in his school there is a system which HODs have initiated. HODs are individuals responsible for the teachers' work; they ensure that teaching and learning is taking place in their various departments in the school. The principal revealed that only the HODs should check the learners' books and teachers' files to ensure that teachers are keeping pace with the syllabus. This is what the principal had to say:

> *You see the HOD will check the books of all teachers in his department, you see we use work schedule, now the HOD does not sample teachers in other words he checks all the books and files from his teachers.*

Judging from the above quotation it would seem that monitoring of work must be done by HODs in their various departments. This is a distributed leadership style of sorts, because the principal explained that it is the way the school works and it would be more appropriate if the HODs checked and monitored the departments because they are the specialists in the subjects taught in those departments. The principal further explained that HODs report on what is happening in the departments if there are any challenges which need to be addressed in the form of a special tool that they use.

The principal mentioned a tool that the school is using called the Curriculum Management Model (CMM), to check whether teachers are on par or keeping pace with the syllabus. He explained that the tool works well for them as a school because not only does it check whether teachers are on par or keeping pace with the syllabus, but also monitors the quality of work that teachers are giving to their learners. He further explained that the CMM reports are seen by all members of the SMT because teachers write their own subjects reports. The reports are the submitted to the HOD who assesses and monitors them. The HODs' also compose their own departmental reports. The HODs' reports are forwarded to the deputy principals, who synthesises the HODs' reports to produce one report. Lastly, the CMM reports are forwarded to the principal who samples them randomly and produces a school report which is submitted to the district. The principal seemed happy and content with the progress that CMM tool had sown in managing teaching and learning. He further explained that not only does the CMM monitor teachers' work, it also controls irregularities in attendance:

> *The logic dictates that if I am always absent as a teacher, I will have a backlog you see, those are the teachers that sometimes we need to forget, if you are sampling because you need to make sure that those teachers complete the syllabus.*

The issue of observation also emerged during the interview. The school uses the time during the Integrated Quality Management Systems (IQMS) period to visit and assess teachers The Integrated Quality Management Systems (IQMS) is a policy which was put in place by the formerly known as National Department of Education (NDoE) now named Department of basic education (DBE) to monitor and develop teachers on a yearly basis. They receive a remuneration

increment of 1% when they obtain higher score than their score in the previous every year. The observation report of how a teacher teaches in the classroom has to be completed by the HOD and the peer educator after they have visited educators' classrooms.

When I asked whether the school had enough resources to ensure that effective teaching and learning is took place, the principal responded to the question follows:

> *The technical side also has practical, they use the machines to do their practical work and that is a huge challenge because we are not fully equipped as a school. There are other programmes which require computers to do we do not have those, but despite the fact that we got two centres with computers, but Gauteng online cannot take the programme for example.*

The above quotation from the principal's interview shows the challenges that the school is faced with in the technical subjects that it offers. The principal previously mentioned that his school is the only school in the township that offers technical subjects and that they are not going to stop offering these subjects: "*We are the only school offering technical subjects in the whole township."* It then becomes a challenge if the school does not have enough resources to ensure that teaching and learning is taking place effectively.

The principal believes that the reason the school is underperforming is the challenges the school faces with regard to the technical subjects that it offers. He further revealed that they do not have enough human resources or teachers in the technical subjects. He mentioned that they only have one teacher teaching technical subjects who is employed on a temporary basis. The school does not have the funds to hire more teachers to assist with teaching the technical subjects. When asked whether the school was informing the district about the problem they were experiencing in the teaching of their technical subjects, the principal response was as follows:

> *Yes they know, in fact they cannot find a suitable or qualified teacher for technical, even the teacher we have is from Zimbabwe, unfortunately we do not have such teachers in our country. They are doing all in their power to assist but we have been waiting and nothing is coming so far.*

The issue of monitoring and class observation emerged in the interview with the principal. He revealed that having the CMM tool in place also allows the SMT to monitor teachers' work by means of this tool.

4.5.2 Interview with the deputy principal

The interview with the curriculum deputy principal took place in her office on the day that the principal had scheduled for us to meet. The principal decided that I should meet with the curriculum deputy principal instead of with the administrative deputy principal. It seemed appropriate to me as the curriculum deputy principal is the party who is involved in issues of teaching and learning. This suits my study as it is about the role of the principal in managing teaching and learning.

The interview conducted with the deputy principal revealed that there are systems which are used in the school to manage teaching and learning,

> *There is what we call CMM that we use in the school to manage teaching and learning. The CMM tool that is where the teachers write a report of their subject and give it to the HOD and HOD writes a report and give it to the DP, then the DP write a report and give it to the principal which he write a report and forward it to the district.*

The above interview extract shows that management of teaching and learning is done by all the teaching staff in the school through their report writing on the curriculum monitoring model (CMM) tool. The deputy principal also stated that managing teaching and learning is done by all the members of the SMT in the school through the CMM tool. She further revealed that the SMT does observe lessons and that this is done once a year through the IQMS.

The interview with the deputy principal also revealed that, even though all teaching staff members are working as a team, they are still faced with the challenges in the management of teaching and learning. Their first challenge is the subject choice that they offer as a school: In this regard, the deputy principal said the following:

> *There are challenges in the school, even though we work together, the biggest challenge is the subjects that we are offering as a school, and these subjects are heavy for our learners. We offer technical subjects and accounting across the FET learners. Only one group of learners is not doing accounting and that is science and pure maths learners but the rest of FET learners, they do accounting.*

In the opinion of the deputy principal, the main reason the school is underperforming is because of the subjects it is offering. She mentions that School A is the only school in Kwa-Thema that offers technical subjects and what has exacerbated the problem was the removal of the third language from the curriculum which meant that the school had to replace Afrikaans with Accounting as a result most of the learners are doing Accounting.

> *Another problematic subject is accounting and most learners are doing accounting because when Afrikaans was taken out as a 3rd language we substituted it with accounting and we are sure that even if the learners pass every subjects but they will definitely fail accounting because it is the difficult subject.*

It is evident from the interview extract above that the school has major challenges in its subject choice. The deputy principal showed her concern regarding the subject of (Accounting), and stated that as the SMT they are trying to come up with strategies to resolve the issue.

The second challenge that the school faces, which emerged in the interview with the deputy principal was the lack of commitment by teachers when it comes to delivering the curriculum. The deputy principal showed her concern about teachers who are not performing their teaching duties properly. She said that she found herself always having to push the teachers to do what is expected of them,

> *The second challenging thing in our school is teaching staff' strength is not much even HODs themselves are in management but their strength is not much. You find that you have to interfere all the time by saying people must*

monitor the teachers and classes, only to find that an HOD is very lenient towards teachers and they get away with anything.

The deputy principal further pointed out that this is a general concern of all the members of the SMT namely, that not all teachers are cooperative. She further explained that some of the teachers needed to be reminded of their duties on a daily basis. When I asked what action was being taken to ensure that the teachers were in class teaching without having to be reminded by the SMT all the time, and whether the school had strategies to put in place to ensure that there was more cooperation from the teachers. This is what the deputy principal had to say regarding to the issue:

We even arranged Human Resource department from the district to come and assist us on reminding educators about their duties and responsibilities and also to talk about leave days because there is high rate of absenteeism among teachers.

The third challenge that the deputy principal mentioned was the lack of resources at the school, both human and material resources. The interview also revealed that despite the fact that School A is offering technical subjects, the school has only one teacher of technical subjects. In addition, the workshops for technical subjects cater for 15 learners only. The school does not have 15 learners per class it has over 40 learners per class. This is also a problem for the school as not all learners in any class can be accommodated in one workshop at any one time and the teacher is only one:

We have shortage of the engineering workshops whereby each workshop takes 15 learners but because of the manpower and having one teacher we are facing the challenge there.

It is evident that the above response on the challenges that the principal is facing in teaching and learning that these challenges are not caused by the principal not managing because School A has a system for them to manage teaching and learning namely, CMM and this system is working. However, there are factors that were revealed by the deputy principal which she believes are the biggest obstacles to the success of the school. The deputy principal mentioned

one last important factor which she believes is also a challenge and that is the English language as a barrier. English is the medium of instruction in School A, that is, all other subjects are taught in English except home languages.

The deputy principal pointed out that English is the biggest problem because learners cannot read and understand simple instructions when given work to do:

> *The language is also a barrier towards the learners, they do not know English that they are being taught with, they are really struggling*

In response to the question of how the school particularly the SMT deals with the issue of the English language being a barrier to teaching and learning, the deputy principal responded by saying that the language head of department is addressing the problem by trying to organise extra lessons and encouraging the learners to read English texts. She also mentioned that learners do not have a good foundation in the English.

4.5.3 Interview with head of department 1

The interview with the head of department 1 (HOD1) took place in his office at 9:00 He invited me to come and see him during the morning because he was exempted from invigilating the Grade 12 preliminary examinations. The HOD heads all the languages offered at the school, and he also teaches one of the languages.

The first thing which was revealed in the interview with the HOD was the issue of systems which are in place to manage teaching and learning. The HOD mentioned the school uses both the curriculum management model (CMM) and the integrated quality management system (IQMS) when it comes to managing teaching and learning in the school:

> *We have systems in place, (1) We have IQMS which is done yearly and (2) We have CMM, this one we do it often because all the teaching staff have to write reports on their work progress. Teachers write about their*

> *individual subjects and hand it over to the HOD who make sure that he checks the schedule and makes sure that they are not falling behind and also verify in learners books. HOD then compiles a report to the DP who also samples the teacher's report and verify that I as an HOD have checked all the books and teachers files and the report says exactly that. The DPs then also come up with their own reports which are forwarded to the principal who is also going to verify by sampling HODs reports randomly to see if they wrote a proper report.*

According to the HOD, the school has systems that it is implementing to manage teaching and learning. Every teaching staff member writes reports to confirm that they are keeping pace with the syllabus and the learners' books are checked by all the SMT members to ensure that what is written in the report corresponds with the teachers' work. He further explained that the CMM tool also helps to monitor whether the teachers attend all their classes or not, and if they are possibly getting behind due to absenteeism. In such a case the teacher can be asked to provide the HOD with the management plan to ensure that the lost teaching time is made up. The HOD strongly believes in the systems that the school has in place to manage teaching and learning. The CMM also traces teachers' work to ensure that teachers are keeping pace with the schedule designed for the particular subject. When I asked whether the school does class visitations and how the HODs carry them out in the various departments, the HOD responded by saying:

> *Well, errr, truly speaking due to some of the union issues, we do not do it much because we understand that according to our unions, they are not in favour of us visiting teachers in their classrooms.*

In the extract above, the HOD reveals that the teachers' unions are not in favour of SMTs, visiting teachers in their classrooms, but he also mentioned that as part of endeavour to develop teachers in his department, he does sometimes visit them informally. He also mentioned that he believes in teacher development, and for him to be able to develop the teacher he needs to visit them in their classrooms:

> *Well with me when I am free, even though I am not doing it officially so or formally so, I do go visit for development purpose and teachers are happy when I visit their classrooms of course it is not formal but informal. They are also aware that I am not policing them but developing them.*

It is evident from the response that the HOD believes in developing his subordinates, or teachers, in his department, and he said he does not do it in a critical way, but in a constructive way, and the teachers are happy with his informal visits. He further stated that as part of managing teaching and learning he believes in developing himself as well as the teachers in his department. As a result he was doing an Advanced Certificate in Education (ACE) in leadership. He believes that the ACE training which he had done had developed him to be more effective in management and leadership skills. The HOD explained that not only does he develop his colleagues in the language department by visiting them informally and giving them feedback on what he has observed in their classrooms, he also encourages them to attend workshops and to register to study further if they can. On issue of development, I then asked the HOD how the principal of the school ensures that development takes place as it contributes to the management of teaching and learning. Blasé and Blasé (2009) argue that one of the characteristics of instructional leadership is teacher development. In response to the question about the principal and teacher development, this is what the HOD had to say:

> *You see ma'am, the principal is very supportive when it comes to teachers going to attend workshops and training. He lets us go at any time of the day if it is about teacher development.*

The extract above shows that as far as the HOD is concerned, the principal is supportive towards the development of educators in his school. The HOD also explained that when they have their morning meetings as the SMT, the principal reminds the teachers of forthcoming workshops that they must attend and the systems that are in place for the school to manage teaching and learning effectively.

The interview with the HOD revealed that the school's SMT is working together to manage teaching and that learning and the principal is supportive. However, he indicated that the school

is also faced with challenges, which he said the SMT are trying to find solutions to because these challenges are an obstacle to the school's Grade 12 results.

The first challenge that the HOD discussed was the issue of the subjects that the school is offering namely, that the subjects are difficult and that the learners are not coping in these subjects. This is what he had to say:

> *You see ma'am, if you can check the curriculum of the school we have technical, science and commerce streams. We do not have a general stream. Those learners in the technical subjects they would do graphics and design, they would do electrical and mechanical technology, physical science and mathematics….we are specialising and you find that our learners are not coping with such heavy subjects.*

The second issue that the HOD raised was that English was the language of teaching and learning. He said that many learners are disadvantaged because they cannot understand English. He further explained that all the subjects except for home languages are taught in English and that the learners are struggling with English. He said that the language was a barrier to most of their learners as it is not their home language. This is the response that he gave when voicing his concern:

> *The reason our learners are struggling again ma'am is the issue of language, yes the English language. We will have the bulk of learners in Grade 10 who cannot even understand the language of teaching and learning, how now do you expect us to perform well in Grade 12?*

HOD1 of School A concluded our interview by saying that, although the school has a number of challenges, the above mentioned two challenges are causing the school to be dysfunctional as far as its learner results are concerned. He explained that the SMT was trying to deal with the issues. This is what he said to conclude his interview: *"We can never improve our results because of such reasons."*

4.5.4 Interview with head of department 2

Head of Department 2 (HOD2) heads the Mathematics and Science departments. He has been heading them for just over a year. Prior to his appointment as HOD, he was a mathematics educator in the same school for the past seven years. The HOD is fairly new in the school management team.

The interview took place in the HOD's office during break, as was scheduled. This is what HOD said in the interview when I asked him how the school, particularly the principal, manages teaching and learning:

> *We are all managing teaching and learning as the SMT. The principal does not work alone, I believe that managing teaching and learning is the responsibility of all of us.*

As far as HOD 2 is concerned, it is not only the principal that should manage teaching and learning, but all the SMT members are responsible. He further explained that the SMT in his school is working together to manage teaching and learning. In response to the question on how the SMT was managing teaching and learning in the school, he said:

> *We have the tools that we are using. Those tools are called CMM, they assist in managing teachers' work, if they are on par with the syllabus and if the learners are given enough work as required in the schedules.*

It is evident from the above extract that the HOD believes in teamwork and in the beneficial CMM tool that the school is using to manage teaching and learning. He explained that the tool has been designed in such a way that teachers cover the syllabus that they are expected to cover within a certain time. This means that the learners are also doing what they are expected to do in a particular period, because the teachers are being guided by the work schedule.

When I asked whether the HOD visits his Mathematics subordinates (teachers) in their classrooms as the head of department, he responded that it was not easy to do that as the teachers unions do not allow the SMT or any district official to visit teachers in their classrooms:

> *Unions do not want us to visit teachers, but what I do is to make it a point that each and every time I check if teachers are on par through their schedule and reports they write. I then call that particular teacher in the office if they are behind so we can have a one-on-one talk.*

Even though the teacher unions are opposed to classroom visitation, the HOD makes nevertheless ensure that he develops and supports a teacher if he or she is struggling or falling behind with regard to the schedule. As it is evident from the interview extract above, in response to the question about whether the principal visits classrooms do rounds in the school to ensure that teachers are teaching and learning is taking place. HOD said that the principal does not do rounds or visit teachers in their classrooms, instead, he said that the teachers forward the CMM reports to the HOD and that is how he compiles information from the reports and forward it to the top management.

However, the HOD revealed that because the school is using the IQMS which is a policy that the school is compelled to follow, they are obliged to do class visitations during that period. He further revealed that, according to him, the IQMS is promoting window dressing because teachers prepare only what the HOD wants to see in their files. He mentioned that teaching and learning is better monitored through the CMM as this is done regularly whereas the IQMS is done once a year only. It would seem that this HOD favours the CMM.

It has been said that the purpose of the IQMS is teacher development. I then asked the HOD how he and the teachers in his department developed themselves, to increase their knowledge of the subject content. His response was as follows:

> *Yes, last year I completed my ACE in Mathematics at Wits University, then a year before that I was doing a B.Tech in management…it was myself and one teacher who is in my department, we completed ACE in Maths. One other thing that we do is to attend the ones that are provided by the district, the workshops and training. I can safely say all of us here at school we are engaged in all of the workshops the district is providing.*

Another thing that the HOD mentioned in his interview which he regards as a major challenge in his department is the lack of resources. He said that the subjects of Mathematics and Mathematical Literacy require each and every learner to have their own calculator and text-books. He explained that the budget for the Mathematics department in 2011 was sufficient to buy resources for one grade only. When asked what the Mathematics department did about the other four grades, he responded as follows:

> *We do not have enough resources especially calculators and textbooks but we prioritises by making sure that all the grade 12 learners have all the necessary resources first before we can buy for other grades.*

The above extract from the interview shows that the department of Mathematics in the school gives the Grade 12 learners priority as it allocates resources to the Grade 12 learners first. The HOD explained that in 2011 they were fortunate in that they had only 102 grade 12 learners. They bought 150 calculators so all grade 12 learners received calculators. Consequently, each of the Grade 12 learners received a calculator and the remaining calculators were given to Grade 11 learners.

4.5.5 Focus group discussion

The focus group consisted of three teachers from different departments. Two of the teachers in the focus group had been in School A for over five years and one teacher had been there for just two years. The interview took place in the office of one of the school's technical centres during their lunch break. Two of the teachers did most of the talking in the interview and the other teacher gave mostly one word answers or did not speak. The two teachers that did most of the talking also elaborated on their answers. What follows is what emerged in the group when issue concerning management of teaching and learning were discussed

When I asked whether the school was faced with challenges in the management of teaching and learning, the teachers expressed that they were happy with their teaching and the support that they were receiving from their HODs. They did however indicate that the school had many problems one of which was the issue of undisciplined learners:

> *I have two years here, there is a lack of discipline in learners. I thought we are trying as teachers but it is really difficult. I thought I could manage my class but I can't.*
>
> **[Teacher 1]**

One teacher expressed his frustration at the lack of discipline among the learners. He said that as teachers they were trying to be more understanding and supportive of the learners, and that even the SMT was doing all it could to assist, but that the learners were not cooperating. When asked how does the principal was managing the issue of discipline in the school, they responded by saying:

> *The principal tries. In the morning he stands at the gate to make sure that all learners are in classrooms but learners are uncontrollable, they will go outside and do funny things.*

This is what the other teacher had to say:

> *The principal is supporting us with the learners, he really tries, but discipline is a huge problem. I would really know what the principal does with discipline as I do not deal directly with him but my HOD.*
>
> **[Teacher 2]**

It is evident from the above extract that the teachers are content with the support that they are receiving from the SMT. However, there is something that is bothering them and that is the issue of the lack of discipline among the learners. When I asked the teachers whether this was affecting the management of teaching and learning one teacher responded as follows:

> *Well ma'am it does affect the issue of learning only, we as educators we are in class ready to teach and learners are sometimes not cooperative, they do not attend school regularly and they do not write if given work.*
>
> **[Teacher 3]**

In the extract above the teachers say that despite other problems that they have in the school, learner discipline is a major challenge and it affects the learners' performance. When I asked if the SMT, particularly the principal, does rounds in the school and in the classrooms, ensure that teaching and learning is taking place and to monitor discipline on the school premises, this is what one educator had to say:

> *Well the principal does not visit us in our classes, but HOD are visiting during the IQMS period.*

The teachers explained that HODs are the parties who visit during the IQMS period. When I asked how many times the IQMS period occurred in a year, one teacher responded: *"it happens once a year and it is for development."*

When asked how they get developed during the IQMS period and how this period helps them to manage their own teaching and learning in the classrooms, one of the teachers responded as follows:

> *Class visits are empowering, me. I like it because the HOD can see where you are lacking then maybe assist you in whatever you are lacking about.*
>
> **[Teacher 1]**

Another teacher had the following to say about class visits:

> *Well, with me I like it especially because they are preparing us before they come to visit, so you have to be ready on such and such a day. They are helping because that's where you see if you can deliver a lesson well in front of your colleagues and HOD, so they are very developmental*
>
> **[Teacher 2]**

Yet another response concerning class visits was a follows:

> *With me is not the same, other HODs come to class because they are looking for faults in your teaching then they write a bad report about you.*

Well I know that maybe 50% of the staff do not like class visitations even our Union does not allow it

[Teacher 3]

The other issue which was revealed during the focus group discussion was the CMM tool. When the teachers were asked whether the CMM method was working, or whether it was an appealing method for managing teaching and learning. This is how each teacher responded:

CMM is a good instrument because it keeps me in my toes, always thinking of time allocated to treat a certain chapter.

[Teacher 1]

Well I would say it is really working well in our school. You have to make sure that you submit the files, reports and learners' books in time to the HOD so he checks if you are in par.

[Teacher 2]

It really works and it monitors teachers not to stay away from their classes, but there is too much writing, paper work that is the downside of it

[Teacher 3]

4.6 Overview of School A

This overview constituted a presentation of the findings of School A where different methods of data collection that were used to triangulate the research. All findings from School A were presented, namely, findings from the site observation, the documentary analysis, the interviews and the focus group discussion.

As far as site observation was concerned, School A granted me access to come to the school and to observe. Most of the time I was on site, the school seemed to be functioning effectively and the principal seemed to be in charge of the daily running of the school.

The second thing that I requested from the principal was documentation and School A did not have all the documents, namely minutes of the previous SMT meetings that I had requested to analyse so as to triangulate by means of other data methods. However, in the documents I obtained from the NDoE, namely past Grade 12 results showed that the school has not been performing well in past five years. The Grade 12 results confirmed that the school is indeed faced with challenges in managing teaching and learning.

The third method of data collection used was interviews with the research participants. The interviews revealed the many challenges that the school is faced with. The school has a system in place that demonstrates management of teaching and learning. All four of the interviews that I conducted with the participants (the principal, the deputy principal, HOD1 and HOD2) revealed that the school uses the CMM tool and the IQMS to manage teaching and learning. However, the school has its own challenges. Each of the participants revealed: the subject choice that the school is offering hindering learners from performing well. The deputy principal and HOD 1 pointed out that despite the subject choice in School A, the other challenge that the school is faced with is the English language as it is the medium of instruction in the school. Both the deputy principal and HOD1 revealed that English is a barrier as English is not their home language

The focus group discussion revealed that the teachers do not work closely with the principal rather with the HODs. The discussion revealed that the systems for managing teaching and learning which have been put in place are effective; but that, there are other challenges which are posing problems for the management of teaching and learning. One of these challenges is the lack of discipline among the learners. All three teachers in the focus group discussion said that the school was struggling with learner discipline and that this was affecting the teachers' ability to teach and keep pace with the syllabus.

FINDINGS OF SCHOOL B

4.5 Background and context of School B

School B is situated in the Eastern part of Kwa-Thema Township and it was established on 3 February 1968. School B was the second secondary school to be established in the township. The aim in the establishment of the school was to provide the community with more secondary schools as the township was growing, and to have a school which would cater for other African languages besides isiZulu, such as Sepedi and seSotho. School B currently has 42 teaching staff (section B school profile), that is: one principal, two deputy principals, eight heads of department and 31 Post Level 1 teachers. School B enrolled 1 222 learners in 2011. The school offers three home languages (namely IsiZulu, SeSotho and Sepedi), English as a first additional language, a general stream, a commerce stream and a science stream.

School B has a good infrastructure. The building are modern and there are all the necessary centres to accommodate the school's daily activities. The school has a large library, a computer centre with internet access (Gauteng online) and a Science laboratory. The school management team (SMT) members have their own individual offices and the school sufficient classrooms for teaching and learning to take place effectively.

School B's profile shows that all the necessary policies are in place and they are aligned with the South African Schools Act (SASA) No. 109 of 2006. School B has the following policies: an admission policy, an assessment policy, a code of conduct policy, a policy on finances, an HIV/AIDS work place policy, a language, a policy on learner teacher support material (LTSM), a school governing body (SGB) policy, safety and security policy, and staff development policy. The school falls under section 21 of SASA which means that the SGB has the right to charge each learner a certain fee per year towards their education.

The principal of School B has been principal of the school for just over a year. He was appointed principal on 1 January 2010. This is his first appointment as a principal. He was previously a deputy principal. As mentioned above, School B has two deputy principals and both of them have been in this position in the school for less than two years. To be precisely, deputy principal

1 has been in the school for 18 months and deputy principal 2 is acting and has been in the position for just over the month.

4.8 Document analysis

For the purposes of the document analysis, I requested the principal to provide me with documents that may be useful in gaining information about the running of the school and maybe understanding the challenges that the principal is facing in managing teaching and learning. Scott and Morrison (2007) state that it is important for a researcher to have the access to documents because these contribute to the development of key concepts and they make a contribution as a research instruments (see Chapter 3). Unfortunately, not all the documents that I requested were available. The only documents that I was given by the principal were the school profile and a brief history of school. The minutes of previous meetings and school policies on curriculum matters, the principal did not have The documents I was able to access from the NDoE were the Grade 12 results for the years 2005 to 2010.

Below is a table of School B's Grade 12 results from 2005 to 2010.

4.2 table of Learner enrolments and Grade 12 pass rates since 2005 to 2010

YEAR	GRADE 12 ENROLMENT	GRADE 12 PASS RATE
2005	77	63.5 %
2006	65	75.4%
2007	157	63.8%
2008	207	56.5%
2009	224	49.6%
2010	233	47.3%

The above table shows the Grade 12 results from 2005 to 2010. This information was accessed from the NDoE. The results show the inconsistency of the pass percentage in School B's Grade 12 pass rates. The table shows that the greater the number of Grade 12's enrolled, the lower the pass rate. Could these results mean that the Grade 12 teachers and the SMT cannot handle the larger classes in Grade 12? The results for 2006, when there were only 65 learners in Grade 12 in the school, were good with a 75%.4 pass rate which was well above the provincial pass rate for Gauteng which was 62%. In 2010 number of learners in the school that sat for the Grade 12 examination was the highest in the period 2005 to 2010 and the pass rate was far below provincial pass rate for Gauteng which was 66%. School B's Grade 12 results confirm my assumption in the study that the principal is faced with challenges in managing teaching and learning.

4.9 Site observations

As part of my fieldwork and during the course of my visit to School B, I observed the activities of the school principal, the teachers and the learners during regular school hours. My first visit to the school was to request the permission to conduct a study on the role of the principal in managing teaching and learning and also to obtain the consent of the participants. I went to the school in the morning just before 8:00 and the principal was not available. I was then referred to the deputy principal who was very welcoming. After explaining the reason for my visit to the deputy principal, he said I should leave a letter explaining about my study and that he would pass it on to the principal as soon as he returned. He also suggested that I should telephone the school after two when I would be informed whether or not permission had been granted to me by the principal to conduct my study.

When I telephoned the school, I was informed that the permission had been granted for me to conduct my study in School B, and the research started as it had been scheduled. I was requested to arrive at 7:30 on my first day of conducting research at the school, so that I could be introduced to the staff members during the morning briefing. The principal chaired the morning

briefing meeting, and I observed in that meeting was that the people that addressed issues concerning the curriculum and assessment were members of the SMT.

What observed during my research at School B was that the principal and the deputy principals seemed to be working together closely. The deputy principals were free to use the principal's office at any time, meaning that if the principal was not in his office, there was always a deputy principal in the office doing administrative work. Furthermore, with the first morning briefing I attended, the principal repeatedly asked the SMT members to report issues concerning the curriculum.

One striking observation was the active involvement of one of the deputy principals. He seemed to be the person who was supervising everything. He seemed to be everywhere, helping everyone, including offering assistance to the administrative staff in their use of computer. The same deputy principal was the first person that welcomed me on the first day that I arrived at the school. He was also involved in disciplining the learners that were apparently been trying to sell cigarettes to other learners, and he seemed to be the person who led the disciplinary hearing with the parents of the offending learners in the principal's office.

When I was walking towards the classrooms during one of my visits, I again saw the deputy principal getting the learners to go to the class as they were roaming around outside. The deputy principal seemed to be the person who was running the school. Most of the time that I was at the school, the principal was either attending a meeting or he was in class teaching. There was a day that the principal was late for school due to car problems and the very same deputy principal rushed out of the school to fetch the principal from his home. Members of the management at the school seemed to have a good working relationship.

During my first week of visits to the school, the learners were writing cycle tests, which are part of the school's system of in managing teaching and learning. The morning session would be for teaching and learning, that is, teachers would teach classes during these periods and after lunch, all the classes in the school would write tests. This lasted for a week.

4.10 Interviews

Interviews were one of my research methods to collect data from School B. McMillan and Schumacher (2010) state that an interview enables the researcher to obtain current perceptions of activities, roles, feelings, motivations, concerns, thoughts, and expectations from the participants in the study (p. 355). My study sought to understand the role of the principal in managing teaching and learning therefore, what McMillan and Schumacher (2010) are state above about interviews, was certainly relevant to my study. The participants that I interviewed were members of the SMT I believed that they would experiences of perspectives on managing teaching and learning that they would be able to share with me.

4.10.1 Interview with the principal

The interview with the principal took place in his office as scheduled. Prior to the interview, I had explained to the principal that the questions I would be asking would be strictly on the role of the principal in managing teaching and learning. The principal allowed me to record the interview as this would make it easy for me, as the researcher, to transcribe the interview word.

The interview was conducted, and the principal, he explained he manages teaching and learning in the school. He explained that there were systems in place to manage teaching and learning in School B and that those systems were expected to be carried out by all members of the teaching staff, from the teachers to the principal. This is what the principal said about one of the systems that they are using in the school:

> *Is it not that we are having a structure, for instance if I can start from the bottom up, errr, we expect teachers to at least have preparations, resources such as schedule, textbooks and timetable.*

When the principal was asked exactly how they implement the systems to ensure that teaching and learning takes place in the school. He responded as follows:

> *Teachers on weekly basis plan what they are going to do in that particular week, so we have a template where we give them so they indicate that, this week I am teaching this section, and those are handed over to HODs as a form of a report. Curriculum completion report from the teachers to HOD need to verify in terms of teachers report if learners' books are in par.*

From the interview extract above it is evident that the system that the school is using to manage teaching and learning is being followed by all the teaching staff as they write reports to say how far they are with their work as regard their teaching. The reports are forwarded to the HODs who then also HODs also write reports which are forwarded to the top management. Top management then goes and verifies the reports against the learners' books to ensure that what is written in the reports is what has been done in the classroom:

> *Then on monthly basis, an HOD compile a report for their educators in the departments in terms of curriculum completion then forward it to the top management which the top management will sample learners books to check if what is written in the report by both teachers and HODs corresponds with learners book.*

The principal revealed another structure the school uses to manage teaching and learning, namely monthly tests. He explained that as a school they decided that they would teach for the first three weeks of the month, and that in the last week of the month they would write tests to assess the learners on the work they have covered in the month.

> *We have made an arrangement that, we would then teach for three weeks and then the fourth week would be for cycle tests.*

The principal revealed that the purpose of the monthly cycle tests is to assist in managing teaching and learning. For this to be achieved, the teachers need to be in class every day and teach, because all the grades will be writing tests at the end of the month. This keeps the teachers and the learners constantly working as the teachers must always keeping pace with the syllabus schedules as expected.

An issue which the principal raised concerning the monthly cycle tests was that the FET grades are not performing well. He said it is because learners in these grades did not get a good foundation in the lower grades, namely Grades 8 and 9. He further explained that the monthly tests were helping the school to change the underperformance in FET grades. They believed that it is going to help learners in the lower grades to get used to studying regularly because of the tests that they will be writing at the end of each month.

The interview with the principal revealed that even though the SMT is doing all it can to manage teaching and learning by means of the cycle tests and the writing of reports at all levels from the teachers to the top management, the school is nevertheless faced with the challenge of teachers who do not want to cooperate. The principal further said that it did not help either if the teachers are supported by unions. This makes it very hard for the SMT to even visit the classrooms of the teachers who are not performing well when it comes to curriculum delivery:

> *Ma'am you find that there are opportunistic people amongst us who really do not want you to come visit their classes so, if you do it to one and you fail to do it to the next person it becomes a problem. Basically the unions are against us visiting teachers in classroom. The big issue here is the unions.*

It is evident from the extract above that the school is highly unionised and does not have a culture of working together. The interview also revealed that the school is divided; there are different factions among the staff. People are not working together harmoniously. The principal mentioned that he has been at the school for less than two years and is still learning how to deal with the division among the educators. He also stressed that having factions within the staff is the biggest challenge that the school faces because not all the teachers cooperate when it comes to teaching and learning:

> *I have been in the school for just under two years, to be exact 1 year 6 months, so you come to a school that has systems that are working and you still have to understand the cultures of the school. So what I have seen in the few months that I am here is that there is animosity of different*

> *groups, and in this school when I started there were camps and camps so it was so bad that even the acquisition of resources was given to their people.*

As far as the principal is concerned, the school has the divided culture and this inhibits the school from performing well. Even the resources are not distributed equally. The principal revealed that when he started working at the school, resources were not allocated fairly among the staff; there were different camps among the staff and the work assigned to learners was not uniform. He cited an example of two teachers who taught the same grade but they would give their learners different tasks. He mentioned that the SMT was trying to come up with solutions to help the school to eliminate divisions, hence the idea of introducing cycle tests so that teachers can follow the schedule and pace setter accordingly.

Another issue which emerged in the interview with the principal was the notion of class visitations purely for the purpose of develop and supporting teachers, as suggested by Bush and Glover (2009) when they mentioned it as one of the four components of managing teaching and learning. The principal revealed that visiting teachers in the classroom, was not the priority at that moment for the school. The SMT is still trying to create a culture of working together and collegiality. He said that is the biggest challenge that the school is faced with at the moment:

> *When I first came here, there was no collaboration among the teachers, no team spirit, so we need to work on that first before we can put other structures in place, we need to gain trust of teachers.*

The principal revealed that the school was not stable and that the cause of the instability is the constant changing of principals. He considered the constant changing of principals to be the main reason why the staff in the school was not cooperating particularly when it comes to teaching and learning. This is what he said concerning the issue of the constant changing of the principal at the school:

> *We come from the past where there were issues of principals coming in and out of the school, so I think I am the 12th or 13th principal of this*

> *school in 15 years. There is no stability in terms of the culture of the school, people come in and think that they can change and take charge of the school, then the school rebels towards that change and this cost a lot of disturbances. So, we are coming from that past where it was not orderly.*

It is evident from the extract above that the principal was more concerned about the culture of the school than anything else at the moment. He even mentioned that the SMT would start dealing with other structures once a collaborative culture was in place.

> *We need to stabilise things, we need to find ourselves a new culture so we can work on the culture and when we are ready we will be in the position to say, let us start looking at other thing.*

The principal also revealed that the whole SMT was working hard to try to restore a culture of collegiality among staff in the school. He concluded by revealing that it was fortunate that the SMT had a vision for the school and that they were working together harmoniously to manage teaching and learning. The two things that were working for the school at the moment were the cycle tests and the report writing to check whether the teachers are keeping pace with the syllabus. The other thing that needs attention will have to wait until they are dealt with when collaboration and team work among the teaching staff is restored.

4.10.2 Interview with the deputy principal

The interview with the deputy principal took place in his office as scheduled. The deputy principal was the person that I spoke to first when I was requesting to conduct research in School B. I spent over an hour with him explaining what my study was about and how I was planning to conduct the study in his school. He was excited about my coming to his school and he said he would let the principal know as he was out for the day. When the interview finally took place, he was well-informed about my study and he had agreed for the interview to be recorded.

The interview conducted with the deputy principal (DP) revealed that he understood exactly what the management of teaching and learning is, and who should lead in ensuring that management of teaching and learning takes place in the school. The DP explained that managing teaching and learning was the responsibility of all the members of the SMT, and that the principal alone could not manage teaching and learning.

The deputy principal communicated that in his school, there were not really any structures that were in place to manage teaching and learning. The reason for this were the challenge that the school faces in working together as a team, starting with the SMT. He further said there was no common goal among themselves as the members of the SMT:

> *What needs to happen is from the management team, if we can all have common goal. This is still a challenge because there are departments that are still struggling to instil a common goal to teachers*

As far as the deputy principal was concerned, the school needs a major change in mind-set among its teachers and certain members of the SMT before it can start putting in place structures that will help the school to improve its learner results. He mentioned that he has only recently been appointed as deputy principal at the school and that when he first arrived at the school, he found that some HODs could not moderate and monitor teachers' work as is required and expected. He said that all they did was simply to write a report without moderating.

As was the case in the interview with the principal of School A, an issue which emerged in the interview with the deputy principal of School B was the notion of class visitation purely for the purpose of developing and supporting teachers. In response to the question of whether the principal or SMT makes class visits to ensure that teachers are supported and developed so as to promote effective curriculum delivery. The deputy principal responded as follows:

> *There is a system which we suppose to be following and that is IQMS, this system we suppose to visit teachers in their classes so to develop them, what is happening here is that IQMS is just on paper. Last year I was supposed to be visited in class and nothing happened, I was never visited.*

He mentioned that class visitation was a challenge the SMT as the unions are totally opposed to the idea. Even though he personally sees class visitation as a good practice, as it is going to benefit both the teachers and the learners he said that the SMT hands are tied when it comes to class visits. He even added that teachers do not like to be visited in their classrooms. The deputy principal revealed that the only way they get to see what teachers do in class is when the HODs write reports and submit them to the deputy principals. There was a management plan that top management follows to ensure that HODs submit written reports on their various departments so as to check whether they are keeping pace with the scheduled syllabus. School B is faced with challenges in the management of teaching and learning. As a result, neither the principal nor the SMT visit teachers in their classrooms. The deputy principal said that they are dealing with the issue slowly. He pointed out that for this reason things are moving slowly, is because top management (the principal and the other deputy principal) are new; having been less than two years at the school. He revealed that the reason the school was not progressing was the internal politics among the staff members. He said that there was no collegiality and team work:

> *Another thing that is killing the school is internal politics, there is too much fights and negativity among teachers, and it is sad and frustrating because the teachers are angry and their morale is very low and at a learners expense.*

Another significant challenge which was revealed in the interview was the issue of resources. The deputy principal pointed out that as much as the school does not have sufficient teaching materials, he believes that they have sufficient teachers to teach the learners. He mentioned that there are schools that have far fewer resources than they have and that are performing very well regardless. He said that having sufficient teachers in the school, is enough to produce good results but that because the teachers in the school are de-motivated, they do not perform well, particularly when it comes to Grade 12 results. So, not having enough teaching material should not be an issue if there are enough human resources:

> *If we have teachers, we have everything. There are schools that do not have what we have and they still perform better than us. If we can change*

the mindset of our teachers, work on the culture then we can see ourselves producing desired results.

The deputy principal pointed out that what the school needs was a drastic change of attitude and that a culture of collaboration should be instilled among staff. He said that they were working hard as top management to develop strategies to restore the school to its former high standards However, it is difficult for the top management as it is newly appointed and one of the deputy principal is only acting in this capacity and has been acting for less than a month. The principal and the deputy principal interviewed (the participants) have been at the school for just over a year. The deputy principal ended by saying that the top management had a vision concerning the school and that they are prepared to work to realise that vision. This is what the deputy principal envisaged:

I want to see a situation where even if the principal is not here, and I am not here, the school must be running, teachers teaching and learners learning so we get good results at the end of every year. We first have to work on the teachers' attitudes and bad behaviour

4.10.3 Interview with HOD 1

The interview with the head of department 1 (HOD1) took place in her classroom at 10:00 as scheduled. The HOD has much teaching experience, particularly in School B, as she has been at the school for more than 20 years and heads the language department at the school.

This interview with HOD proceeded with her explaining what management of teaching and learning is done by each department in the school. She explained that the people who are heading the various subjects department and ensuring that teaching and learning is effective are the HODs. This is how the HOD responded to the question of the SMT manages teaching and learning:

We have meetings, generally departmental meetings where we address issues of curriculum, discipline, reports, marks and so on. The HOD is the

one who makes sure that teaching and learning is taking place in his or her department.

The HOD pointed out that the people responsible for managing teaching and learning in the school are the heads of department. School B has a system in which HODs have meetings in their departments and talk about curriculum matters. Having said that, the HOD also mentioned that the top management oversees whatever work they do in their different departments in the form of report writing. The HOD also mentioned that by writing reports to top management on issues pertaining to the HODs' departments, the HODs state the support that their department needs, if any, at that particular time. The support that the HODs was referring to was not support directly from the principal, but from the deputy principal, as she had mentioned, that she does not deal directly with the principal in terms of any challenges she encounters in her department, but she reports to the deputy principal and receives the needed support from him.

The deputy is the one that monitors my work. If I have a problem he comes to me and says this is how you are supposed to do things. He checks my work and makes sure that I follow the correct procedure. I do not deal with the principal directly when comes to my work, but the deputy.

When I asked if the deputy principal visits the classrooms of teachers and HODs for developmental and support purposes, the HOD responded by saying:

Well ma'am we do not get class visitation unless it is IQMS which happens only once a year. The deputy relies on the reports we write as HODs.

The HOD interview revealed that there are structures in the school that help in managing teaching and learning, namely the writing of reports. The report writing monitors whether teachers are on par with the syllabus. If it is found that teachers are not keeping pace with the syllabus, they are requested to provide a management plan explaining how are they going to make up for the time that has been lost. The school has a template which has been designed particularly for that purpose.

> *Yes we do have reports, we check syllabus completion, let's say right now its 100%. We check where are we in that 100%, are we in 85% or at 60% or what? And if there is a person lagging behind he should be able to give us a programme which he can use to cover up either for 5 days. She must be able to cover up those lost hours.*

On the issue of resources, the HOD revealed that the school is lagging behind in its provision of materials such as text-books and computers. However, he claimed that her department is doing fairly well as far as resources are concerned. She maintained that the reason for this is that she keeps the learners' textbooks in the classroom; the learners do not take the text-books home. She revealed that the principal is helpful when it comes to resources. He talks to the School Governing Body (SGB) in good time when resources need to be purchased. She said that the principal also assists them with his own personal resources when teachers want to make use of the computer as the computer centre in the school is often offline.

> *The principal is supportive especially in the issue of textbooks. He will be the one who instruct SGB committee to do something about the lack of textbooks. At times we want to use the computer, we do not have computers in our classrooms and the computer centre is dead, he allows us to use own laptop or even his computer in the office.*

The HOD also revealed that even though the school, according to her, is doing fairly well in ensuring that teaching and learning is taking place, the biggest challenge they are faced with is the education system which she feels fails them when it comes to certain policies. She pointed out that the district has a policy that says a certain percentage of learners must pass. She said that the reality in the school though is that many of the learners are not ready to progress to the next grade. She reveals that the reason her school is not doing well in terms of Grade 12 results is that many learners are passed even if they are not ready to progress to the next grade. She claimed that because the district has stipulated the percentage of learners that must pass, the school ends up passing learners who do not qualify to pass:

All teachers in the school are professional and qualified to be teachers. The problem is that the district is putting a certain percentage that these learners should pass. Well as a school we have to somehow reach that, then we push the learners so that we meet the percentage that was required by the district. This is a problem in the school because these learners, they get to grade 12 and know nothing. That is why the school is underperforming.

As far as the HOD 1 is concerned, the school is managing teaching and learning effectively, and it does it through its various subjects departments. The only challenge that the school is faced with is the policy which the district has imposed on them as a school that they should pass a certain percentage of learners even if some learners do not meet the requirements for progressing to the next grade. She concluded by saying that this poses a threat to school B as it is regarded as a non-performing school in the district.

4.10.4 Interview with HOD 2

The interview with head of department 2 (HOD2) took place in his office during the lunch break as scheduled. The HOD has more than 20 years' experience teaching in the school. He came to the school as a post level 1 teacher and got a promotional post to be an HOD nine years ago. He is heading the general stream, that is, History Geography and Social sciences. The HOD had agreed for the interview to be recorded for the purpose of transcribing.

The interview with the HOD proceeded with her revealing that in School B there are systems that are in place to manage teaching and learning, and these systems are working well as they are carried out by the HODs in the various subjects departments:

We manage teaching and learning by following work schedules which are designed by our subject facilitators from the district., we then use the CMM tool to write reports on what is happening in our department. The people who are responsible to make sure that is happening are the HODs; every HOD is responsible for his department.

The HOD also revealed that the school has different systems to ensure that teaching and learning is managed effectively. Those systems are the writing of reports by all teaching staff members in the CMM tool plus monitoring cycle tests every month. He pointed out that not only do they write reports on the teachers' work in the various departments, but they also ensure that what the teachers have written in the reports corresponds with the learners' work-books. They do not only use CMM to manage teaching and learning but they also have a monitoring plan for class visits and an assessment plan for assessing teachers work.

> *We are having a management plan, we are having a monitoring plan, then we are having assessment plan. All these plans help us to manage teaching and learning; without them we wouldn't be able to see if teachers are teaching and if they are on par with the syllabus*

The HOD also mentioned that as heads of department in the school they visit teachers on a regular basis. He said that the school even has a management plan for class visits. He pointed out that the reason for class visits is to monitor weather teachers are on par with the syllabus and whether what they have written in their lesson plan corresponds with what they are teaching for the day.

> *We do class visits just to check if the lesson plan she gave me is what she is teaching in the classroom, if the teacher is following the work schedule accordingly*

Even though the school has all the above-mentioned structures in place for managing teaching and learning, the HOD revealed that there are challenges that they are faced with. He mentioned that some teachers do not write the accurate information in their CMM reports and that this becoming common. He claimed that as a result the HODs have to constantly check the information against learners' books. In response to the question of how they deal with teachers do not submit reports regularly, the HOD said:

> *Well ma'am they have to come up with a catch-up programme, come in the mornings, during after-school and even on holidays if they have to.*

> *This is a problem in the school, but we are trying to fight it as SMT because teachers are expected to write the correct thing.*

The other thing that the HOD revealed in the interview was the issue of the principal not being directly involved in managing teaching and learning or issues pertaining to the curriculum. He mentioned that the principal does not directly deal with the management of teaching and learning as this is the responsibility of the HODs in their various departments. However, the HOD mentioned that the principal is very supportive in terms of teaching in the classroom. He pointed out that his subject is History and that the principal teaches Mathematics but that the principal does come to his classes to attend his lessons and sometimes eve to assist in teaching, especially if the topic is about South African History. The HOD sees this as the principal showing initiative in supporting his staff:

> *The principal is supportive, visits us in our classes. For an example I teach History and he teaches Maths but he does come to my class when I give a lesson to learners and if it is South African history he does tend to also take over. I like it a lot because he shows interest in what we teach and the learners become motivated to be visited by principal in class.*

The interview extract above reveals that not only does the principal visit teachers in their classes, but he also co-teaches with his colleagues on the topics that he knows. This is a form of modelling or sharing of teaching, Bush and Glover (2009) assert that modelling is one of the components of in managing teaching and learning. In fact, the HOD revealed that the school does not receive support only from the principal they also receive it from the district through subject facilitators. He mentioned that they have workshops and continuous training in the subjects that they teach which are organised by the district and the principal encourages them to attend these workshops and training.

> *That will also include the district, for an example tomorrow I am going to a workshop which is organised by the district. We are having dates and plans that on such and such a day we are going to a workshop in this*

subject. The principal reminds us in the morning briefings to attend workshop. That for me it shows that he cares and wants us to learn more.

The interview continued and the issue of resources was raised. In response to the question on whether the school had sufficient resources and whether the resources were assisting in ensuring that teaching and learning is taking place effectively, the HOD said:

Well ma'am, a school can never have enough resources because the learners we are teaching are very careless. We every year have a challenge of learners not submitting all textbooks that they were given. So we make sure that teachers must teach regardless of the shortage of textbooks; they can photocopy if they have to because we have the machine to do copies. Teachers must teach and the HOD must make sure that teachers are teaching in their departments.

4.10.5 Focus group discussion

The focus group that I observed consisted of two teachers with over ten years of teaching experience in the school and one teacher who had less than two years' experience in teaching. The reason for the mixture of both experienced teachers and new teachers was to gain the perspectives of both experienced teachers and new teachers concerning the management of teaching and learning in the school. The three teachers represented different departments and taught different subjects.

The focus group discussion took place in the office of one of the teachers' during their lunch break. They did not feel comfortable being tape recorded, even though I had assured them of their privacy. As they wished, the discussion was not recorded but I took down notes on what transpired in the discussion.

The focus group interview discussion that the school had many challenges and that even though the SMT was trying to ensure that teachers are in class teaching and learners are learning, the challenges they are faced with are nevertheless overwhelming and this results in school

underperformance. The three educators all agreed that if these challenges are not addressed, the school will continue to underperform. These are the challenges that the teachers mentioned:

> *We are dealing with learners who have serious problematic backgrounds from home. We have child-headed homes, we have poverty, we have HIV issues, we have physically and sexually abused children. These children are really struggling ma'am, we have major issues in this school. How then do you expect a child who is suffering to concentrate when you teach?*
>
> **[Teacher 1]**

When I asked the question of how does the school or SMT manages teaching and learning, one teacher did not want to respond to the question but instead took me back to the issue of learners:

> *There are so many factors that contribute towards the downfall of results, these children we are teaching are very poor, they have problems, they lack focus because of problems. We are dealing with children who are very angry, some because they have never met their fathers, some because their fathers are actually their uncles or grandfathers because their mothers were raped.*
>
> **[Teacher 2]**

One teacher said that the principal needs support from the district with the problems that the school is faced with. He showed his concern at the way that the principal was overseeing everything that is happening in the school. He said that the principal is struggling to keep up with everything that is happening especially if the school is full of learners that have family problems:

> *Poor principal, the man must be overwhelmed about the issues and challenges of this big school. He also needs to be supported by the district by providing resources to come to assist these learner;, we need psychologist and social workers in this school.*
>
> **[Teacher 3]**

One teacher revealed that the environment at the school is stressful because when the principal addresses them as the staff he used threats. She said that she can understand because not only does he have to manage and lead 40 plus people, but he also had to deal with pressure from the district and the learners who come from problematic homes. She read me a letter which she had received that morning from the principal:

The letter is cited below:

> *You are therefore instructed to submit the above mentioned documentation by no later than 14:00 September 28, 2011. Failure to comply shall be construed as INSUBORDINATION AND DISCIPLINARY ACTION WILL BE TAKEN AGAINST YOU*
>
> **[A letter from the principal to an educator, seen on 26 September 2011]**

The teacher revealed that she was not angry about the letter that she had received from the principal. Instead, she said that she understood that the district was putting pressure on the principal. She explained that she had an Honours degree in management and leadership; and she understood that the principal was also a teacher. She claimed that not, every member of the school management team was properly trained and skilled to be in the position of managing and leading people.

> *Management styles are quite different from the corporate world. I understand that the concept was borrowed from the business world and is now implemented in schools. The bottom line is SMT members are teachers like the rest of us here and they have never been trained to manage a school. Thus the only language they use is threats because they do not know how to manage people.*

The focus group discussion also revealed that there was not much support from the SMT in managing teaching and learning. All the members of the discussion said that what the SMT does is to threaten to go and report the teachers to the district if their work is not done or if they are behind with their work. The members of the discussion concluded by saying that the challenges

that the school is faces with, are the management style that the SMT was using to manage; this was intimidating and makes use of threats. However, they did not blame the SMT as they claimed that it is also under pressure from the district. One teacher put it as follows:

> *The system is very bureaucratic, it is the top-down style of management. The principal and the rest of the SMT are under a lot of pressure. So we can't be hard on them, we can't blame them.*

The teachers also mentioned that the poor socio-economical background of many of their learners, make it difficult for the school to succeed in terms of the results.

4.11 Overview of School B

The overview presents the findings of case School B where different methods of data collection that were used to triangulate the research. All findings from School B were presented, namely, findings from the site observation, the documentary analysis, the interviews and the focus group discussion.

With the site observation, School B granted me access to come to the school at any time I wanted within the period of data collection at the site. I observed that the person who was running the entire school was the deputy principal, the same deputy principal I was referred to the first time I went to the school. I also noticed that the top management of School B worked together closely and that they were using the principal's office as the main work station, that is, if the principal was not in his office one of the deputy principal would be in the office doing administrative work.

The school did not have all the required documents, namely, minutes of previous SMT meetings that I had requested to analyse so as triangulate from other data methods. However, the documents that I obtained from the NDoE, namely, Grade 12 results showed that the school has not been performing well for the past years. The results confirmed that the school is indeed faced with challenges in managing teaching and learning.

The interviews with the participants also revealed the challenges that the school is faced with. The school has systems in place that demonstrate management of teaching and learning. All four interviews that I conducted with the participants (the principal, the deputy principal, HOD1 and HOD2) revealed that the school uses the CMM tool and monthly cycle tests to manage teaching and learning. However, the school allegedly has its own internal politics which allegedly sometimes makes it difficult for the school to run effectively. The principal and the deputy principal pointed out that some teachers are not cooperating with the systems that have been put in place to manage teaching and learning effectively.

The focus group discussion revealed that School B is dealing with learners who come from poor backgrounds and that this affects the learners' performance at school. The group also highlighted the fact that the management style is intimidating and offensive. However, the group added that they do not blame the SMT for behaving the way they do as they claim that they are well aware that the SMT are under pressure from district

CHAPTER 5

EMERGING THEMES FROM THE DATA

5.1 Introduction

This chapter presents a cross-case analysis of the findings presented in the previous chapter. The chapter identifies patterns and trends in the findings and these were turned into themes. Further, the chapter interprets the findings of the study in terms of the research questions, the theoretical framework and the literature.

The study focused on two case studies of principals in managing teaching and learning. The study adopted the qualitative research approach in analysing the data. According to de Vos et al. (2005), data analysis is the process of bringing order, structure and meaning to the mass of collected data (p.333). Therefore, the aim of the analysis is to understand and answer the research question in my study which is: what is the role of the principal in managing teaching and learning?

Analysis in the study started as soon as the first data was gathered and ran parallel to the rest of the data collection. The first data which was analysed were my observations of the two schools during my visits. This was to give a description of the background and context of both schools. Secondly, the data which was analysed was from the interviews and focus group to gather their perspective in the principal's role in managing teaching and learning. Lastly, the document analysis also was analysed in order to do both vertical analyses, that is, to triangulate within the school data collected. The data was triangulated to cross-check and compare the data between the two schools. The data which was collected from the two schools was categorised and organised to identify possible themes, interpretations and questions.

5.2 Discussion of themes emerging from sites

The themes that emerged from data analysis provide the context and background of the challenges that are faced by the principals of the two schools in managing teaching and learning. The themes that emerged from the analysis are the following:

5.2.1 Theme 1: Focus on managing teaching and learning

This theme emerged from my observations and interviews whereby the principals of both Schools A and B work with the SMT to manage teaching and learning. The principals did not see it as an individual task to manage teaching and learning. Rather, they saw it as a team effort. It is evident that Schools A and B principals do not exhibit what Hallinger and Murphy's (1985) early work suggested about being an instructional leader. The two authors believed that the principal as a single instructional leader should exhibit the task of leadership without the assistance of others.

In School A it was evident that the principal used all the SMT members to manage teaching and learning, that is, the leadership is dense. While, the principal in School B used less dense leadership, that is, only the top management (principal and two deputy principals) was seen to be managing teaching and learning. The main argument here is that the principals of both Schools A and B managed teaching and learning trough their SMT members. It was not an individual task as Hallinger and Murphy (1985) suggested in their early work on instructional leadership (see chapter 2).

However, at some point it would seem that the instructional leadership researchers were more concerned about the principal being a sole instructional leader. As time went on, there was a shift in the thinking of the principal being the sole instructional leader. This is exhibited by researchers like Hallinger (2003) when in his later work he supports the notion of principals working with the SMT to manage teaching and learning. Hallinger states that direct involvement in teaching and learning by principals alone is unrealistic in large schools, be they primary or secondary. The author further argues that the role of the principal places higher demand and

pressure on him/her, to the extent that he or she cannot lead the school alone (Hallinger, 2003, p.245).

Despite what Hallinger (2003) is advocating about principals working as a team to manage teaching and learning, Bush et al. (2010) conducted a study on management of teaching and learning in two South African provinces (see chapter 2). The authors emphasised the belief that even though schools have SMT members to manage, it is the main role of the principal to carry out duties of managing teaching and learning in the South African school context. In this regard, the principals of the two schools do not see it that way; they believe that it has to be carried by the SMT.

Bush and Glover (2009) reiterate that a principal is to b an instructional leader, he or she needs to exhibit four characteristics (modelling, observing, evaluating and monitoring). The authors further argue that it is the duty of the principal to exhibit the four characteristics of managing teaching and learning; it involves the principal to be hands-on in the matters of the curriculum and be aware of what is happening in the classroom. Therefore, it is evident that principals of both Schools A and B do not work alone in managing teaching and learning, and they certainly do not follow Bush and Glover's (2009) four characteristics in managing teaching and learning. Instead, the two principals have systems in place to make sure that teaching and learning is managed in the schools.

Both School A and B have systems in place that manages teaching and learning. The common system both schools are using is called Curriculum Management Model (CMM). The CMM is a tool which was designed by the district to manage teaching and learning. It comes in the form of a template for teachers to fill in and report how far teachers are in terms of syllabus completion and if they need any support in the subject matter.

What is alarming with the CMM system which schools have been using for a while is that there is no evidence that it really works to improve learners' results. When looking at the previous grade 12 results for Schools A and B, both were still underperforming (see chapter 4). It is

evident that the CMM system does not really assist the principal in managing teaching and learning, judging from the previous results.

Researchers like Hallinger and Murphy (1985) suggested characteristics on instructional leadership that should be exhibited by a principal are: involving coordination, controlling, supervision and developing curriculum and instructional leadership in schools. Bush and Glover (2009) suggested modelling, observing, evaluating and monitoring (see chapter 2). It is evident that the principals of the schools in this research did not exhibit the characteristics suggested above by Hallinger and Murphy (1985) and Bush and Glover (2009) to manage teaching and learning. It would seem that while the literature on instructional leadership emphasised principals being hands-on and taking initiative on the management of teaching and learning as it improves the school results.

However, Hallinger (2003) does not agree with the notion of the principal managing teaching and learning alone, thus he stresses that this conceptualisation of leadership implies that instructional leadership was confined to principal alone. The author further emphasises that instructional leaders lead with a "combination of expertise and charisma, they are hands-on principals, hip-deep in curriculum and instruction, and they are unafraid of working with teachers on improvement of teaching and learning" (Hallinger, 2003, p. 33). Blasé and Blasé (1999) also support the notion of the principal working with teachers as they argue that effective instructional leaders are deeply committed, not only to enacting school improvement and reform, but also to enhancing the professional community in schools (see chapter 2.). The argument still remains though that despite the principals manage teaching and learning through the SMT members, it does not necessary enhance the performance of the two schools to produce desired results.

To add to the principal's role in managing teaching and learning, the deputy principal of School B emphasised that the management of teaching and learning must not be done by the principal alone, but with the SMT members in the school. The principal is there to oversee that the school is running effectively, not to manage teaching and learning alone. This is what he lamented about

who is supposed to be managing teaching and learning: *"It starts from the HODs, then to the deputy principal. Those are the hierarchy that must be followed in ensuring that there is management of teaching and learning."*

Even the deputy principal of school B believes in teamwork when comes to management of teaching and learning. The above statement on principals working with SMTs to manage teaching and learning is not concurrent with what Bush et al. (2010), Bush and Glover (2009), and Hallinger and Murphy (1985) say on instructional leadership. This is explained above on how a principal exhibits qualities in managing teaching and learning and the characteristics they display on instructional leadership, i.e., that it should be solely the principal's responsibility.

However, Leithwood et al. (1999) points out that while other researchers argue that the principal is the primary or most important instructional leader, the concept and belief require rethinking (see chapter 2). The issue of underperforming in both Schools A and B still remains, even though the principals manage teaching and learning together with the SMT.

Duke (1987) asserts that management of teaching and learning shouldn't be exhibited by the principal only, although he or she may be the most obvious candidate. Other individuals may also fulfil the responsibility, for instance, deputy principals, HODs and teachers. This is what both schools were practising but it did not seem to be effective as the schools remained the lower performing secondary schools within Kwa-Thema Township.

The class visitation issue also emerged, and it would seem that the principals of both schools do not visit classrooms. However, class visitations were done by other members of the staff, for an example HODs. The principal of School A further explained that they only do class visitations during the Integrated Quality Management System (IQMS) period, which happens once a year. He also stated that he does not personally visit educators in classrooms, but HODs and peer teachers are responsible to conduct the IQMS. However, in School B, IQMS is just on paper; that is, they do not visit teachers in classrooms. The school conducts cycle tests to make sure that teachers are on par with the syllabus and the learning is taking place daily. This type of monitoring benefits the school because in that way, the teachers know that they have to deliver

the curriculum as expected so that learners are assessed in a form of a test every single month-end.

The schools have systems in place, but the principals do not visit or even make rounds to classrooms to ensure that teaching and learning are taking place. By so doing, it could benefit both schools for principals to actually visit classes once in a while as suggested by Bush and Glover (2009) in their study on the management of teaching and learning in two South African provinces (Limpopo and Mpumalanga). In the study conducted by Blasé and Blasé (1999) on the impact of principals as instructional leaders, it was revealed that teachers become motivated when principals visit their classrooms; it enhances their practice and skills (see chapter 2).

5.2.2 Theme 2: Teamwork and sharing responsibilities

The culture of teamwork and collaboration emerged in School A's findings and this indicated that all teaching staff members are working together towards managing teaching and learning at different levels. The teachers manage their subjects in the classrooms and forward reports to the SMT, which also manages teaching and learning in that regard. The management of teaching and learning is displayed in this manner: teachers compile reports on their individual subjects and grades teaching, to be forwarded to HODs for verification. The reports are to ensure that teachers are on par with the syllabus and that learners are given enough quality work. The system the school uses is called a CMM (see CMM tool, annexure 5) and the participants in the SMT revealed that the system works for the school because it enhances management of teaching and learning. It also promotes teamwork among teaching staff. The above findings supports Magomani's (2005) statement that delegating duties and responsibilities to teachers enables them to learn to lead and manage the curriculum and all staff members become leaders in their own right. School A is practises shared leadership by involving every teaching staff member to manage teaching and learning through the CMM tool and report writing.

Sharing work and responsibilities and making sure that teaching and learning is managed is a form of distributed leadership, were every teaching staff member in School A where everyone is involved in the matters of curriculum. All teachers are responsible for their subjects as

mentioned above; it is not just the principal or the SMT members' responsibility, but everyone is accountable.

It is evident that in the claims made by the dominant theories of distributed leadership, researchers such as MacNeil and McClanahan (2005), Harris (2003) and Spillane (2008) all agree that the leadership style is about sharing work in an organisation or school and by sharing work, it enhances teaching and learning to take place effectively (see chapter 2). Furthermore, School A's dense leadership and spirit of teamwork also support the claims made by Lee and Dimmock (1999) in their empirical study conducted in Hong Kong on curriculum leadership and management in secondary schools. They assert that in view of the trends towards teacher development and collegial approach to curriculum management, teachers are encouraged to become both curriculum leaders and managers (see chapter 2).

Other researchers who were focused on the South African schools' context, Grant (2006) and Bush and Glover (2009), point out that leading teaching and learning is also the responsibility of the teacher in every class because schools can no longer be led by a lone figure at the top of hierarchy. The only way the schools will be able to meet the challenges is to tap into the potential of all the staff members and allow teachers to experience a sense of ownership and inclusivity. School A teaching staff's working together in managing teaching and learning enhances team work and collegiality. Therefore, it is evident that when people work together as a staff, it can promote effective teaching and learning. This is also supported by Bush (2003) when he points out that collegiality promotes teachers working together and sharing views of the purpose of an institution.

Comparing the two schools, School B was not similar to School A in terms of working together. School B manages teaching and learning through the SMT only. The SMT is in the forefront to make sure that teaching and learning is taking place. My observation in School B is that the top management (principal and 2 deputy principals) seemed to be working very closely together and if the principal was not in his office, one deputy principal would be in the principal's office doing administration work. During my stay in School B, I noticed that the deputy principal seemed to know all the activities of the principal. Therefore, it is evident that the deputy principal and principal have a close working relationship. Both the principal and deputy principal

asserted that the top management work closely together and they have challenges with the rest of the staff, that is, HODs and teachers. *"There is no teamwork in all the SMT members, only in top management.*"

It is evident that for School B to only use the top management to manage teaching and learning could be one of the reasons the school has not been performing well and has challenges in the organisation. The deputy principal and principal commented on the school not working together as a team and the need for dealing with the culture of the school before they can concentrate on other things. However, HODs raised the point that the people who are solely responsible for managing teaching and learning in the school are the HODs as they are leading their various departments.

It is clear that there is a lack of communication in School B within the SMT, that is, top management feel they are the ones who are managing teaching and learning and the rest of the staff is not supportive, while the HODs claim they are the ones who are managing teaching and learning in their individual various departments. This could be one of their major challenges why the school was not performing well and researchers like Moloi (2005) advocate the importance of a learning organisation to be intact. The author asserts that a school principal has to be aware of: their school's processes; their own leadership and management styles; the hard-to-believe issues of beliefs, values, teamwork, collaboration and commitment. The principals have to work hard to create a teaching and learning context that is effective and encourages positive results (Moloi, 2005, p. 20).

School B findings, therefore, indeed show that not working together as a team can add more challenges for the school and it can be a barrier to promoting management of teaching and learning. It is evident that the staff, being so divided, are also faced with challenges in the management of teaching and learning and that is shown by their Grade 12 results (chapter 4, table 4.2). Bush et al. (2010) also promotes 'working together as a team' notion by pointing out that the responsibility for managing teaching and learning is shared among principal, school management teams, and class educators. This promotes effective learning to take place in the

school. MacNeil and McClanahan (2005) advocate that it is important for the people within the school to share power and join forces so to move towards accomplishing a shared goal (see chapter 2). For School B, not working together as a team to promote teaching and learning could be one of the reasons why the school is underperforming.

Even though School A displayed collegiality in the management of teaching and learning, that does not necessarily make them a successful school either. This is shown in the table of the grade 12 results for the last five years (see chapter 4, table 4.1). Therefore, what emerged in both schools confirms the assumption I had, that principals are faced with challenges in managing teaching and learning in both schools (see chapter 1).

5.2.3 Theme 3: Suitable learning material to support teaching and learning

The two schools are both in townships and they are in section 21 of South African Schools Act (SASA), that is, the schools are self-reliant in terms of controlling their funds and submit audited annual financial reports to the department of education. To be in section 21 also means that the school buys most of its own resources (teaching material and textbooks). Both schools basically control their own finances through a school governing body (SGB) committee.

It is evident that the two schools struggle with teaching resources. However, both schools believe they are doing all they can to deliver the curriculum, irrespective of their not having sufficient resources. In School A, it is clear that the subject choice poses a challenge in terms of both human resources and learning material. The school does not offer social sciences subjects like History and Tourism. Instead they offer technical subjects which require the school to be resourced with technical workshops that are fully equipped with the machines and computers to enable teaching and learning to take place effectively.

The lack of resources in School A impacts negatively on the results (see results table, chapter 4). Since the school is in section 21, the principal claimed not to be able to afford teaching resources in technical subjects as they are expensive. The principal further revealed that not only does the school lack teaching material, but also in human resources, that is, teachers who are offering technical subjects are hard to find. There was a time when the grade 11 did not have a teacher in

the technical subject because the school, together with assistance from the district, could not find someone who was qualified and suitable to teach technical subjects "*Yes I know, in fact they cannot find a suitable or qualified teacher for technical, even the teacher we have is from Zimbabwe and unfortunately we do not have such teachers in our country".*

Therefore, School B is faced with two major problems which are: (1) the subjects the school is offering and (2) the lack of resources to support the very same technical subjects. It is clear that even though School A has systems in place to manage teaching and learning, the leadership is dense and collaborated. There are, however, challenges when it comes to resources and it affects the school's performance.

Unlike School A, School B does not offer technical subjects; they offer the normal stream of subjects, that is, social sciences, commerce, and sciences subjects. In offering the subjects, it is evident that the school could not cater for textbooks and workbooks for each and every learner.

What emerged was that School B is in section 21, and they could still not afford to buy a textbook for each and every learner. The principal also mentioned that his school is in quintile 4, that is, it is regarded as the school in a community where the parents can afford to pay school fees for their children and the government only subsidises them with a lower percentage of funds.

Christie (2008) explains the quintile system as*: "The policy from the national funding norm where provinces were required to rank their schools according to a poverty index. If, for example, a province had 5 000 schools, it listed them from the poorest to the least poor. It then divided the list into five equal groups, each with 20% of the schools (these are known as quintiles). Funding was divided up according to quintiles with more money being given to the poorest quintile. The poorest quintile was given 35% of the funding, while the least poor (or richest) received only 5% and the rankings are in the scale of 1-5, quintile 1 being very poor and 5 being rich (p.139)."* This could mean that the school is struggling financially and the lack of resources affects teaching and learning to take place effectively.

The issue of the lack of resources also emerged in the focus group discussion, and this shows that it is a concern even for teaching staff. The second issue that was highlighted by the focus group is the poor backgrounds learners come from. It is evident that most learners from School B cannot afford to pay school fees as they are from poor backgrounds. The school is in section 21 which means that the SGB stipulates the amount which has to be paid yearly by the learners towards school fees in order for the school to purchase more necessary resources for teaching and learning to take place effectively. This is one of the reasons the school does not have efficient resources to teach and it becomes difficult for both teachers and learners if the resources are inadequate. Research has shown that resources is one of the things that enhances teaching and learning to take place effectively as Kruger and van Schalkwyk (1993) reiterate by saying teaching aids enhances teaching and learning and teaching aids must be regarded as a means of aiding or supporting the teaching-learning event.

What is interesting about the attitude of the deputy principal in School B is that he strongly believed that even though the school is lacking teaching material, there are human resources (teachers) and resources should not be a barrier for teaching and learning to take place effectively *"If we have teachers, we have everything. There are schools that do not have what we have and they still perform better than us".*

It is evident that the deputy principal of School B is determined to make sure that teaching and learning takes place in his school despite the lack of resources. The interview is what Bush (2003) advocates in his article about teachers taking responsibility in their classrooms when he said: if we have human resource, we can make the school effective. The main argument here is that teaching material should not be a barrier in making sure that the curriculum is delivered.

Besides the lack of resources among both schools, the principals were supportive in making sure that textbooks and other relevant document for teaching and learning are available. What emerged in School B was that the principal appeals to the SGB when there is a need for new textbooks to be purchased. This showed that there was support from the principal ensuring that the resources are purchased. Therefore, even though there is a shortage of learning material, the principal of School B takes the initiative in ensuring that SGB purchases what the school can afford to purchase. The principal of School B exhibits the qualities of being an instructional

leader by taking initiative in sourcing the necessary resources to enhance teaching and learning. These are the qualities, which are supported by McEwan (2003), when he perceives an instructional leader as a principal who performs at high levels by being a resource provider (see chapter 2).

Even though both schools do not have enough teaching material, this however should not be an obstacle in delivering the curriculum because both schools do have teachers to teach and as an indication of sufficient human resources. But researchers like Davidoffs and Lazarus (1997) and Pointek, Dwyer, Seager and Orsburn (1998) argue that just providing resources is unlikely to automatically lead to improvement. One would simply say that with teachers being there, it could bring some form of effective teaching and learning regardless of the shortage of teaching material. The results from both schools show that having to deal with the lack of resources in the school does not necessarily mean that it is the only challenges the schools are faced with. One of the biggest challenges the schools are faced with is the lack of commitment of teachers and positive school culture to enhance teaching and learning. It will be discussed under the next heading.

5.2.4 Culture, attitude of teachers and internal politics can be destructive in managing teaching and learning.

It is evident that Schools A and B are faced with the challenges of culture which is destructive to manage teaching and learning effectively. The interviews with both schools revealed that culture is a big obstacle in school effectiveness. Not every teacher is dedicated and motivated to make sure that teaching and learning is taking place. The culture of the school is vital and this is stressed by Fullan (1991) when he asserts that in order for the school to work effectively, culture needs to be fixed. Fullan (2002), later again in his work, further stresses that for a school to be successful a principal needs to work towards forging relationships among educators.

In school A, the deputy principal revealed in the interview that even though managing teaching and learning is done by all members of the teaching staff through CMM report writing, there are teachers who are not cooperative or do not honour their duties and responsibilities. The SMT has

to constantly remind teachers that they must attend their classrooms on time. It is evident that the culture of the school needs to be revisited in order to create a positive and effective learning environment. Culture could be another factor that contributes to School A's underperformance. Moloi (2005) and Fullan (1999) assert that one of the main factors that can enhance the quality of school life is culture; it should be attended to immediately. Moloi (2005) further emphasises that transforming schools into learning organisations requires committed principals and educators, as well as collaborative cultures, to bring about deliberate, meaningful change in schools (p. 89).

What was observed in School A was that teachers had to be reminded to go to class on time for their lessons. Possible explanations could be offered for what may seem to be apathy on the part of teachers. Firstly, lack of learner disciple also emerged in the focus group discussion that the major problem the school faced is the lack of learner discipline. Learners were unruly and were not cooperative when it came to schoolwork given by the teachers. The teachers in the focus group felt that the teachers together with the SMT were doing the best they could to manage teaching and learning. However, the major obstacle was the learners who are not cooperative and it becomes a challenge to teachers as they are the ones who have to deal with such behaviour in their classrooms.

Hargreaves (1997) argues that the first task that the school as an organisation faces is to maintain what he terms "social-control" over teachers and students so that they work towards achieving the pre-determined goal of the organisation. It is clear that School A lacks the ability to maintain social-control so that both teachers and learners are motivated enough to make sure that teaching and learning is taking place. This could be one of the other reasons the school is still underperforming, despite the dense leadership. Although systems are in place to make sure that teaching and learning is taking place, School A still has one of the lowest grade 12 pass rates in the secondary schools in the township.

School B also had its own challenges when it comes to culture. One thing that is different from School A was the internal politics the school had among teaching staff members. The principal and deputy principal of School B revealed that for the school to function effectively, the mind-set of teachers had to be changed and the school culture had to be worked on. Both the principal and deputy principal of School B agree that before the school can improve in its learners' results, the culture of the school needs to be changed so that all teachers and learners have the same goal of the school being successful. For School B's principal to actually notice and agree that his school was indeed not functioning well and that the first thing he needed to work on was culture, shows a level of maturity and of taking ownership of the challenges the school is facing. The principal has shown that he understands his position as a leader by first diagnosing the situation and culture of the school before he can try and work on it.

This is supported by Hargreaves (2002) when he states that as a leader, you have three major tasks in relation to school culture and the first one is to diagnose your school culture (p. 48). The principal of School B showed the abilities and skills in managing and leading by diagnosing the culture of his school. He recognised that it needed to be worked on so that teachers are cooperative and willing to deliver the curriculum because the school culture is one of the core subjects/topics in both management and leadership.

The findings about culture on both schools can be one of the reasons the schools are not performing well. Researchers like Leithwood and Jantzi (2003) also agree with Fullan (2002) on the issue of fixing the school culture, and further mention that a school leader is expected to build collaborative cultures, create structures to foster collaboration among and build productive relations among staff members and even parents (see chapter 2).

It is evident that another big obstacle in School B was the issue of internal politics as mentioned above. What was noted in the findings of School B was that the principal and deputy principal of School B have been with the school for less than two years. They both started working in the school at the beginning of 2010. Therefore, School B has been changing principals for the past couple of years. According to the principal, the staff is discouraged and unmotivated by the

constant change of top management and it could be one of the reasons the staff is rebelling when comes to matters of the curriculum and discipline. School B has a lot of spade work to do regarding teachers' attitude and culture. Even researchers like Fullan (1991), Sarason (1971) and Berman and Mclaughlin (1974) advocate that for the schools to be effective and produce desired outcomes, leaders need to work on the culture of the school first. Maybe by fixing the culture of the school, it could help to resolve the internal politics and work towards achieving desired outcomes.

School B's teaching staff is rebelling as the principal mentioned above, as a result, he says, of the school being divided into many different groups and the division causes a lack of curriculum delivery. The findings revealed that there are staff members who have power and control over others and how they use it, Blasé (2005) identifies this as micro-politics within the school. He further states that it is identified by different relationships within the school where there is misunderstanding between staff, that is, teachers and administration; teachers and SMT members.

The findings of school B support what Blasé (2005) is advocating on micro-politics and that they can be distractive in a school to function successfully. Sergiovanni (2005) reiterates this by explaining that in such schools where there is micro-politics, teachers tend to exhibit the following characteristics: (1) they do not want to let go of territorial power, (2) they do not want to share resources, and (3) some groups are dominant on the governance of others. It is evident again that school B's internal politics confirms what Sergiovanni (2005) states about micro-politics on schools. This takes us to what the principal revealed in an interview:

> *I have been in the school for just under two years, to be exact 1year 6months, so you come to a school that have systems that are working and you still have to understand their cultures of the school. So, what I have seen in the few months that I am here is that there is animosity of different groups. In this school when I started there were camps and camps and it was so bad that even the acquisition of resources was given to their people*

The abstract above shows that there is a lot of restructuring, fixing, and mind shifting in school B which needs to be recognised for change to happen. Besides the school internal politics, what also emerged was that both schools are highly unionised, that is, teachers strongly believe in their unions and resolutions taken by the unions are important to them irrespective of whether they clash with management of teaching and learning in the school or not.

International research does not say much about schools that are highly unionised; therefore there is not much literature on the subject. However, South African public schools are highly unionised and this can be a problem at times. The results in both schools indicated that the reason the SMT does not visit teachers in their classes for support and developmental purposes, is because the unions do not agree with that notion. In fact, the principal and SMT should not visit teachers in their classrooms at all because according to them (unions), the department of education is policing their members. Unions in the South African schools play a big role in how their members (teachers) should be treated by the department of education.

The question I have is that if teacher' unions have such influence on their members, and how they should be treated by the employer which is the GDE, can the department of education not work with the same unions to make sure that teaching and learning is managed in schools effectively. That is, can't they make sure that their members are empowered and developed in order to enhance teaching and learning? Even Fullan (1991) states that teachers' unions can be a powerful and good advocacy in bringing change to schools.

5.3 Chapter Overview

This chapter draws on the results of the two case study schools where patterns and trends were identified to form common themes, to try and interpret in terms of research questions and the theoretical framework. Even though some of the themes that emerged are not within the theoretical framework but they came out strongly and had to be addressed as they seem to be

answering the main question on this study which is: what is the role of the principal in managing teaching and learning?

The findings of both schools showed that the principal is certainly not the only person who is responsible for managing teaching and learning; principals of both schools seem to be working with either the SMT members or teachers. The issue of resources was highlighted and both schools are struggling with teaching aids. But because both schools believe in their teaching staff, not having enough resources should not be an obstacle in making sure that teaching and learning is taking place.

Lastly, the issue which both principals and teachers interviewed, which is believed to be destructive in making sure that teaching and learning is taking place, is culture and internal politics. The participants, including the focus groups from both schools, believe that the reason their schools are not performing well is not that the school principals are faced with challenges in the management of teaching and learning, but it is mostly about the culture of the schools which needs to be changed so that every teacher and learner is motivated to achieve a common goal.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

My research focused on the role of the principal in managing teaching and learning in two secondary township schools in Kwa-Thema. It is stated in the methodology chapter that the selection of the schools in the study was informed by their underperformance among the other 6 secondary schools in the township which are also in the same low socio-economical circumstances. My interests were particularly on the role of the principals in managing teaching and learning in their schools prompted by my assumption that the principals are not focusing in managing teaching and learning.

Therefore, this chapter comprises summary, conclusion and recommendations pertaining to the findings of the two case studies on the role of the principal in managing teaching and learning.

6.2 Summary

This study focused on the role of the principal in managing teaching and learning. The study was based on the claim that the two principals of the Kwa-Thema secondary schools are not focusing on teaching and learning but on other things. This was prompted by the low grade 12 results produced in the last five years. The township has its own challenges (see chapter 1 and 3) which are poverty, HIV/AIDS, high rate of unemployment, and child-headed homes. However, the other six secondary schools within the township seemed to be performing well, regardless of the challenges which are faced by the community of Kwa-Thema.

Further, the study looked at literature review pertaining to management of teaching and learning or instructional leadership, as other scholars name it. The empirical studies on instructional leadership were drawn on to explore instructional leadership in the context of different schools.

Different models on instructional leadership as suggested by different researchers like Sergiovanni (2003), McEwan (2000), Blasé and Blasé (1999) and Bush and Glover (2009), were also explored and discussed. As a result, one model of the different models suggested by the above-mentioned researchers was chosen to underpin the theoretical framework of this study (see chapter 2). The theoretical framework was based on the Bush and Glover (2009) model which has four characteristics (modelling, evaluation, observation and monitoring) and these were chosen as the theoretical framework of this study for its strength in terms of understanding how principals manage teaching and learning.

Therefore, the study further explained the methodology the research embarked on. The selection of the sample, data collection procedures, ethical issues, reliability and validity were also discussed (see chapter 3). The study further presented the findings of the two case schools through all the data collection methods which were used. The findings of the two schools were separated, each school's findings has its own chapter where the background and context, data analysis, interviews and focus group discussion were displayed.

The findings chapter was preceded by the discussion chapter where cross-case analysis presented the two chapters on findings (see chapter 6). The data which was collected from the two case schools was organised and themes emerged from the findings. The themes that emerged includes the focus on managing teaching and learning, teamwork and sharing responsibilities, suitable learning materials to support teaching and learning, and culture; teacher attitude and internal politics which are distractive in the management of teaching and learning. The above mentioned themes emerged and were integrated with literature in chapter Two to try and understand the management of teaching and learning in the two case schools.

6.3 Conclusion

The main question of the study was "what is the role of the principal in managing teaching and learning"? The study answered the research questions about the role of the principal in managing teaching and learning. In the beginning of this research report, I began with the claim that the principals of the two schools do not focus on managing teaching and learning, thus their schools

are underperforming. The findings of the study revealed that both principals actually do manage teaching and learning in the schools. They both have structures in place to make sure that the teaching and learning is managed effectively and they are doing this with the support of the SMT members.

However, as much as I investigated the role of the principal and the challenges they might be faced with in managing teaching and learning, other issues apart from the curriculum matter emerged, which the participants of the study highlighted that there are obstacles in terms of the school's success. As mentioned above, the schools had structure in place; evidence was produced by both principals to support their claim that they do manage teaching and learning. However, there are contextual factors which both principals and other participants revealed that are negatively affecting the schools in achieving the desired results.

The first issue that emerged from the findings was that both schools have systems in place to manage teaching and learning. There are instruments and tools which are used to make sure that teaching and learning is taking place in the classroom and teachers are on par with the syllabus given by the district. The schools used CMM tools and writing of reports as the method of managing teaching and learning. The tool and method both schools are using seemed to be working perfectly in terms of making sure that there is teaching and learning taking place in the classroom.

The other element the study revealed about the school is the SMT working together in managing teaching and learning. Therefore, the schools have some features of the collegial model of management. The principals of both schools manage teaching and learning, together with their fellow SMT members. To them management of teaching and learning is not a sole responsibility, it is team work and it is effective for their school' context. This does not change the fact that the schools do not produce or achieve desired results. However, both schools maintained that the sharing of responsibilities to manage teaching and learning among the SMT members is effective to their running of the schools.

The other issue that was revealed in the findings was the lack of resources in both schools. Both schools do not have enough resources to accommodate each learner and teacher in the school. According to Kruger and van Schalkwyk (1993), teaching and learning aids support the teaching-learning events therefore they must be highly regarded by schools. Both schools identified the gap of not having enough resources to enhance teaching and learning so therefore the findings support what Kruger and van Schalkwyk (1993) are advocating. Lack of resources is one of the things which disadvantages both schools against the effectiveness of managing teaching and learning. Even though the principal insisted that they are trying their level best for teaching and learning to take place in spite of the lack of resources circumstances, it is clear that their best is not good enough as the schools remain in the bottom two among the secondary schools in Kwa-Thema township.

The study also revealed what I would say could be the biggest obstacle in the schools, the issue of culture. Even though both schools are using the SMT to try and mange teaching and learning through the structures they have in place, the findings showed that there is no culture of collegiality and collaboration among all teaching staff members. The SMT of both schools are shifting the blame to teachers for not being cooperative, and the teachers are shifting the blame to the discipline and bad behaviour of the learners. None of the parties wants to take responsibility in admitting that the problem could be in all of the stakeholders. However, the principal of School B did admit that the school needs some fixing up in terms of the mindset of teachers and learners before they can try to implement or introduce other things that will assist them in improving their grade 12 results.

Fullan (2002) argued that for the school to succeed, principals need to work on culture first by forging relationships among the educators (see chapter 5). For the principal of school B to see and admit that he needs to work on the culture of the school before creating a positive atmosphere and achieving desired results, shows that he is moving in the right direction in terms of his leadership style. Hargreaves (2002) advocates the diagnosis of a school culture as the first step toward the right direction.

Finally, the other issue that came out of the findings that also compromise management of teaching and learning is the highly unionised school environment. The schools are union-orientated and as a result teachers get away with not doing certain duties and responsibilities because the unions do not allow the SMT to conduct their responsibilities. The ELRC (2008) document clearly stipulates that the function of the principal is to manage teaching and learning and that the rest of the SMT should assist in doing so.

Bush and Glover (2009) came up with the model on how the principals should manage teaching and learning in the South African school context after they conducted a study on the same topic. This study indicates that the principals, as much as they wish to visit, moderate, model and observe classes, it is not possible to do so. The unions do not allow the principals and the SMT to visit the classrooms. This is the resolution which was taken by the unions as they felt that the district and SMT are policing and victimising their members when visiting classrooms. Therefore, the issue of unions is disadvantaging principals to run their schools they see fit in order to enhance the management of teaching and learning.

6.4 Recommendations

On the basis of what emerged in this study, I would like to make the following recommendations:

- Principals should be hands-on when it comes to issues of curriculum delivering; they should not rely on the reports from the SMT members but also follow up by making sure that teachers are also accountable.
- Principals should learn how to motivate and encourage teachers to work hard in order for the learners to benefit. They need to find a way to instil a sense of pride, ownership and accountability to educators so that the staff is highly motivated and to not even entertain

what the unions are proposing in terms of the teachers being monitored and developed in their classrooms by the SMT. Principals should be charismatic and strategic when planning, in a way that teachers should all feel obliged and responsible for the learners' education and know that it is their duty to deliver quality education in the classroom without being reminded by their SMT members.

- Districts should be more supportive in terms of resource distribution. It could help to regularly check teaching materials and to support teachers by getting them the necessary material in time so teaching and learning can be enhanced.

- As it is difficult to change policies, the ELRC (2008) stipulates that the main duty of the principal is to manage teaching and learning but it does not clearly state how the management of teaching should be done. The districts can maybe come up with manuals to guide how managing teaching and learning should be done by the principals or have regular training on the issue as it is the core duty of principals. In short, districts should support principals in every possible way so that teaching and learning is managed effectively.

6.5 Future Research

This area of my study is under-researched, particularly in South Africa, yet managing teaching and learning is the core role and responsibility of the principal. I therefore suggest that future South African researchers should conduct similar studies and in so doing, would contribute tremendously to the challenges principals faced in managing teaching and learning, particularly within township and rural schools.

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Enquiries: Nomvula Ubisi (011)3550488

APPENDICES

APPENDIX A: APPROVAL LETTER TO CONDUCT A RESEARCH FROM GDE.

Date:	**22 June 2011**
Name of Researcher:	**Porota Matshidiso Cynthia**
Address of Researcher:	**19 Durrant Avenue**
	Pierre van Ryneveld
	Centurion 0157
Telephone Number:	**0126622031/0730056787**
Fax Number:	**N/A**
Research Topic:	**An Exploration of the Role of Principal in Managing Teaching and Learning in Township Secondary Schools – Case Study of two Kwa-Thema Secondary Schools**
Number and type of schools:	**2 Secondary Schools**
District/s/HO	**Gauteng East**

Re: Approval in Respect of Request to Conduct Research

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

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. ***The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.***
2. ***The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.***

4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Nomvula Ubisi
DEPUTY CHIEF EDUCATION SPECIALIST: RESEARCH

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	

APPENDIX B: WITS ETHICS CLEARANCE LETTER

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3064 • Fax: +27 11 717-3100 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

Student number: 518750
Protocol number: 2011ECE108**C**

29 July 2011

Ms. Matseliso Porota
19 Durrant Avenue
Pierre Van Rynevelt
0157

Dear Ms. Porota

Application for Ethics Clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

An exploration of the role of the principal in managing teaching and learning in township secondary schools – Case studies of two Kwa-Thema township secondary schools.

The committee recently met and I am pleased to inform you that **clearance was granted**. The committee was delighted about the ways in which you have taken care of and given consideration to the ethical dimensions of your research project. Congratulations to you and your supervisor!

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely

M Mabeta

Matsie Mabeta
Wits School of Education

APPENDIX C: PARTICIPANT INFORMATION SHEET

Studying the role of the principal in managing teaching and learning in schools

The aim of the study is to explore the role of the principal in managing teaching and learning in township secondary schools. Research has shown that effective leadership is known to be at the center of good schools, as it is the key to success of the school. The principal as a person entrusted with the overall responsibility to make sure that there is quality teaching and learning in the school must exhibit or have quality of an instructional leader. However, Principals are facing challenges such as socio-economic backgrounds of the learners and the community at large. The socio-economic status of learners can be a barrier in managing teaching and learning within the school context, thus the focus of my study is to look at the role of the principal in managing teaching and learning in Kwa-Thema secondary schools.

School principals are facing complex demands from their communities and the Education Department whereby principals are regarded as argents of transformation not only for the better school results, but also for transforming local communities and the nation at large. This is a huge responsibility which has to be carried out by principal including managing teaching and learning which is the core business of schooling. However, looking at the learners' results for the past three years it shows that there are some challenges. Thus my assumption that the principal might be facing challenges in managing teaching and learning. Two Kwa-Thema secondary township schools have been selected as case study for research. Therefore, this study is going to try and understand the relationship between school leaderships and classroom practice through the management of teaching and learning and lastly it is hopefully going to add to the body of knowledge of management of teaching and learning in the South African township school' context. Principals, deputy principals, head of departments and teachers will be selected as participants under the below mentioned guarantees:

CONFIDENTIALITY

Your name and identity will be kept completely confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

DATA

All data will be destroyed between 3 and 5 years after the research has been completed.

RISKS AND BENEFITS/PAYMENT

There are no foreseeable risks in participating in this study. You will not be paid for participating in the study. Any information picked up by the researcher during the research will have no impact on your work in managing the school. Benefits of the project will be contribution to body of knowledge in understanding of management of teaching and learning.

TIME INVOLVEMENT

I am planning to stay in your school for one to two weeks and the reason is to be able to collect sufficient data for my study. I will not interrupt you during contact time and this will strictly be at your convenient time. Interview will take place at your convenient time and it will not last for more than an hour. Observation of school management team (SMT) meeting will take place according to the school management plan in the time I will be at the school.

SUBJECT'S RIGHTS

If you decide to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. Your individual privacy will be maintained in all published and written data resulting from the study.

If you are not willing to participate in the study, every effort will be made to exclude any comments made by you when taking note during the observation of the SMT meeting.

The results of the study will be presented to the University of the Witwatersrand for examination, together with the research report, and it will also be made available to the Gauteng Department of Education.

If you have any questions please feel free to contact:

Miss Matshidiso Cynthia Porota

073 005 6878

porotamatshidiso@yahoo.com

APPENDIX D: Invitation of Schools to participate.

Dear Sir/Madam

My Name is Matshidiso Cynthia Porota of the Wits school of Education at the University of Witwatersrand. I am involved in research on the role of the principal in managing teaching and learning in township schools.

Your school has been selected on the basis of being accessible. I would like to invite you to participate in this important research study.

Should your school participate then the study will require that I conduct one-on-one interviews with you as the head of the school, each interview lasting for at least an hour. As the head of the school, I will also request that you grant me access to your deputy principal, head of departments and teachers in order to conduct one-on-one and group interviews with them. These interviews will focus on the management of teaching and learning the deputy principal, head of departments and teachers have experienced in their school.

I will be visiting your school to describe the study in details and answer any questions that you or your staff may have.

Please indicate your willingness to participate in this study by filling the slip below.

Sincerely

Miss Matshidiso Cynthia Porota

School Consent Slip

I, _____as (position)_____on behalf of _____school, understand the nature, requirements and benefits of participating in the study, consent to participate in the study.

Signature_____

Date _____

APPENDIX E: RESEARCH SCHEDULE

RESEARCH SCHEDULE

The role of the principal in managing teaching and learning in two township secondary schools.

Interview question for the Principal

- What is managing teaching and learning?
- How do you carry out management of teaching and learning?
- Do you have enough time to observe, monitor, evaluate and model classrooms
- Is management of teaching and learning in the school year plan, and how is it spread out to cater for all learning areas?
- Management of teaching and learning being written in the form of the report?
- How do you as a principal make sure that the follow up has been made to minimize the weaknesses identified in the report concerning management of teaching and learning?
- Who else is responsible for managing teaching and learning?
- Do you make a follow up in their reports of managing teaching and learning?
- How can we improve managing of teaching and learning in a school so we can enhance learner achievement?

Interview questions for the Deputy Principal

- According to your understanding, what is management of teaching and learning?
- Who should carry out the duty of managing teaching and learning in the school?
- Please support or elaborate your above answer.
- How should management of teaching and learning be exhibited in the school?
- When should management of teaching and learning take place in the school?
- How can we improve in managing teaching and learning so we can acquire desired learner outcomes?

Interview questions for Head of Department

- How do you carry out the issues of teaching and learning in your department?
- When and how do you visit teachers in their classrooms?
- What do you do when you get to teachers classroom?
- Do you ever workshop teachers in your department for development purpose?
- How do you workshop them and what is the outcome so far?
- Do you keep records of progress report in your department and what do you do with them?
- Do you also develop yourself through attending extra courses on the curriculum or subject you are teaching?
- Do you get support from the deputy principal and principal in the issue of managing curriculum in your department?
- If yes to the previous question, how?

Interview questions for the three teachers (focus group)

- What is the experience in managing teaching and learning in the school (managing teaching and learning would: monitoring, evaluating, modeling and observation) by the principal?
- Does it happen often, how many times a term?
- Do you find the class visits empowering?
- What do they look for when management of teaching and learning is taking place?
- Who are you accountable to when comes to teaching and learning?

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EKUDIBENG CLUSTER

EDUCATOR reporting tool for Work Schedule and SBA completion.

Name of Teacher:	**Cycle:**
Learning Area / Subject:	**Grade**

1. %Syllabus Completion:		**2. % SBA Completion**
1.1 Topics covered thus far:		**2.1 Number of formal activities administered as per assessment plan :**
		2.2 Number of informal activities given:

3. Support given to learners:

4. General comments including support you need:

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Signature of teacher

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EKUDIBENG CL

HOD reporting tool for Work Schedule and SBA completion

Name of HOD:	**Cycle:**
Name of Teacher:	
Learning Area / Subject:	**Grade**

1. Verified % of syllabus completion:		2. Verified % o
1.1 Verified topics covered thus far:		2.1 Verified number administered as per
		2.2 Verified number given:

3. Names of learners whose books were checked:	
1.	3.
2.	4.

4. Verify support given to learners:	5. Comment on quality of

6. Is there synergy between work schedules, lesson plans, SBA & Learner' work?	7. Support given to teacher

8. Strategies to improve learner performance:	5. General comments including su

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DEPUTY PRINCIPAL's reporting tool for Work Schedule a completion.

Name of Deputy Principal:	**Cycle:**
Name of HOD:	
Learning Area / Subject:	**Name of sampled teacher:**

1. Verified % of syllabus completion:	2. Verified % of SBA comp
1. 1 Verified topics covered thus far:	2.1 Verified number of formal activ administered as per assessment pla
	2.2 Verified number of informal act given:

3. Names of learners whose books were sampled:	
1.	3.
2.	4.

4. Verify support given to teacher	5. Comment on quality of feedback to t

6. Is there synergy between work schedules, lesson plans, SBA & Learner' work?	7. Support given to HOD:

8. Strategies to improve Subject/ LA/ Department's performance:

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EKUDIBENG CLUSTER

PRINCIPAL's reporting tool for Work Schedule and SBA completion.

Name of Principal:	**Cycle:**
Name of Deputy:	
Learning Area / Subject:	**Name of sampled HOD:**
	Name of sampled Teacher:

1. Verified % of syllabus completion:		2. Verified % of SBA completion	
1.1 Verified topics covered thus far:		2.1 Verified number of formal activities administered as per assessment plan :	
		2.2 Verified number of informal activities given:	

3. Names of learners whose books were sampled:	
1.	3.
2.	4.

4. Verify support given to teacher	5. Comment on quality of feedback to teacher

6. Is there synergy between work schedules, lesson plans, SBA & Learner' work?	7. Support given to HOD:

8. Check and comment on the quality of feedback given to HODs by Deputies:

9. Support given to Deputies:

10. Strategies to improve learner performance in the Department:

11. General comments including support you need:

Signature of Principal

