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UNIVERSITY OF THE WITWATERSRAND

FACULTY OF HUMANITIES

WITS SCHOOL OF EDUCATION

RESEARCH REPORT

The impact of Democracy on Leadership and Management Styles in Primary Schools in the city of Johannesburg. A case study in the Gauteng Province of South Africa

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Declaration

I declare that this research report is my own work, except where noted otherwise. It is submitted in partial fulfilment of the requirements for the degree of Master of Education (coursework) (P/T)

.....

Claude Bruce Vergie

.....

Date of submission

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Abstract

This study explored the impact of democracy on the leadership and management styles in two previously coloured primary schools in Johannesburg, Gauteng Province of South Africa. The report uses a case study as well as an interactive qualitative analysis research methodology. It explores how principals and educators use post-apartheid legislation policies and practices to address complex challenges in order to effect change. I argue that despite tensions between coloured and black educators, change is evident. The people learn to work together, respect each other and forge ahead. These challenges brought about by desegregation contribute to shaping a future non-racial, non-sexist South Africa. We see how mentalities of superiority and inferiority play itself out and how one group exercises its hegemony over another sometimes reflecting the social constructs of society during apartheid.

The findings reveal that the Constitution of South Africa (1996) and the South African Schools Act (SASA) (1996) are not used sufficiently and substantively to influence change. Discretion and common sense are often used to resolve problems and to find each other. Desegregation and integration create a space where tolerance, acceptance and forgiveness have been able to be practiced in different ways. The leaders have worked with their staff, students and communities to make headway on the path from the received apartheid past to a brighter more integrated future." While schools discuss embracing the ten fundamental values of the Constitution of South Africa, living up to them continues to remain a challenge in practice.

Keywords:

Democracy:

In this study, "democracy" refers generally to a political system in which 'the people rule': they are engaged in collective decision making either directly or through elected or designated representatives. In practice, equality and freedom among citizens are the two central features of people's power or collective decision making. For the purpose of this research democracy is discussed in combination with citizen participation and transformation, underpinned by the values of the South African Constitution (1996) and the South African Schools Act (1996).

Human Rights:

Human rights are basic rights that every South African citizen has, simply because they are human. These rights are contained in the Bill of Rights (Chapter 2) of the South African Constitution (1996). Human rights are therefore those rights one possesses by virtue of being human. This means that the only qualification to possess such rights is to be a human being.

Transformation:

Transformation here is used in the current sense of the word in contemporary South Africa. As the country moves from a segregated past to a unified future, transformation embodies notions of openness to people of different races, genders and cultures.

Leadership:

A simple definition of leadership is that leadership is the art of motivating a group of people to act towards achieving a common goal.

Management:

Management is the process of reaching organizational goals by working with and through people and other organizational resources.

Ubuntu:

Ubuntu is an ancient African word meaning 'humanity to others'. According to the 'Manifesto on Values, Education and Democracy' *Ubuntu* has a particular important place in our value system for it derives specifically from African philosophy: "I am because you are human" (Department of Education, 2001, p. 15-16).

Abbreviations / Acronyms

ANA	Annual National Assessment
ACE	Advanced Certificate in Education
Bed (Hons)	Bachelor of Education (Honours)
DoE	Department of Education
EWP	Educator Wellness Programme
GDE	Gauteng Department of Education
HEADCOM	Heads of Education Departments Committee
HEADLAMP	Headteachers' Leadership and Management Programme
HoD	Head of Department
IDSO	Institutional Development Support Officer
INSET	In-service training
IQMS	Integrated Quality Management System
LPSH	Leadership Programme for Serving Heads
LOLT	Language of Learning and Teaching
MGSLG	Matthew Goniwe School of Leadership and Governance
MTL	Management of Teaching and Learning

NCSL	National College of School Leadership
NCS	National Curriculum Statement
PIRLS	Progress in Reading Literacy
PMS	Principal Management Service
SASSL	South African School Standard for Leadership
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team

CHAPTER 1: INTRODUCTION

1.1 Introduction

The research is about how two principals embrace changing management and leadership styles against the backdrop of the demise of apartheid. In a post-apartheid South Africa any organisational question has to do with transformation, desegregation and integration forming part of any transition in South Africa. In contemporary South Africa, race unfortunately is an integral part of this transition. I am trying to ascertain what these principals experienced as direction from the Country, (through the Constitution) and (through the Department and the many pieces of legislation), in order to lead a school in this new democratic dispensation that is emerging.

The contemporary notion of school leadership and management practices in South Africa can be traced back to the School Board Act (1905). It made provision for the division of the Cape Colony into roughly one hundred School Board districts (McKerron, 1934, p. 33). Since the introduction of the 1905 Act, the segregation of South African schools along racial lines began to take effect. Since 1910 and even earlier, educational inequality based on racial lines pervaded the South African educational landscape.

The Native Land Act of 1913, the Native Affairs Act of 1920 and the Native (Urban Areas) Act of 1923 (Johnson, 2004, p. 119), were the cornerstones of white supremacy and ensured that black, Indian and coloured South Africans were required to live and work in areas governed by the above acts of parliament. These three acts underpin the Group Areas Act of 1950 which impacted directly on the provision of public school education. The acts allowed the apartheid government to restrict people of colour from living in the most developed areas, enjoyed by the white minority and to ensure that the

masses travelled large distances to their respective places of work and schools. The Act of 1950 was replaced by the Group Areas Act, 1957 which was in turn replaced by the Group Areas Act of 1966. The act was eventually repealed on 05 June 1991 along with the Native Land Act of 1913, which ushered in a seemingly common, albeit unequal South African society.

An apartheid style education was laced with injustice, but also with political resistance within schools. Black learners (African, Coloured and Indian) rejected apartheid education and black African learners in particular rejected the Bantu Education Act of 1953 that "sought to socialise black students so that they can accept the social relations of apartheid as natural" (Nkomo, 1990, p. 2). This meant rejecting the authority vested in principals, governance structures and inspectors of schools. The 1976 Soweto Uprising was as a direct result of rejecting Afrikaans as the medium of instruction in black African schools. This was the turning point in opposing white rule and "Bantu Education" in particular.

Principals during apartheid embraced the traditional model of manager or administrator (Steyn, 2003, p. 3). These schools were characterised by authoritarian, hierarchical, top-down management styles (Chisholm & Vally as cited in Steyn, 2003, p. 3). Training and development for principals during apartheid was also inadequate and appointments were made without any preparation or induction. Added to this, there was also evidence that political consideration influenced the principal selection process leading to appointments of staff that were incompetent, creating a rift between principals and their staff (Johnson, 1995, p. 224). According to, Chisholm & Vally (as cited in Steyn, 2003), "Relationships between principals, educators, learners and parents were characterized by a lack of

respect, mistrust, conflict, dissatisfaction, isolation, poor communication and little or no cooperation and support" (p. 3).

In 1990, shortly, before the repeal of the Group Areas Act of 1966, the then Minister of Education in the House of Assembly Piet Clase, introduced the "Clase Models" for White State Schools. At the same time the apartheid government then announced the possibility of "white" schools enrolling black learners and this move coincided with the repeal of the Groups Areas Act (Act 41 of 1966) and the unbanning of liberation movements in the country. The unbanning of the anti-apartheid political formations in 1990, led to resistance from unionized teacher's country wide. Teachers mobilised across racial lines to oppose apartheid education in all its forms. Teacher's organisations held mass gatherings and marches across the country to express their opposition to the state of racist education.

The adoption of the interim Constitution and then of the South African Schools Act (1996) promoted access, quality and democratic governance in the schooling system. It provided compulsory education for 7 to 14 year olds, two types of schools-independent and public. The Act also provided for School Governing Bodies (SGBs) and funding norms to redress through targeted allocation of funds. These documents and the resulting opening up of education led to a number of intitatives to make the schools more democratic and open. The Manifesto on Values, Education and Democracy (2001) is built on ten fundamental values of the Constitution of South Africa. These values include Democracy, Social Justice and Equity, Equality, Non-Racism and Non-Sexism, Ubuntu (Human Dignity), An Open Society, Accountability (Responsibility), The Rule of Law, Respect and Reconciliation. Principals and school

managers therefore have the responsibility to facilitate the transition from apartheid to democracy through the teaching and practice of these values.

The role of Principal in a post-apartheid era came with many challenges. One of these challenges was the desegregation of schools which led to further challenges of managing a changing composition of learners, staff and community, changing school culture and the inclusion of the multiplicity of languages. The challenge to establish a culture of teaching and learning after the resistance of the late 1980's and the unbanning of liberation organizations has created much volatility within education. The complexity of managing change and conflict and having to work closely with parents and communities, demanded a different kind of leadership. The decentralization of power to School Governing Bodies came with major implications for the role of the principal. Soudien and Sayed (2004) argue that "the way in which decentralisation was implemented, by devolving authority and governance to schools, provided racially and economically defined communities the legal means to preserve their privileges" (p. 106). The challenge to introduce a more participatory style of leadership moving away from the "control" model of management was in some cases very difficult for long serving and newly appointed principals, but equally complex for SGB's. The responsibility and functions of principals changed radically and often created tension with educators and school communities. The relationship between SGBs and professional staff headed by the principal is one of the most significant variables in determining the success of both the governing body and the school (Bush & Heystek, 2003, p. 136).

Since the first democratic elections held in South Africa in 1994, the South African Government championed an education system aligned to democratic principles as reflected in the Constitution of

the country. The requirement for democratic school leadership is also reflected in the South African Schools Act (1996).

Education challenges inherited from South Africa's apartheid past are identified by Moloi (2007) as poor teacher involvement in decision making at schools, under representation of women in management positions and an over-emphasis on the management of day to day school activities. Women were not seen to be fit enough to hold top positions and were under represented in senior management positions (Steyn, 2003, p.1). There is still a perception that even in a post-apartheid dispensation, women in education experience more obstacles than men in their aspirations to becoming principals. According to Buckland & Thurlow, (1996) and Bush & Heystek, (2006), "there is considerable evidence that women are greatly under-represented in leadership positions". Hegemonic masculinity seems to influence our understanding or conception of leadership.

Principals who worked in disadvantaged communities bore the brunt of the repercussions of discrimination, fragmentation, segregation and inequity. One of the challenges of the new government was to move away from an authoritarian and bureaucratic education system to a more inclusive, democratic system of education. According to Christie (2001), "The new government moved to bring the racially divided education departments into provincial departments. It also developed a system of funding which would make it possible for the poorest provinces and schools to receive more than their wealthier counterparts" (pp. 40-65). This meant that the new democratic government would try to transform the legacy of apartheid, through equity. This move towards levelling the playing fields would require extensive training and capacity building of principals to ensure that they are competent and

skilled sufficiently to move from the demands of management and control to a role of educational leader. This new role would include staff development, parent involvement, community support and learner support.

According to Ramphele (1997) “Attempts by government to transform the grossly inequitable and inadequate school system are characterised by failure to translate good policies into sound practice” (p. 25). South Africa’s apartheid past was entrenched in every sector of society and to expect that policy changes would immediately transform civil society was a pipe dream. The legacy of apartheid based education system, was one characterised by fragmentation, division and inequity which may have contributed to the demise of a culture of teaching and learning, especially in previously disadvantaged communities. There was a resistance to change which contributed to creating serious managerial problems at schools that in turn lead to deterioration in the standards of education (Gallie and Sayed, 1997, p. 461).

There is an expectation from the broader society that when government enacts new legislation, that change will happen almost immediately. Even though the introduction of new legislation firmly points South Africa towards democratisation and decentralisation of a school-based system of education management and governance, this process will take some time before reaping the benefits and results which it hopes to achieve. “While the establishment of a legitimate government in 1994 has set the conditions for school change, it has taken some time for this to manifest in school improvement” (Fleisch & Christie, 2004, p. 102). The Draft Education Policy Framework on Educational Management and Leadership Development (2004) confirms a new democratic approach to school leadership. This

creates an assumption that a new approach to school leadership may not have the desired and necessary support that is needed to ensure that it succeeds. This Draft Policy, however, remains a draft and has never been gazetted into law and presents principals with a potential mixed message from the department. New research seems to confirm this dilemma as research conducted by Bush and Heystek (2006) shows that South African principals continue to be mainly concerned with financial management, human resource management and policy issues. This perceived dilemma facing principals may be a result of a lack of clear messages on their role but also the need for training and development of existing and newly appointed principals. According to Senge (1996), "We are becoming to believe that leaders are those people who "walk ahead", people who are genuinely committed to deep change in themselves and in their organisations. They lead through developing new skills, capabilities and understandings. And they come from many places in the organisation" (p. 45).

The continuous professional development programmes begun by the Department of Education (The Draft National Policy Framework for teacher Education and Development in South Africa, 2006) for appointed school principals and those aspiring to become principals are an important step towards transforming education in South Africa. The National Department of Education observed that "real transformation will depend on the nature and quality of internal management". According to Thurlow (2003c), "self-management must be accompanied by an internal devolution of power within the school and by transformational leadership" (p. 15). The Advanced Certificate in Education (ACE) in Educational Management was initiated to address the growing concerns of professional development for principals appointed and aspiring principals to lead and manage schools in line with the expectations reflected in the South African Schools Act (1996) as well as the Draft Education Policy Framework (2004) in South

African schools. In South Africa, there is no national professional qualification for principals and many appointments of principals, according to Bush and Odura (2006), have been based on their teaching record rather than their leadership potential. There is also an assumption by educators and aspiring principals that some appointments are based on political affiliation. But, it is important to note that the draft policy which called for this continuous development is still in draft form and has never been gazetted. So the policy is both in the public domain, but does not have the full force of official policy.

Given that the National Department of Education responded with a programme on improving the capacity of leaders and managers in schools, it is important to explore whether democracy, the Constitution of the Republic of South Africa (1996) and the South African Schools Act (1996), has had an impact on the quality of leadership and management styles in schools.

1.2 Statement of the problem

Firstly, whilst South Africa has made great progress in setting out an education transformation framework through our new democracy, that is, the Constitution of South Africa (1996) and the SASA (1996), school principals are challenged to conceptualise and implement these policies. There is no unified or collective grasp of national policy interpretation and this varying quality of leadership and management has been highlighted by Bush (2007).

Further, the move from the demands of management and control to a more strategic approach, created new challenges for school leadership. Chisholm (1999) provides an assessment of school democracy based on a three year longitudinal study after the first democratic elections, which highlighted that teacher involvement in former black schools remained low. The research suggests that the "control" model of management, used during the apartheid period, was still been used quite extensively and the implementation of new legislation continues to be a challenge. There are several legislative mandates, one of which is the Constitution of the Republic of South Africa (1996), which requires education to be transformed and democratised in accordance with the values of democracy, social justice and equity, equality, non-racism and non-sexism, ubuntu, an open society, accountability (responsibility), the rule of law, respect and reconciliation, but many communities, organisations and schools struggle to embrace these values. The South African Standard for School Leadership (1996) (SASSL) and the Draft Policy Framework (2004) may be viewed as a possible response to the leadership challenges facing principals and school managers in South African schools.

Thirdly, according to The South African Standard for School Leadership (1996), “the core purpose of principal-ship 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” (p.24). Pam Christie, (2005) supports this view and highlights four dimensions of learning namely: student learning, teacher learning, organisational learning and the principal as the “lead learner”. Even though there is a developing awareness of the significance of the management of teaching and learning, it is important to establish how a transformational framework, based on democratic principles, has contributed to influencing leadership and management styles in primary schools within the Gauteng Province.

1.3 Aim of the study

The study attempts to understand the impact of the new democracy on leadership and management styles in two primary schools in the Gauteng province of South Africa. My enquiry attempts to establish whether the advent of democracy and the transformational framework as set out by the National Department of Education in South Africa, has influenced leadership and management styles in these schools and how this change of leadership style influences how these schools function.

1.4 Research Objectives

1.4.1 To explore the impact of the movement towards more democratic schools in transforming educational leadership and management.

1.4.2. To explore whether the Constitutional values neatly encapsulated in the Manifesto on Values, Education and Democracy (2001) are reflected in the management of teaching and learning in schools.

1.4.3. To explore whether the professional development of principals and aspiring Principal's has influenced leadership and management styles.

1.5 Research Questions

1.5.1 Has the current move to democratize school leadership and management had a demonstrated impact on the leadership of two formerly segregated Gauteng schools?

1.5.2 Have the leadership of these schools engaged in Professional Development and do they perceive this has had an effect on their work?

1.5.3 Are the values of human rights, equality and human dignity as described in the Constitution of South Africa reflected in the management of teaching and learning in these Schools?

1.6 Significance of the study

The research was conducted in order to establish how two principals in previously coloured schools responded and embraced new legislation and how they responded to leading change and managing complexity. It is relevant in order to establish the impact of new legislation on transformation and to assess whether the aspirational documents of the Constitution of South Africa, The South African School's Act and the Manifesto on Values have contributed to influencing leadership and management styles in these respective schools. It is hoped that the research will contribute to the body of knowledge on the role of quality leadership and management of schools, in line with transforming education as set out in the Draft Education Policy Framework on Educational Management and Leadership Development (2004).

The research also hopes to raise awareness about the importance of the professional development of principals and aspiring principals and the need for a national professional qualification for principals. Many countries, such as Singapore, the United Kingdom(UK) and the United States (US), have national qualification structures in place (Quong, 2006: Walker and Qian, 2006) and these structures have clear criteria for becoming a principal. Learning from these models, South Africa needs to work towards a certification programme for principals. In the US, for example, "a teacher only becomes eligible for a principal-ship after having completed a Master of Educational Administration degree" (Tucker & Coding, 2002, p. 12; Jacobson, Logsdon & Wiegman, 1973, p. 46) which usually involves a formal mentoring by a current or former principal.

A further possible contribution of the research is that it can draw attention to the importance of the role of principals in modelling the values of democracy, social justice and equity, equality, non-racism and non-sexism, ubuntu (human dignity), an open society, accountability (responsibility), the rule of law, respect and reconciliation as reflected in the Constitution of the Republic of South Africa.

1.7 Theoretical Framework

The Theoretical Framework for this study draws on Bass' (1985) transformational leadership construct. This approach came to the fore as a theory in the general leadership and management literature during the 1970s and 1980s (e.g. Bass, 1997; Howell & Avolio, 1993). At the time, Education generally embraced the theory and in South Africa the new democratic era was ideal for aligning educational leadership to the transformational leadership approach. South Africa's apartheid past was laced with a top-down leadership approach and the transformational leadership theory was a reaction towards undoing the autocratic and bureaucratic way of leading and managing. Considerable research was subsequently conducted in education using the transformational leadership model (Hallinger & Heck, 1996a, 1996b).

Transformational Leadership is characterized by behaviors that are geared toward relational aspects of the organization. These leaders intrinsically motivate followers to function as a collective to achieve a common aim (Burns, 1978). It is critical that the shared goal is inherently an ethical aim for social change and justice, anchored in the moral commitment to bring about social reform (Burns, 1978). The means do not justify the ends; transforming leaders are "burdened" with an ethical imperative to act morally (p. 202). The ultimate result of transformational leadership is a relationship based on mutual needs, aspirations, and values. This relationship elevates the followers to leaders in their own right and leaders into moral agents. Burns emphasizes that transforming leadership is responsive to the needs of the followers: "Moral leadership emerges from, and always returns to, the fundamental wants and needs, aspirations, and values of the followers. I mean, the kind of leadership that can produce social change that will satisfy followers' authentic needs" (p. 4). Burns' conception of Transformation Leadership is based on the reciprocal relationship between the leader and follower who share the commitment to realize a common ethical purpose.

Transformational leadership focuses on developing the organization's capacity to innovate, rather than focusing specifically on direct coordination, control and supervision of curriculum instruction. It also seeks to support the development of changes to practices of teaching and learning. It may also be viewed as distributed in that it focuses on developing a shared vision and shared commitment to school change. Transformational leadership is a process where "leaders and followers raise one another to higher levels motivation and morality" (Burns, 1978, p. 20). According to Mampuru (1992) "transformational leadership deals with the facilitator's effect on the followers' values, self-esteem, trust and their confidence in the facilitator and motivation to perform "above and beyond the call of duty" (p.46).

It is important to note the difference between the theoretical frame of Transformational leadership and the notion of transformation that is in current use in South Africa as it emerges from its segregated past. In the latter term, transformation at these schools and the respective communities would include the integration of black learners and parents, the integration of women into leadership positions, and the integration of traditional cultures and beliefs with modern forms of society as well the creation of a non-racial and non-sexist culture. In each of the case study schools where research was conducted principals, educators and parents demonstrated both individual and public interest in confronting some of the challenges brought about by the implementation of new legislation. At the School of Hope, the principal used quiet diplomacy and a shared leadership approach to problem solve and at the School of Light the principal used a participatory form of representation to solve problems.

The principles of transformational leadership, democratic leadership and participative leadership as underpinned by the South African Constitution (1996) and the South African Schools Act, (Act 84 of 1996) are the key features of the research. These principles are tied together in that they are

interdependent. The way in which principals respond to leading and managing change, is reflected in the research. Transformation in this context means that all stakeholders should be allowed to participate at all levels of the school whilst supporting teaching and learning. Leadership at these schools must demonstrate accountability and engage staff and parents in finding solutions to these complex problems.

The challenge to transform the school is really about change. The changing learner demographics, educator demographics as well as change within the community. Under the shared leadership model, the vision for a school is a place whose very mission is to ensure that students, parents, teachers, and principals all become school leaders in some ways and at sometimes (Barth, 1990). According to Moxley (2000) “the idea of leadership as partnership suggests the basic concept of two or more people sharing power and joining forces to move toward accomplishment of a shared goal”.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This section covers relevant literature in terms of Democratic Leadership, Human Rights and the Constitution, New Legislation, and Professional Development of Principals. The transformation agenda as discussed in this report may be defined as leading to an inclusive non-racist and non-sexist leadership style. It is directly linked to capacity building of teachers, leaders and managers in schools and its impact on influencing leadership and management styles.

2.2 Democratic Leadership

As already mentioned, the term "democracy" refers generally to a method of group decision making and is characterized by equality and freedom among the participants in deciding on matters of common interest. For the purpose of this research democracy is combined with participation and transformation, underpinned by the values of the South Africa Constitution (1996) the South African Schools Act (1996) and the Manifesto on Values, Education and Democracy. A simple definition of leadership is that leadership is the art of motivating a group of people to act towards achieving a common goal. Harris (2009) argues that it is well known that school leadership plays an unprecedented role in determining a school's success and there is a very strong belief in the ability of leaders to promote and generate school improvement. Hallinger and Heck (1996) contends that successful school leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students attributing up to a quarter of the school level variance in pupil achievement as a result of such influence. A shared form of leadership style is one that the transformational agenda

of the National Department of Education could activate. This shared leadership style is evident at both the School of Hope and the School of Light. Spillane (2005) says that, "leadership practice typically involves multiple leaders, some with and some without formal leadership positions". Spillane further emphasizes that "it is not the actions of individuals, but the interactions among them, that are critical in leadership practice". In order to strengthen school leadership, the main concern is always how to assist the internal management of the school to collaborate. Principals must learn to relinquish power in order to enable others to grow. As early as 1954, Gibb (cited in Gronn, 2000) wrote that leadership is best conceived as a group quality. Bennet et al. (2003, p. 3) says that, "distributed leadership is not something "done" by an individual "to others", rather it is an emergent property of a group or network of individuals in which group member's pool their expertise. It concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal positions or roles (Harris, 2004). The principal at the School of Light exercised this approach appropriately when she confronted the racial contestations at the school.

Distributed leadership therefore has an important role to play in the post-apartheid transformation project. The role of principals during apartheid reflected a sense of bureaucracy and autocracy reminiscent of the apartheid state. These schools were characterised by authoritarian, hierarchical, top-down management styles (Chisholm & Vally as cited in Steyn, 2003, p3). Principals had fewer teaching duties and more managerial and administrative responsibilities. Principals were perceived to be the "lackies" of the state and were implementers of the official decisions. Training and development of principals during apartheid was also inadequate and were often appointed without any preparation. Johnson, (1995), says that, "political considerations influenced the principal selection process" (p.224).

The appointment of principals then was no different to how principals are appointed now. Political affiliation is a key to aspiring to top positions in education. The petitions drafted by educators opposing the appointment of the principal at the School of Light as well as the appointment of the deputy principal at the School of Hope, may have been politically motivated.

The role of principal in a post-apartheid dispensation came with many demands and challenges. One of the first challenges was to create a climate conducive to teaching and learning. This new way of leading and managing is closely tied in with the Manifesto on Values, Education and Democracy. The six qualities referred to in the manifesto include Equity, Tolerance, Multilingualism, Openness, Accountability and Social Honour. The multiplicity of languages spoken at both schools continues to be a challenge and the Manifesto encourages provinces to teach at least three of the official languages and English and Afrikaans speakers specifically should learn an African language. The possibility of introducing an African Language at the School of Hope is an on-going challenge despite the fact that the learner demographics of black African learners have increased to 40%.The Manifesto appeals to young South Africans with a strong emphasis on citizenship. These same values are reflected in the Constitution of South Africa and those in the forefront of teaching and learning are expected to engage young people in embracing the quality of active citizenship.

New Legislation also challenged principals to acquire skills that would equip them to manage change in terms of admissions, language and demographics both for learners and educators. Challenges in respect of human resource management are confirmed by Thurlow (2003c) who says that “school managers are expected to assume greater responsibility, under difficult circumstances, for the

management of all those who work in their schools" (p.15). Financial management is equally challenging, which includes school-level budgeting, managing devolved funding from provincial departments, setting school fees in consultation with parents and fund raising in order to supplement school budgets. According to Steyn, (2003), "the decentralization of power to school governing bodies (SGBs), has major implications for the role of the principal, whose responsibility and function changed radically and who was now expected to lead rather than to instruct, to introduce more participatory management structures, to share responsibilities with the School Management Team (SMT), empower others to make decisions about the operation of the school rather than controlling them and create a culture of learning rather than controlling behaviour" (pp.3-4).

Many SGBs are not able to meet their obligations or fulfil their roles because of low levels of education or literacy. A colonial-apartheid policy favoured a top-down approach encouraging the "control" model of management. SGB responsibilities are extensive excluding only matters relating to teaching and learning during the school day, purchase of educational supplies and operational management of personnel and finance (Bush & Heystek, 2003, p. 136). Principals have to be versatile in having to deal with both internal matters relating to unions, class size, grievances of teachers, and leave of teachers as well as external matters with parents, the community and fundraising issues involving donors and sponsors. Spillane (2005) writes about shared leadership as a distributed leadership approach. According to Spillane's view (2006), leadership involves an array of individuals with various tools and structures. Distributed leadership assumes a set of practices that "are enacted by people at all levels rather than a set of personal characteristics and attributes located in people at the top" (Fletcher and Kaufer, 2003, p. 22 in Leithwood et al, 2004, p. 28). Spillane makes reference to Barnard (1938), and

confirms that the “heroics of leadership” genre continues to be present in schools, even though scholars have long argued for moving beyond this kind of individual leadership style. He also makes reference to the fact that others argue that leadership is an organizational quality rather than an individual attribute.

Transformational leadership with reference to the National Department of Education’s transformational framework became popular during the 1990s with restructuring reforms in education. According to Leithwood, 1994 cited in Hallinger, 2003, p. 330), the transformational leadership model describes seven components: building school vision, establishing school goals, providing intellectual stimulation, offering individual support, modelling best practices and important organizational values, demonstrating high performance expectations, creating a productive school culture and developing structures to foster participation in school decisions. Transformational leadership is also a shared responsibility involving many and simultaneously enabling others. It therefore resonates with both a democratic and distributed leadership style. Hallinger (2003) proposes an integrated model of leadership. He believes that organizations will learn and perform at the highest levels and for change to be sustainable. He advocates that strong transformational leadership is needed by the principal in supporting the commitment of teachers and that substantial participation is required by teachers if they are to share leadership functions.

2.3 Human Rights and the South African Constitution

I will attempt to define the words human rights and constitution and proceed by bringing these definitions together in reflecting on South Africa's journey from apartheid to democracy.

Human rights are basic rights that every South African citizen has, simply because they are human. These rights are contained in the Bill of Rights of the South African Constitution. This is a list of fundamental rights – the basic rights that all people in South Africa have as human beings. Human rights are therefore those rights one possesses by virtue of being human. This means that the only qualification to possess such rights is to be a human being.

The Constitution is the supreme law of South Africa. It may be defined as a document which sets out the distribution of powers between, and the principal functions of, a state's organs of government. The South African Constitution contains a Bill of Rights, which all South Africans are entitled to. South Africa has a written constitution which sets out:

- Social values that the people of the country believe in.
- Structures of government.
- Powers and authority of the government and its organs.
- Rights of the people.
- The relationship between the government and citizens.
- Some aspects of the relationship between citizens.

South Africa's painful apartheid past, which is described as a crime against humanity by the United Nations, has in many ways contributed to a Constitution which embraces a culture of human rights. In order to understand our transition from colonialism via apartheid to democracy, we need to reflect on the Apartheid Government's total disregard for human rights. The regime was characterized by massive human rights violations and one of the key issues in moving forward is establishing respect for human rights and the rule of law. In order to achieve this human rights culture, there is a need for justice. South Africa opted for the Truth and Reconciliation Commission as a part of a process of healing the nation, both black and white South Africans who were affected by human rights violations. The concept of human rights has its origins in religion, humanitarian traditions and the increasing struggle for freedom and equality. South Africa's struggle for freedom has a long and painful past and our new Constitution therefore needs to be jealously guarded.

Human rights' also has it its origins in "natural law" which was developed by the Greek thinkers. People like Socrates and Cicero viewed natural law as providing a standard for making, developing and interpreting law. According to Locke, "the natural state is also one of equality in which all power and jurisdiction is reciprocal and no one has more than another. It is evident that all human beings – as creatures belonging to the same species and rank and born indiscriminately with all the same natural advantages and faculties – are equal amongst themselves" (Two Treatises On Government: A Translation Into Modern English, ISR/Google Books, 2009, p. 70).The United Nations (UN) defines human rights "as those rights which are inherent in our nature and without which we cannot live as human beings". Without human rights, human beings cannot fully develop and use their human qualities to satisfy their spiritual and physical needs. Human rights are rights that should therefore be protected and the rationale for the protection of such rights is described by the UN as follows:

Human rights and fundamental freedoms allow us to fully develop and use our human qualities, our intelligence, our talents and our conscience and to satisfy our spiritual needs. They are based on mankind's increasing demand for a life in which the inherent dignity and worth of each human being will receive respect and protection (United Nations, 1948, p. 171).

In South Africa, we celebrate Human Rights Day on the 21 March to mark and remember the massacre of 69 people in "Sharpville" in 1960. These people were protesting against the apartheid "Pass Laws", a protest against a basic right. This massacre is referred to as one of the greatest tragedies in our painful history. These basic freedoms are now enshrined in our new constitution.

The Bill of Rights section 7 (1) is described as "a cornerstone of our democracy in South Africa" which enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedoms. The first section of the Constitution lists a number of values on which the republic of South Africa as one sovereign, democratic state is founded. These are:

(a) Human dignity, the achievement of equality and the advancement of human rights and freedoms.
(b) No-racialism and non-sexism.
(c) Supremacy of the Constitution and the rule of law.
(d) Universal adult suffrage, a national common voter's role, regular elections and a multi-party system of democratic government, to ensure accountability, responsiveness and openness.

The protection of human rights is captured in section 1 (a) as it refers specifically to human dignity, equality and the advancement of human rights and freedoms. The repetition of these democratic values in various sections of the Constitution can be interpreted as emphasizing the importance or

centrality of the new democratic order; alternatively it could also be argued that the embracing of a human rights culture is trying to come to terms with our painful and oppressive past.

The importance of these values was so integral to the fashioning of the new democracy that the Constitution established certain institutions to ensure that the values were carried out. Chapter 9 of the Constitution establishes state institutions supporting constitutional democracy and they are also referred to as Chapter 9 Institutions. Under section 181 (1) the following state institutions strengthen constitutional democracy in the Republic:

- The Public Protector;
- The Human Rights Commission;
- The Commission for the Promotion and Protection of the Rights of Cultural, Religious and Linguistic Communities;
- The Commission for Gender Equality;
- The Auditor-General; and
- The Electoral Commission

For the purpose of this review I shall only touch on the first four institutions in the promotion and protection of human rights. The Office of the Public Protector has the power to:

- Investigate any conduct in state affairs, or in the public administration in any sphere of government, that is alleged or suspected to be improper or to result in any impropriety or prejudice;
- To report that conduct; and
- To take appropriate remedial action.

The Human Rights Commission is obliged to:

- Promote respect for human rights and a culture of human rights;

- Promote protection, development and attainment of human rights; and
- Monitor and assess the observance of human rights in the Republic.

The Commission for the Promotion of the Rights of Cultural, Religious and Linguistic Communities has as its primary objectives to:

- Promote respect for the rights of cultural, religious and linguistic communities;
- Promote and develop peace, friendship, humanity, tolerance and national unity among cultural, religious and linguistic communities, on the basis of equality, non-discrimination and free association; and
- To recommend the establishment or recognition, in accordance with national legislation, of a cultural or other council or councils for a community or communities in South Africa.

The Commission on Gender Equality has as its objective:

- To promote respect for gender equality and as such it is mandated with the development and attainment of that equality.

All these Chapter 9 institutions have some responsibility in playing the role of “Watch Dog”, however, the Human Rights Commission has the responsibility and power to investigate and report on the observance of human rights, to take steps to secure appropriate redress where human rights have been violated, and to carry out research and education

2.4 New Legislation

The legacy of apartheid can best be described by the Group Areas Act of 1950. This act of parliament assigned racial groups to different residential and business sections in urban areas in a system described as "urban apartheid". It was underpinned by the Native Land Act of 1913, the Native Affairs Act of 1920 and the Native (Urban Areas) Act of 1923 (Johnson, 2004, p. 119). These three acts were the cornerstones of white supremacy and ensured that black, Indian and coloured South Africans were required to live and work in areas governed by the above acts of parliament. The legislation was meant to control the movement of people of colour in terms of where they lived or worked. The acts allowed the apartheid government to restrict people of colour from living in the most developed areas, enjoyed by the white minority and to ensure that the masses travelled large distances to their respective places or work. The act of 1950 was replaced by the Group Areas Act, 1957 which was in turn replaced by the Group Areas Act of 1966. The act was eventually repealed on 05 June 1991 along with the Native Land Act of 1913, which ushered in a seemingly common, albeit unequal South African society.

In 1990, shortly, before the repeal of the Group Areas Act of 1966, the then Minister of Education in the House of Assembly Piet Clase, introduced the "Clase Models" for White State Schools. These models set a new admissions policy for white state schools in which parent communities could retain the status quo or adopt one of three models (A,B,C and later D). In model A, the school could close and reopen as a private school run by a management committee or board of governors who could then dictate admissions policy. In model B the school would remain a state school under a management committee within the DoE rules and regulations with open admission. The model C option was a (semi-private/semi-state option) model remaining as a state aided school run by the management committee

and principal. Some salaries and costs would be paid by the state. The management committee had the power to appoint teachers, decide on admissions policy as well as determining a fee structure (Clase, 1990). There was a perception that the intention was to privatise public assets and that the management and control of white schools remained in the hands of white parent communities. With the repeal of the Group Areas Act in 1991, there was an influx of black learners (African, Coloured and Indian) to these model C schools and even though the demographics of learners have changed radically at these schools, the teaching staff and management of the these schools have not changed much.

Before the first democratic elections in 1994, there were fifteen different ministries of education operating in apartheid South Africa. There were four ministries in the so-called independent homelands of Transkei, Ciskei, Venda and Bophuthatswana. This independence was not recognised internationally. There were six ministries in the self-governing territories of Gazankulu, KanGwane, KwaNdebele, KwaZulu, Lebowa and Qwaqwa. There was one ministry responsible for the Department of Education and Training, catering for Africans outside the homelands and one in each of the three tricameral houses of parliament catering for Whites (House of Assembly), Coloureds (House of Representatives) and Indians (House of Delegates). The administration of white schools was the responsibility of the four provinces. The apartheid system of education was a conglomeration of sub-systems planned and organised along racial, ethnic and regional lines. In 1994 the Hunter Report identified three categories of schools: state schools (black, coloured and Indian schools), state-aided, ex Model C schools which made up approximately 96% of former white state , community schools and farm schools and independent or private schools (DOE,1995b).

The first democratic elections in April 1994 marked a move from a colonial-apartheid government to a democratic government in South Africa. The period after the first democratic election is characterised by a rapid formulation of policy. My reference is policy formulation for education and I will attempt to expound on the many policy documents which were drafted and later enacted into law, with the purpose of transforming the state of education in South Africa.

The South African Constitution (1996) provided a framework for transformation and democratisation. It guaranteed access to basic education for all. The White Paper 1 and 2 (February 1995 and 1996) served as reference for policy and legislative development. The National Education Policy Act (NEPA) (1996) outlined the responsibilities of the Minister of Education in order to formalize relations between national and provincial authorities. The policy document was located within the Council of Education Ministers, Heads of Education Departments Committee (HEDCOM), and inter-governmental forums. The South African Schools Act (1996) promoted access, quality and democratic governance in the schooling system. It provided compulsory education for 7 to 14 year olds, two types of schools- independent and public. The Act also provided for School Governing Bodies (SGBs) and funding norms to redress through targeted allocation of funds.

The rationale for The Draft Policy Framework produced in 2004, was to create a democratic, equitable and comprehensive national system of education. The framework proposes the professionalization of education managers and leaders, through the introduction of professional management and leadership qualifications, which may lead to a professional certification for principals (Department of Education,

2004:3). The framework which was developed in consultation with external stakeholders in South African Education emphasises that training and development of managers and leaders must capacitate them for the process of change (Department of Education, 2004, p. 5). According to this draft, South Africa is engaged in a process of transformation in the way schools are lead and managed and the way in which national and provincial departments of education are organised. The draft further states that, " education administration has been devolved from national to provincial levels and with the establishment of School Governing Bodies and section 21 powers responsibility has moved, substantially, to the school level, with an expectation of support from provincial and district offices". This devolution of power has placed the responsibility of school improvement on the shoulders of principals to ensure that outcomes improve and that the culture of teaching and learning will become evident in the schools. The Draft Policy Framework from the National Department of Education (now known as the Department of Basic Education) focuses on Education Management and Leadership Development. The National Department of Education has responded by rooting the new professional development initiatives for principals and aspiring principals in its Policy Framework for Education Leadership and Management Development (Department of Education, October 2004). This initiative emphasises the importance of giving impetus to the professional development of principals.

2.5 Professional Development of Principals

In South Africa, there is no professional development of principals and many appointments of principals has been based on their teaching record rather than their leadership potential, Bush and Odura (2006) argued. According to Bush & Jackson, (2002), "it is widely accepted that teachers require both initial training to be effective classroom practitioners and continuing professional development throughout their careers" (p.418). This is usually achieved by a combination of pre-and in-service approaches. This initial and continuing professional development is almost imperative within a South African context, given the vast disparities created by an apartheid style education. The principals at the case study schools both committed to the ACE Programme before being appointed to the position of principal. Not many countries have had a system of national requirements or qualifications for school leaders. Only recently, approximately two decades ago, has standards for school leaders begun to emerge. Many countries did not have training as a requirement for the appointment to principal-ship. There has always been an assumption that good teachers/educators become effective managers. This has also been the case in pre / post-apartheid South Africa. The National College for School Leadership (NCSL) was established in England in 2000. "The aim was to ensure that current and future school leaders or principals develop the skills, capabilities and capacity to lead and transform the school education system into the best in the world" (Bush & Jackson, 2002, p. 419). In 2001 the NCSL undertook an exploratory study of some of the best international leadership centres in order to inform its strategies, policies and decision making (Bush & Jackson, 2002:419). This study examined centres in Australia, Canada, Hong Kong, New Zealand, Singapore, Sweden and the USA.

According to Bush & Jackson (2002) “International literature on the research undertaken by the NCSL revealed that very few centres have established programmes for newly appointed principals” (p.421). Walker & Dimmock’s research in Hong Kong reported that newly appointed principals undertake a programme called *Blue Skies*, which is a professional learning programme for beginning principals. This programme only commences at the end of their first year in the post. *Blue Skies* was designed after undertaking international research in order to fit into an already established programme for aspiring and serving principals as well as a centralised induction programme.

According to the NCSL research, Chicago offered the most comprehensive programme for principals during their first year in the post, consisting of a number of elements. This included a four-day orientation programme, full and half day workshops and five retreats followed by coaching. According to Bush & Jackson (2002) “the “master coaches” are trained and receive payment for their role” (p. 422).

In Australia and New Zealand there are induction courses for principals whilst in Ohio entry-level principals undergo a two-year curriculum which aims to nurture, guide and develop their knowledge and leadership skills. In 2000 in England, the Head-teachers’ Leadership and Management Programme (HEADLAMP) provided a budget of 2500 pounds for each new principal to spend on their personal and professional development, during their first two years in the post. “Participation was not mandatory and the programme focus was left up to the principal’s discretion” (Bush & Jackson, 2002, p.422).

The NCSL research reported that the Principal Development programme in New South Wales in Australia, includes courses delivered by university centres leading to a qualification, called the

Certificate of School Leadership and Management. It includes peer-assisted leadership, mentoring, coaching and shadowing, seminars and study leave (Bush & Jackson, 2002, p. 422). In England the Leadership Programme for Serving Heads (LPSH) is a shorter programme than in the other countries and consists of pre-workshop preparation, a four-day residential workshop, post-workshop activity with a senior business leader and a follow-up one year after the workshop (Bush & Jackson, 2002, p. 422). Even though there are numerous courses for aspiring, beginning and experienced principals, there were very few examples of a coherent programme for all three stages (Bush & Jackson, 2002, p. 426).

Teachers in the United Kingdom, who aspire to principal-ship, must first become senior teachers or deputy heads and work closely with the principal as a member of the senior management team. Only after acquiring at least five years' of experience as a deputy can they apply for headship posts (Weindling & Dimmock, 2006). Given the examples used in other countries, as well as the interventions already started in South Africa, the National Department of Education will have to consider developing such programmes so that the professionalization of principal-ship will become a strategic process to transform education successfully.

The Matthew Goniwe School of Leadership and Governance (MGSLG) was established by the Gauteng Department of Education (GDE) as a result of the recommendations made by the Task Team on Education Management Development. The brief of the Task Team was to review South Africa's education system in order to improve the management of education. None of these recommendations were adopted. The GDE then undertook a feasibility study into the possible establishment of a

provincial institute for education management and governance development. This study led to the establishment of the MGSLG which was launched in August 2003. The MGSLG is funded by the GDE and is a non-profit section 21 company. According to Bush et al, (2006) "The main purpose of the MGSLG is to support the development of principals, other school managers (deputies, heads of departments, district officials) and school governors in order to enhance the effectiveness of all schools in the province and to improve learner outcomes"(p. 3).

The Advanced Certificate: Education (ACE) (School Management and Leadership) (Department of Education, (2008) was introduced in 2007 and is intended to provide aspiring principals with a professional qualification (p.2). The purpose of the qualification is to provide structured learning opportunities that promote the development of educational leaders, who can apply critical understanding, knowledge and skills to school leadership and management within a democratic environment. The South African ACE is believed to be the first national training programme in Africa (Bush et al, 2008, p. 7). The ACE is a two year part-time qualification course at NQF Level 6, and comprises 120 credits.

The (ACE) in Educational Management, was implemented in 2007 to address the many concerns of the professional development for principals in South African Schools. This programme attempts to address the need to build the capacity of principals in areas of leadership and to influence the leadership and management style of principals'. The ACE curriculum compares favourably with leadership programmes around the world. The programme was specifically designed for the South African context

to support the transformation within education, with specific emphasis on leadership and management in schools.

The National Department of Education responded to this need of building leadership and management capacity in schools, by developing a package of measures which are linked to the South African Standard for School Leadership (SASSL). The Standard identifies six key areas of principal-ship:

- Leading and Managing the Learning School;
- Shaping the Direction and Development of the School;
- Assuring Quality and Securing Accountability;
- Developing and Empowering Self and Others;
- Managing the School as an Organisation;
- Working with and for the Community.

The continuous professional development programmes begun by the Department of Education (2006), for appointed school principals and those aspiring to become principals, is an important step towards transforming education in South Africa. According to Tsukudu and Taylor (1995) the training available to principals during the early 1990s was inadequate. This is confirmed in the research conducted by Bush and Heystek (2006) which show that South African principals are mainly concerned with financial management, human resource management and policy issues. The "management of teaching and learning", was ranked only seventh of ten leadership activities in a survey of more than 500 Gauteng principals (Bush and Heystek, 2006, p. 68). The transformation and democratisation of education in South Africa is closely linked to influencing the leadership and management styles of principals and

aspiring principals. According to Bush et al (2007a, 2007b), the pilot national Advanced Certificate of Education (ACE): School Leadership module does not address the main Management of Teaching and Learning (MTL) issues discussed in the international literature, but it does consider the learning of culture, planning and implementing curriculum and teaching and learning styles, but not modelling, evaluation and monitoring.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Qualitative methods were employed to conduct research of the two (2) case studies. The interviewer made use of a semi-structured interview method, creating the opportunity to follow up on the responses of the interviewees in order to clarify issues or to further explore some of these responses. According to MacMillan and Schumacher (2006) "the researcher should approach the research problem without prejudice attempting to adopt the viewpoint of the respondents". A qualitative approach is often used to analyse detailed data in order to frame issues. Merriman (1998) states that, "Qualitative research employs an inductive research strategy, is humanistic, is a craft, usually involves fieldwork and is descriptive" (p. 8). Qualitative research focuses on process, meaning and understanding of a particular phenomenon. Words and pictures rather than numbers are used to convey what a researcher has learnt about the phenomenon. Merriman (1998) points out, "there are likely to be researcher descriptions of the context, the players involved and the activities of interest. In addition, data in the form of the participants' own words, direct citations from documents and excerpts of videotapes are likely to be included to support the findings" (p. 8).

3.2 Research Site

The two (2) schools chosen for the proposed research are public primary schools in the Johannesburg south area. These were previously coloured primary schools in a previously coloured township. Presently, the schools are open to all South African children and the staff complement includes teachers from across the racial spectrum of South African society. Both schools have a rich sporting culture which includes athletics, soccer, cricket and netball. Both schools were dual medium, having

used English and Afrikaans as mediums of instruction but now each use English as the Language of Learning and Teaching (LOLT). The school sites are ideal in that the respondents can reflect on the demographic changes within the school community and the broader society since our first democratic election in 1994.

3.3 Research Role

The researcher acted as both interviewer and observer. The researcher received permission from the Gauteng Department of Education to conduct the research and permission was also obtained from the Principals of the respective Primary Schools.

3.4 Purposeful Sampling

I decided to use purposeful sampling (MacMillan and Schumacher 2006). The formally Coloured Afrikaans Schools are those where I worked as an educator for more than twenty (20) years. My own experience within this environment prompted me to use this method of sampling. These coloured professional educators were previously marginalised and are now confronted with transforming the school in line with the new democratic order. Qualitative researchers usually work with small samples of people, nested in their context and studied in their depth-unlike quantitative researchers, who aim for large numbers of context-stripped and seek statistical significance (Matthew, B et al, 2010). I chose these two schools because of location and accessibility. I am familiar with the community and wanted to investigate how these schools have progressed and changed post 1994 in terms of learner and educator demographics. Case studies were used in this research report. Qualitative research is based on the assumption that multiple realities are socially constructed through individual and collective

definitions of a situation (McMillan and Schumacher, 1993). In addition, a case study approach was used because in this type of study, a single case is studied in detail which could include a person, a group, an institution, a programme or a concept (McMillan and Schumacher, 1993; Denscombe, 2003). Qualitative research is also theory driven, either "up-front" or develops throughout the research. My research developed as we went along. For this study the researcher interviewed the principals, deputy principals, heads of department and educators (both senior and junior).The number of respondents that were sampled for the two (2) schools were ten (10) in total. The researcher used simple random sampling to select heads of departments and teachers. The principals and deputy principals were already part of the respondents but HoD's and educators were selected randomly. According to McMillan and Schumacher (1993) "this method is often used when the population is small. This will ensure that all members will have the same probability of being selected".

Table 1: Profile of Respondents

	SCHOOL A	SCHOOL B
PRINCIPAL	1	1
DEPUTY PRINCIPAL	1	1
HEAD of DEPARTMENT	1	1
EDUCATOR, SENIOR	1	1
EDUCATOR, JUNIOR	1	1
TOTAL	5	5

3.5 Data Collection Strategies

The researcher used multiple methods to collect data. These included individual interviews, observations and review of official school documents. Analysing official documents is an important exercise in establishing organisational and administrative processes and procedures. The researcher attempted to understand responsibilities around planning, organising and coordinating for these meetings as well as responsibilities for recording minutes of meetings and how these documents are disseminated, stored and preserved. The official documents were scrutinised after the interviews were conducted.

Interviews were conducted with the principal, the deputy principal, heads of departments and junior and senior teachers at each of the two schools. Here I use the terms junior and senior teachers to refer to those with less than 5 years of experience and those with more than 10 years of experience. Each of the respondents was recorded and these recordings were then transcribed in order for me to analyse and make sense of the data.

The researcher conducted observations of interactions in the schools both formal and informal (meetings, staff room, and classroom shifts). I spent time on the playground observing learners interacting with each other as well as educators doing duty during the intervals. Observations of these interactions were used as a corroborative data collection strategy in supporting the interviews that were conducted. This exercise assisted the researcher in establishing whether the interview revelations are acted out in the kind of leadership style or approach used in conducting these meetings.

I spent two months (2) months collecting data, with one (1) month allocated to each of the schools. These interviews were conducted from August 2011 to October 2011. I organised the data into categories immediately after collection and then organised the data into segments. A case-file was developed for each school and code segments developed for each dataset. These were then filed and stored for analyses towards the end of November 2011.

3.6 Data Management and Analyses

The method used to analyse data utilized classic case study approaches that focus on gaining an understanding of the research question in the particular cases (Stake, 1995). The data was coded and then placed into segments in order to find themes. This process revealed information which I did not anticipate to find. Even though themes related to leadership styles or approaches came to the fore, issues related to racism and discrimination was very evident. Data analysis in qualitative research is concerned with the analysis of written words, videotapes or audiotapes. Transcription of interviews was done by the researcher. Tape recordings were listened to immediately after the interviews were conducted. The researcher familiarized himself with the data as it was gathered. This process involved reading and re-reading of the data collected. Transcripts were cross checked by the supervisor for accuracy and validity as well as by the interviewer.

3.7 Validity of the Study

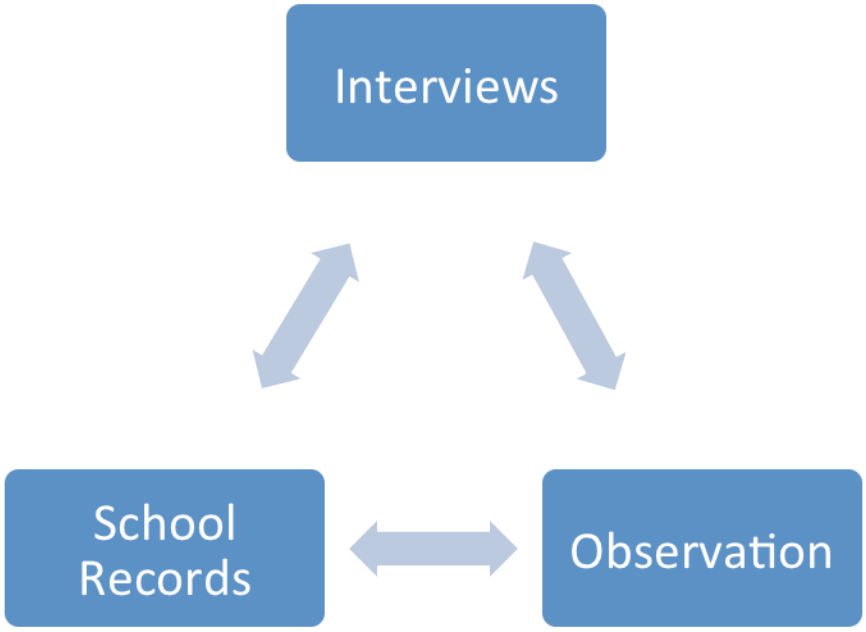
In qualitative research, validity and reliability are difficult to determine, however, they form an essential part of scientific study (Maxwell, 1996). Validity is the extent to which a measurement gives the correct answers (Descombe, 2003). I used triangulation in order to determine reliability and validity

of the study. In interviewing the various respondents using similar semi-structured and open ended questions, the differences in reliability and validity were reduced, though not totally removed (Merriam, 1998).

Triangulation

In this research more than one source of data was used.

Figure 3.7.1: Type of triangulation used in this research



3.8 Pilot Study

I conducted a Pilot Study at two other primary schools in the west of Johannesburg. I interviewed only the principals at each of the schools and learnt that the combination of interviews, observations and the scrutiny of official documents would yield much more information on how schools have progressed in terms of leading change and managing complexity. This pilot study contributed to further

determining the validity and reliability of data collection instruments. After conducting the pilot study, I was then able to adjust the data collection instruments in order to align and adapt the research questions.

3.9 Limitations of the design

Interviewing educators during school time was a problem. I therefore negotiated interview time after school hours where this was possible, as well as early morning interviews before the commencement of the school day. Access to observe meetings were negotiated with the relevant principal and personnel.

3.10 Ethical Considerations

The researcher received consent from the Ethics Committee in the School of Education at the University of the Witwatersrand, Johannesburg to conduct the research in these two Primary Schools in the south of Johannesburg. The respondents were informed by letter about the research and its aims beforehand. The interviewees were assured of confidentiality and anonymity in terms of the interviews conducted. According to McMillan & Schumacher (2006) ethics in research include “policies regarding informed consent, deception, confidentiality, anonymity, privacy and caring” (p. 333). Ethics is concerned with the interests and wellbeing of respondents and the research must ensure that the principle of confidentiality be adhered to at all times.

CHAPTER 4: CASE STUDIES

4.1 Introduction

This chapter documents the findings of case studies conducted at two public primary schools in Johannesburg. The responses of the interviewees from each school are presented separately and discussed thematically. Interviews were conducted with the principal, deputy principal, a head of department and two educators at each school. Observations by the researcher as well as scrutinising staff minutes, policy documents, subject meeting minutes and minutes of financial meetings was part of the data collection process. These observations and scrutiny of policy documents which include staff meeting minutes, policy files and audited financial statements are reflected in the discussion chapter strengthening the validity of the research.

The case studies present stories of how the individuals confronted the changes wrought by the new democratic dispensation and the resulting policies that came into being post-1994. They present two different approaches to the challenges of school leadership and provide a number of positions in response to issues of conflict and cooperation which demonstrates a greater tolerance to difference and identity.

Case Study 1

4.2 School Profile: "School of Hope

School A will be referred to as the "School of Hope. It is a co-educational public primary school located within a predominantly coloured community, south of the city and was established in 1968 because of

the rapid population expansion in this community, even though no extra housing was made available. The school caters for 988 learners from grade 1 to grade 7 and falls within District 10 of the Johannesburg region. The school has a staff complement of 34 including the principal, deputy and four (4) heads of department as well as three (3) grade R educators. The racial profile includes 28 coloured staff and 6 black staff. The SGB consists of 10 elected coloured parents and does not reflect the racial demographics of the parent population. The school employs 2 secretaries, 6 cleaning staff of which 2 are paid by the SGB and one security person also paid by the SGB.

The infrastructure of the school has been upgraded with new perimeter fencing and access control. This upgrade includes new sporting facilities with a soccer field, tennis courts, netball courts and a new grassed area. The school has secure parking for educators and visitors. It has a well-stocked library and 2 computer laboratories, one sponsored by a local company, for use by educators and learners. The structure of classrooms is prefabricated buildings and these were recently refurbished with suspended ceilings and were repainted. Lighting in all classrooms was repaired recently and all walk ways in front of classrooms were retiled and repaired as well.

The principal believes that the vision and mission of the school which is described as “striving for excellence” ties in with transformation, however, he acknowledged that the statements need to be reviewed. He said that, “We will develop a vision and mission that will reflect what we want”. The present vision and mission statement was developed by the School Governing Body without consultation.

From its inception, the learner population was predominantly coloured, but since 1991, the demographics have changed. As noted in Table 2, presently, 60% of learners are coloured and 40% are black. Half of the black learners reside within the community and the other half come from outside and surrounding areas, commuting to school by taxi. The principal says that, "the community has some serious social challenges which include alcohol and drug abuse, high rates of unemployment, school dropouts and teenage pregnancies".

I spent approximately one month interviewing respondents and I thoroughly enjoyed visiting the school. The reception was warm and nothing was too much for the principal, deputy or secretary to arrange. The change of interview times or the non-availability of staff or my own change of times and dates was never viewed or seen as an inconvenience. I particularly enjoyed the interactions with learners and parents on the odd occasion.

Table 2 Racial Profile of educators, Learners and SGB Members - School of Hope

	COLOURED	BLACK	White
Educators	78%	22%	-
Learners	60%	40%	-
SGB	100%	-	-

4.2.1 Notions of Transformation and the Challenges Presented

Transformation is an on-going discussion in almost every sector of South African society and has been since 1994. It encapsulates matters of economics, unemployment, education, sport, health, the justice

system and even the church. It is reflected in the South African Constitution (1996) which provides a framework for the transformation and democratization of schools, which guarantees access to basic education for all South Africans.

The principal is a coloured male. He is young and vibrant and was appointed in January 2010. He has spent 29 years at the school and hails from the community. He was very warm, relaxed and forthcoming in his introduction, creating a climate conducive for the rest of the interview.

The principal laments how destructive apartheid was, saying: “Apartheid separated us and that we now accept that everybody is equal and that we have equal rights”. I used this quotation to emphasize the destruction of apartheid in separating South Africans and sensed how emotional Principal Hope was in expressing himself. Thinking back to the dawn of the new dispensation, Principal Hope remarked with a sense of embarrassment:

“In the beginning we were very racist” and in the same breath acknowledges that: “the transformation involved accepting black learners and educators as members of the staff and the community and that they should not be seen as token appointments”.

The deputy principal is also a coloured male and in supporting the principal, he says: “Transformation is change, change in society, in education and change in demographics” and reluctantly shared his experience with parents who said: “You do not put my son in that . . . Class” and “you make sure that my child does not sit next to so and so . . .”. The deputy principal says that he had to raise his voice in addressing parents: “This is the new South Africa and we cannot choose where our children sit or who

would teach them. We are challenged to educate and create awareness regarding transformation issues".

He shares how these parental and societal contestations get reflected in some of the interactions at school. He relates how some of the coloured learners make fun of the black learners by asking the educator to translate certain words: "Teacher, what is the English word for 'donker sleutel'?" The word "donker sleutel" is an Afrikaans phrase, translated into English it is dark key, pronounced "darkie". The deputy principal just shrugs and says, "How do you deal with this"?

The principal appeared proud of the role he and his staff played in the transformation not only of the school, but of the larger community: "We played a pivotal role in transforming the school and the community…even though transformation only happened post the first democratic elections in 1994, our school admitted the first black learners as early as 1992".

The Draft Education Policy Framework on Educational Management and Leadership Development (2004) confirms a new democratic approach to school leadership. All the respondents that were interviewed supported the definition of transformation in line with both the principal and the deputy principal; however, some respondents have expressed concern with what the principal terms his "quiet diplomacy" to deal with racial complexities. The learner demographics and staff demographics have changed substantially both as a result of the new admissions policy as well as the new homes that were built as an extension to the existing community, however, the racial profile of the SGB has not yet changed.

The principal laments that:

“Transformation policies created stress for our educators and there was no real intervention to assist and support our educators. The district did not support us and left us to fend for ourselves. Educator’s met regularly to share their difficulties and to support each other and that this regular meeting of educators was a therapeutic get-together and they were able to draw strength from each other”.

This was their way of dealing with the challenges brought about by new legislation in the perceived absence of support from the district. This was really good for educators to support each other and to learn from each other. According to the deputy principal, the principal also played a very supportive role.

4.2.2 Changing Composition of the School Demographics

The Admissions policy, whilst creating open access for all South African children, brought with it complex racial tensions. The principal emphasizes that: “The admissions policy is a non-racial policy that was meant to level the playing fields, but there are financial implications for those wanting to attend schools in the suburbs”.

Whilst opening access to education for those previously restricted to inferior schooling, the policy is only relevant for those families who are able to afford the cost of school fees at these suburban schools. However, the school cannot take responsibility for that exclusivity, what is needed is an intervention from government to ensure that the policy does not seek to exclude poorer children

and these changes created tensions and difficulties for school personnel. The Principal relates a story describing how these shifts in school personnel and learner demographics were difficult for some in the community. Here he describes interacting with an aggrieved parent who said: “I demand a placement for my son because if you can accommodate a “Kaffir” why can’t you accommodate my son”. He reflected on his actions: “I used quiet diplomacy and dealt with the matter on a one to one basis and when the parent left the school, his perspective on transformation had changed”.

The School appointed its first black African HoD in 2009. He says that: “While transformation policies have benefitted educators, it depends whether you are teaching in a suburb school or a township school”. Township schools are under resourced and this impacts on the skills levels of educators”. He expects to receive support at his new school which he says is well resourced. In fact he is aggrieved because of the comments of his coloured colleagues, instead of providing support they choose to judge him: “Where do you see a black educator teaching mathematics at a coloured school”.

The HOD welcomed the new admissions policy and excitedly comments: “Schools are now open to all learners irrespective of race, colour or creed”. He is emphatic about the fact that your past can contribute to disadvantaging you in acquiring a post at a school outside the township. The deputy principal explained that: “The admissions policy created a situation of feeder areas not being properly demarcated and that learners travelled from all areas of Johannesburg and that because of open access, learners could not be turned away”. He did, however, mention that the District is now relooking at feeder areas as schools in the townships, especially schools in the Soweto area, are running empty.

4.2.3 Language Challenges

The language policy of the school further magnified the complications the school had to navigate in the past decade. It changed from being a dual medium school (English and Afrikaans), to being an English medium school. Afrikaans is now taught as a second additional language. He says that, “parents have the perception that if their children are taught in English that their work prospects would be better”.

The deputy principal is concerned about the literacy levels of learners and says that, “learners and parents do not speak English at home” and educator one (1) who is a black male, confirms this statement saying that, “Other languages are not being taught” and that “Mother tongue instruction is important”. Educators feel strongly about the fact that the majority of learners do not speak English at home. Language at the School of Hope continues to be a major challenge. The learners and educators speak a multiplicity of languages and code switching is common, even during the English period.

The principal emphasizes the fact that: “The changing learner demographics have influenced the change of language policy at the school and that educators are challenged to address the literacy problem”. These policy shifts in language has created immense pressure on educators and many of them are not trained to deal with such complexities other than to avail themselves for extra reading lessons and in some cases finding suitable reading material to accommodate the reading competence of the struggling learners.

The principal says that, “Transformation rocked the boat and at school we had the joke: “someone goes to bed at night has a dream, the dream becomes a policy and when the policy is implemented,

they discover they had a nightmare". The principal laughing says that: "OBE and everything that went along with it was chaotic" and "the language became a problem".

4.2.4 Capacity Building

During this period of change and transition, the school leadership and educators have built capacity in areas of leadership and management as well as in teaching and learning. Transformational leadership focuses on developing the organization's capacity to innovate, rather than focusing specifically on direct coordination, control and supervision of curriculum instruction. The principal and deputy confirm the benefits received from participating in the ACE programme and say that, : "We are now able to delegate and manage complex situations".

When it comes to teaching, there is evidence that teachers at the School of Hope have come to support one another's learning. Educator 1 (one) who is a black African, says that: "I receive support from my colleagues who have helped me to improve my practice because when I started at the school in 2006, I was not sure about what I was doing". Educator two (2) is a coloured male and says that: "Benefits came in the form of resources, even though textbooks are never received on time". He further states say that, "there is a democratic environment, educators are respected and consulted and that the laws that prevail have contributed to the change of environment". He also affirms and acknowledges the support he receives from his HOD and says that: "My classroom practice has improved but I am concerned about the fact that learners complain to me about corporal punishment and I feel that the principal must address this matter".

Both the admissions policy and the language policy have created some challenges for individual educators, yet the SASA (1996) clarifies the issue of admission and language policy and SGB's are responsible for governance, including the policies which promote admission and language of instruction.

4.2.5 Professional Development

The Department of Education (1998) "purports that in-service training (INSET) should be seen as an on-going process of professional development" (pp.130-137). The world is rapidly changing and the principle of life-long learning now becomes an imperative. All the interviewees agreed that a management qualification is an imperative for principals or those aspiring to principal-ship. The principal confidently says that: "A management qualification is specific for the job and that an application with a management qualification should have an advantage over an applicant without such a degree or diploma".

The deputy principal says that: "it is important to acquire the skills necessary to manage others". He says that "the law of education is a requirement as a manager and that one must know the legalities when children are in the care of the school". The HOD says that, "Experience must be supported by concrete information, so a leadership and management qualification should be a requirement for appointment to a management post". The process of development is primarily concerned with helping principals to acquire and improve the competencies necessary to manage schools effectively (Mestry & Grobler, 2004; Bradley, 1991; Craft, 2000; Gerber, Nel & Van Dyk, 1997; Fidler & Atton, 2004; Bezzina, 2001).

The principal reflects on his entry into the ACE programme saying: “I was not keen to do the ACE but was recommended by my IDSO”. He says that: “I had a very negative approach to this in-service training recommendation, but looking back I now acknowledge how the course has changed my attitude and my approach”. He has subsequently recommended others on his staff to do the ACE and his deputy has now completed the ACE and is presently registered for a Bed Honours in Mathematics and Technology at Tshwane University of Technology (TUT).

Educators are encouraged to embrace the principle of life-long learning at the school of “Hope” and this is confirmed by educator 2 who says: “I was acting in the HoD position in 2010, applied for the vacant position, but I was not successful”. “I see myself in the position of HoD in the next five years”. Educator one (1) describes his classroom as “interactive but sometimes noisy”. The “noisy”, he says stems from the fact that learners become excited when they know the answers and goes on to say: “A professional approach must involve on-going learning and that the SMT supports and assists me whenever I have a problem”. “I am not presently studying and do not see myself remaining in education but I do agree that there are growth opportunities at the school”.

In-service education and training is seen as a process whereby teachers continuously improve their skills, knowledge and attitudes while continuing their employment (Farrel, Kerry and Kerry, 1995, p. 115; Oldroyd, Elsner and Poster, 1996, p. 19).

4.2.6 Leadership Styles

All the respondents that were interviewed acknowledged how their respective leadership and management styles have changed, attributing this change to the transformation framework. The Draft Policy Framework (2004) puts emphasis on democratic approach to school leadership. The "School of Hope" has embraced a shared leadership approach, despite the many challenges brought about by new policies.

The new dispensation brought with it both personal and professional challenges in terms of leading and managing others. The ability of moving from a "control" model of management to a more shared leadership approach was in itself a challenge. The principal says that, "The dawn of democracy has influenced the way I lead and manage others and our style of leadership influences our relationships with people". The deputy principal confirms this shared leadership approach and attests to what others have said. Collegial leadership, emphasizes that power and decision-making be shared among some or all the members of the institution (Bush, 2003, p. 75).

I was able to observe the behaviour and actions of educators both on the playground and in their respective interactions with parents, colleagues and learners. These behaviours were in line with the verbal responses that were given and the behaviour displayed in meetings with colleagues, with parents and learners on the playground.

The HOD says that, “The leadership and management approach that I am exposed to now, has allowed me to engage others”. He says that: “I felt so proud of myself that I was able to appropriately deal with a volatile situation at school”.

He tells the story of an aggrieved parent:

“Which black educator punished my child”? “The parent was fuming and I anxiously sat her down. I was able to explain that as educators we are here to assist your child, irrespective of race. Educators were peeping from their respective classrooms and the situation was tension filled. This parent is well known in the community and has always being contentious and argumentative”.

By the time the parent left, the tensions and tempers had eased. The educator responsible for the fracas was overjoyed and expressed thanks and gratitude. The HOD says that: “My handling of this situation made me feel good and my self-esteem and confidence was elevated”. He further says that: “Now I have gained the respect of colleagues and parents from the community”.

These racial tensions, within this community, brought about by new policies allow educators to acquire skills and capacity in areas they may not have thought possible. It also led to a different way of interacting with each other. The principal in exercising what he calls “good leadership” says that: “I took the responsibility of counselling a staff member who was battling alcohol. This situation contributed to long periods of absenteeism. I decided not to charge the educator for misconduct but instead decided to support and counsel him by meeting twice a week”. The situation he says: “Was affirming for me and the educator and the story had a happy ending”. This approach by the principal

demonstrates his humanity and allows his quiet diplomacy, compassion and empathy to come to the fore and is reflected in how staff members are able to lead and manage others and resolve conflict.

The deputy refers to the introduction of IQMS as a project which was assigned to him by the principal, long before his appointment as deputy principal. He says: “I decided to take the material, study the terminology and organize workshops for the educators and I was able to explain terms like ‘pay progression’ and drew up rosters for the pre-evaluation visitations and organized files for all the staff. This project allowed me to build leadership capacity and contributed to enhancing my confidence as a professional. I gained favour with the principal and the staff. Staff enjoyed the support and affirmed me for my contribution to the school as well as the good report which was received from the department”.

Staff and the community have benefitted from this shared leadership style. The principal remarked: “Democratic elections are held to elect committee members and the various school committees serving the interests of the school including the finance committee are forums owned and managed by the staff”. Educators feel enabled and the staff has now learnt to be both accountable and transparent. The deputy principal explained: “Staff has input, they differ on how to approach the matter, but at the end of the day, they own the process”. The HOD aligns himself to what the deputy says: “Staff does benefit, and they are allowed to make their point, and there is no imposition”.

The principal reports that: “My shared leadership style has improved relationships with staff and parents and those democratic engagements improve both personal and professional relationships”.

In response to the interview regarding community initiatives, the principal emphasizes that: “The school belongs to the community and they have access to using the facility after school and over weekends”.

The local soccer team uses the soccer field but has an agreement to maintain the playing surface and some of the classrooms are used for church services over weekends. The principal is proud of the community initiatives and says that: “The school has a feeding scheme for the learners funded by the department of education and the school also employs unemployed people from the community quarterly, via the Enviro-Parks project”. This project involves a community clean up and responds to the need of unemployment in the community. Both the deputy principal and HOD acknowledge these initiatives and supports the idea that the school belongs to the community.

In concluding my interviews at the school, I decided to name the school “Hope” because the principal expressed a sense of passion for the new dispensation, despite the many challenges confronting the school. His long stay at the school also demonstrates his sense of commitment to moving the school from a place where racism was engrained in the very fibre of school and society, to a place where the school’s inhabitants can respect and embrace each other despite the many differences. “Hope” means expectation and desire and in this context it means “something better”. The use of quiet diplomacy and a shared leadership approach by the principal, deputy principal and HoD to address these complex matters of race and prejudice support a democratic approach to leadership and management.

Case Study 2

4.3 School Profile: School B "School of Light"

School B, which will be referred to as the "School of Light". It is a co-educational public primary school located within a predominantly coloured community, south of the city and was established in 1972. The school caters for 700 learners from grade 1 to grade 7 and falls within District 10 of the Johannesburg region. The school has a staff complement of 23 including the principal, deputy and two (2) heads of department as well as three (3) Grade R educators. The racial profile includes 13 coloured staff, 9 black staff and one (1) white educator. The SGB consists of six (6) coloured parents, two (2) black parents and one (1) white educator all elected members reflecting the racial demographics of the parent and staff population. The school employs 2 secretaries and 4 cleaning staff.

The upgrade of school facilities include tennis courts, soccer fields and 3 Grade R classes funded by the Department of Education. Phillips SA has funded a vegetable garden jointly run by the school and the community as well as the perimeter fencing which is presently being installed. The prefabricated classroom buildings have been repaired and painted.

The principal says that the vision and mission statement of the school is very long and staff and learners are not able to relate to this statement, however, it does tie in with transformation because it focuses on the holistic development of the learner. She says that this statement was inherited and the school needs to review the vision and mission statement, so that staff and parents feel a sense of ownership. She says it also needs to be simplified.

Since the inception of the school, the learner population has been predominantly coloured, but since 1992 the demographics have changed slightly. As noted in the table below, Presently 92% of the

learners are coloured and 8% are black. The black learners were placed at the school by the Department of Education. They hail from outside the surrounding area, commuting to school by taxi. According to the principal, the community has some serious social challenges which include alcohol and drug abuse, high rates of unemployment, school dropouts, teenage pregnancies and prostitution.

Table 3 Racial Profile of educators, Learners and SGB Members - School of Light

	COLOURED	BLACK	White
Educators	57%	39%	4%
Learners	92%	8%	-
SGB	66%	22%	12%

4.3.1 Notions of Transformation

Transformation is an on-going discussion in South African society and continues to be relevant as it contributes to the shaping of a new and non-racial society. New legislation has promoted a shift from an autocratic to a democratic system of governance for schools in South Africa.

The principal of this school is a coloured female who was appointed in the position in 2009, having spent more than two decades teaching at other schools in Johannesburg. She was very welcoming and facilitated the entire interview process. I was able to plan the timetable for interviewing all respondents and was often accommodated for changing dates and interview times.

The principal confirms this shift of governance from apartheid to democracy by saying that: “Things have changed, the position of principal has being dominated by males and even the curriculum has changed”.

The position of principal at this school has always been a male for years and she expressed with much emotion how educators and parents opposed her appointment. The community openly resisted her appointment and the lack of support from the District was also evident as she received only a four hour induction, and even that came only six months after her appointment.

With a sigh of relief she says: “The community has now accepted me”.

The inference by the principal reflects the tension around gender issues in this community and the challenges she faced as the first female appointed principal.

The deputy principal, who is a coloured male, supports her view and commented that: “Transformation is getting rid of the old, transformation from apartheid to democracy”. Transformation as defined by the other respondents supports the views of the principal. The research shows that since 1992, after the repeal of the Group Areas Act of 1950, the learner demographics at the school has changed. The first black learners were enrolled in 1992 and after the first democratic elections in 1994, the learner demographics has increased substantially. The staff complement also reflects change, now with thirteen coloured educators, nine black educators and one white educator.

While the staff compliment is now over 30% black, the relevant percentage of learners is only 8%. According to the principal some black families have moved into the community indicating that the 8% of black learners may increase in the years to come. The transformation landscape brought about by the new admissions policy as reflected in the South African Schools Act of 1996 is fundamental to

transformation goals in the education sector. The new policies created serious challenges for principals.

4.3.2 The Changing Composition of the School Demographics

The principal has welcomed the new admissions policy embracing democracy, but she says that:

"The community has accused me of the new intake of learners from Soweto and say that I am allowing the school to become a "Kaffir" school". This enacted policy she says: "whilst allowing open access, has caused racial tensions within the community". In response to the situation, the principal says that, "It reflects a perception that the community fears change".

The principal says that: "I called a meeting of parents, staff and all stakeholders including the SGB to address this matter of on-going staff and community tension at the school".

The deputy principal explains that: "There are racial tensions between coloured and black educators and this situation impacts on learning and teaching and that racial tensions come from the unionists".

The principal believes that managing such complex issues of race need many heads. In order to discuss the many issues underlying tensions at the school. The principal called for a meeting of staff and community stakeholders as a good way of creating a public forum to address such matters.

As the leader of her staff, the principal realized that this racial issue caused undue stress amongst staff and says that: "I called on the Education Wellness Programme of the Department to assist staff to deal with this matter". The district intervened giving advice and support to affected staff members.

She says that the new admissions policy also had negative impact on the school statistics as local parents enrolled their children at other schools: "The admissions declined because parents enrolled

their children elsewhere and the department deployed learners from Soweto – Diepkloof, Meadowlands, and Orlando at our school". There is an inference that parents may have enrolled their children elsewhere because of the changing learner demographics.

The deputy principal smilingly remarks: "Schools are now open to all races, equal education and equal opportunity". He laments: "I was advantaged moving from a historically coloured school to a white school and I saw the advantages that white schools have". He further says that: "They are far beyond coloured and black schools in terms of quality education and that affirmative action does not work because staff is often appointed to leadership positions based on race. We should focus on competence".

There are disparities between schools in the townships and schools in the suburbs. Principals are now faced with situations in which effective school management requires new and improved skills, knowledge and attitudes to cope with the wide range of demands and challenges (Mestry, 1999), such as: coping with multicultural school populations, managing change and conflict; and coping with limited resources.

4.3.3 Language Challenges

The school's language policy has changed from being a dual medium school (English and Afrikaans), to being an English medium school. English has now become the Language of Learning and Teaching (LOLT) and Afrikaans is now taught as a second additional language. The principal remarked that: "Parents have the perception that if their children are taught in English, that one day their work prospects would be better. The community is Afrikaans dominated but the perception is that English is better. It is difficult to recruit Afrikaans speaking educators and that Afrikaans is a dying language".

However, the deputy principal comments: “Learners and parents do not speak English and that the language policy is a problem”. He further states that: “Learners come from outside the country and some of them speak very little English”.

Educators confirmed the use of code switching among learners and educators and they are at pains about dealing with this language challenge. Some educators downgrade the reading content of learners who are struggling to read English but this intervention is not supported at home by parents. Parents are not able to intervene appropriately as they themselves are not able to speak English, let alone support and assist their children. According to Fleisch “English is more often like a foreign language” (2008:119).

4.3.4 Capacity Building

According to Fullan (1996), decentralization practices are creating more demands on schools which are now more of an intrusive quality, as school boundaries become more permeable and transparent. The new policies, whilst creating many challenges, in some strange way may have contributed to building the capacity of the school leadership because the staff members were required to deal with complex issues for which they were not trained. The case study provides significant evidence that there are differing views on how transformation affected educators.

The principal says that: “Even though I did the ACE, it did not sufficiently prepare me to address some of these complex issues of racial tension but I am now able to delegate responsibility, deal with conflict and call staff to order if the situation requires me to do so”. The principal says that she now enjoys support from the staff, community and the SGB. “The community and staff now support me and the support from the district has improved”.

The deputy principal's appointment also met with resistance and the acting deputy principal would not share any information with him or handover any documentation. He says that: "The principal inducted me and she supported me" and further states that: "Induction is important and must happen when one is appointed".

The HoD, who is a white female, had a very different experience as she had no resistance. "I was accepted by colleagues and my appointment was well received. Children should have equal opportunities no matter what colour or religion". She believes that curriculum transformation was generally positive. She says that:

"The National Curriculum Statement (NCS) was too broad but the Curriculum Assessment Policy Statement (CAPS) was specific".,, "Policies give clear guidelines and once implemented will benefit all"…"District support has been very good Whenever there is a need to clarify issues related to policy implementation or training needs, the district responds immediately".

Educator one (1) is a coloured male who says that: "There were some benefits from policies:" children have rights but also responsibilities". He believes that his classroom practice has improved because of the support he receives from the HoD even though he says that: "The quality of teaching and learning was of a high standard under "Coloured Affairs" and in the past things were organized, inspectors came to our classes. The kind of learner is also problematic and parents complain about the fact that they cannot deal with their own children".

Educators continue to compare the present dispensation with the old and often refer to the past with fond and pleasant memories.

Educator two (2) is a coloured female who acknowledges that her classroom practice has improved even though she is new in the foundation phase. She commented that: "I have after school classes,

weekend classes and holiday classes for my learners" and says that "I receive excellent support from both her HOD and the principal and this has allowed me to grow".

4.3.5 Professional Development

Professional development should be seen as a process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop their knowledge, skills and attitudes (Day, 1999:4; Dean 1991:5).

The principal in her response to the question on professional development said that: "I was keen to do the ACE and I saw it as an opportunity to prepare myself for leadership". She explains how the ACE course has capacitated her to confront complex challenges at school and she feels more confident to lead and manage others.

The findings provide sufficient evidence to support the above statement. The deputy principal confidently shared this with me: "Even though induction happened a year after my appointment, I received extensive support from the principal. The principal discussed my job description with me, discussed policies with me and allowed me to deputize". This support he says was enabling and allowed him to grow both as a person and as a professional. He proudly and confidently remarks: "I am now able to lead others and I am able to take charge of situations".

Both the principal and deputy principal are registered for a BeD Honours in Leadership and Management at the University of Johannesburg.

The role of heads of department (HoDs) in MTL within the teaching and learning strategy is an important one. They are expected as middle managers to focus on sub-units, based on learning areas or phases, while the principal and SMT take a school-wide view (Bush and Glover 2009). This case

study provides evidence that the SMT and HoD's manage teaching and learning and that the on-going in-service training and capacity building organized by the department of education, has contributed to capacitating educators, especially those in leadership.

According to the respondents, the responsibility of managing teaching and learning (MTL) is shared amongst the leadership of the school. The principal, school management teams (SMTs), deputy principal heads of departments (HoDs) and classroom educators are all involved in MTL. 'The closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to students' (Robinson (2007, p. 21)).

The HoD in the Foundation Phase was involved in NCS and CAPS training and together with the principal was responsible for rolling out the training to all the respective educators. The school was also used as a pilot for Grade R and the Re-Trust which involved extensive training for both the principal and the HoD, Foundation Phase. She says that: "My training and capacity building with NCS and CAPS and both pilots has improved my relationships with my staff".

Even though much of the research shows that principals have only a limited role in MTL, this case study demonstrates that the principal at this school is strongly involved in the overseeing of MTL in the Foundation Phase. She has spent 27 years teaching in this phase and the HoD and foundation phase educators confirm her hands-on approach to teaching and learning at this level. This is an example of instructional leadership with respect to the foundation phase at this school.

The foundation phase educator says that she is able to go to the HoD anytime for help and that they have regular class visits and support from both the HoD and the principal. She says: "I consult my HoD and my Principal".

The deputy principal is responsible for languages and has regular meeting with staff responsible for teaching in this area. He remarked: “I am responsible for assessments and curriculum and I have regular workshops regarding assessments and whole school development”.

In support of the research conducted by Mestry & Grobler (2004), interviews at the School of Light shows that the on-going in-service training of principals and educators is having a postive impact on leadership and management in this school and that SMTs are positively influencing a team approach to teaching and learning.

4.3.6 Leadership Styles

The principal and deputy principal confirmed that their previous style of leadership was autocratic, creating numerous problems with educators, long before ascending to the post of principal and deputy principal respectively. The principal intimated that the ACE course contributed to her reviewing her leadership style. She says that: “A democratic approach to leadership weighed heavily against my individual authority”.

According to Bush (2003:75), “Collegial leadership, emphasizes that power and decision-making be shared among some or all the members of the institution”. The respondents were able to report on their shared leadership style and acknowledged the role of the principal in influencing this new leadership approach.

The interviews, my observations as well as the scrutiny of official documents show that a democratic leadership style is evident. The principal’s handling of the racial tension involved participative

democracy and this approach contributed to stakeholders contributing to lasting solutions in addressing a complex problem.

The deputy principal says that: “Shared democracy works for me but sometimes I am autocratic”.
He explains that when educators do not meet deadlines for submissions then he would start demanding, because: “Democracy comes with responsibility”.
Educators and staff have confirmed the democratic environment at the school and one of the educators echoes the deputy principal when he says that: “Rights should be balanced with responsibilities”.

Both the principal and deputy principal support the idea of a leadership and management qualification for appointed and aspiring principals. The principal says that: “It is important to have a leadership and management qualification”. The deputy principal supports her view saying: “Leaders must be appropriately trained and a leadership qualification helps with implementation of policy”.

While there is consensus on the importance of a leadership and management qualification, the findings also point to the importance of putting theory into practice. The deputy principal relates this story: “Often educators present well in an interview, but they do not perform well in the job” He says that probation is an important time frame to monitor performance and permanency should not be applied if the appointee is not performing well, but Teacher Unions often interfere and principals feel intimidated.

The staff and finance committee meeting minutes reflect a shared and democratic approach to governance. I also made several observations of interactions amongst staff and learners and these observations confirm a democratic environment, conducive for teaching and learning.

In concluding the interviews, I decided to name this school “Light” because of the manner in which the principal dealt with the racial tensions at the school as well as creating public spaces for debate. The word light is also associated with vision and I felt it appropriate to name it such. The involvement of all stakeholders demonstrates a commitment to participative democracy. She further engaged the Educator Wellness Programme (EWP) from the District in order to assist educators who were experiencing stress as a result of both the racial tensions and language challenges.

CHAPTER 5: DISCUSSION

5.1 Introduction

The aim of this chapter is to discuss how principals in the case study schools embraced and interpreted the new democratic order to effect change at their respective desegregated schools. The early nineties was a time of excitement, but, equally of political conflict and strife. South Africa was preparing for its first ever democratic elections and at the same time the country was in turmoil. These interviews reveal that democracy and the transformation framework have influenced leadership and management styles positively within the many layers of complex diversity, as well as, the paradoxes that exist within the multiplicity of language, culture, difference and identity.

The repeal of the Group Areas Act, (ACT 41 of 1950) in 1991 as well as the drafting of the interim Constitution of South Africa later, created a climate for the first real positive changes to take place in our country. Real change, whether desired or not, represents a serious and collective issue characterised by ambivalence and uncertainty (Fullan, 2001, p. 32) which requires time, energy and effort. The very first black learners were admitted and enrolled at various coloured, indian and white Schools across the country. The Department of Education deployed black learners and educators to each of the case study schools and whilst there was excitement and acceptance, it came with many different challenges. These challenges include the changing composition of staff and learner demographics, the new admissions policy, the challenge of language, the issue of gender as well as senior staff appointments. These complexities have compounded the challenge of integrating black learners and educators into what were previously coloured schools. According to Kotter (1990), “Management is about coping with complexity. Leadership, by contrast, is about coping with change”.

Clearly, given the complexity and magnitude of the change, these schools required leaders who could cope in order to make successful transitions.

I shall attempt to analyse the responses of principals and staff to speak to or comment upon the challenges brought about by "desegregation" and to place these responses within the context of the South African Constitution, the South Africa Schools Act (SASA) 1996 and the Manifesto on Values, Education and Democracy and to show how desegregation has contributed to improved relationships between coloured and black educators contributing to both social cohesion and integration.

In the end, I argue that this present situation augers well for the non-racial, non-sexist post-apartheid project and can be viewed as work in progress. Whilst the case study schools have made great strides in transforming leadership and management practices in line with democracy and the transformation framework, interventions by the DoE with reference to in-service training and professional development helped to combat these challenges. The schools and their communities continue to evidence dissention and racism and the toll of these changes within the larger society and country has also created high levels of stress for the staff on the front line of this change.

I shall also analytically reflect on the philosophy of Ubuntu as one of the Constitutional values and whether this philosophy is used to enhance school leadership and management. Ambiguity within the interim Constitution and the final Constitution are also worth highlighting as these create expectations for those who were previously excluded and leaving some topics unresolved.

Table 4 Racial Profile of Educators, Learners and SGB Members – Two Case study Schools

	School of Hope			School of Light		
	COLOURED	**BLACK**	**White**	**COLOURED**	**BLACK**	**White**
Educators	78%	22%	-	57%	39%	4%
Learners	60%	40%	-	92%	8%	-
SGB	100%	-	-	66%	22%	12%

5.2 The Impact of democracy on Leadership and Management Styles

Du Toit (1995) takes the view that the opening of schools to all races does not automatically ensure mutual understanding and acceptance between educators and learners and amongst learners themselves (pp. 212-213). This notion could be expanded to reference the acceptance and understanding of parents. Therefore, desegregation by itself cannot guarantee attitudinal changes of communities and specific racial groupings. The children and adults who inhabit the school culture return each evening to the larger culture and the school alone has only a distant impact on that larger culture. Studies conducted by Chisholm (2005) suggest that despite desegregation of white, Indian and coloured schools and the significant demographic movements of people over the last decade and large numbers of children being bussed from townships to suburbs, a large number of schools in South Africa remain to a large degree mono-racial (p. 216). The two schools took different approaches to leadership and management in the midst of the changing school culture and within the communities they inhabit.

The principal at the School of Hope embraced both a quiet diplomacy, as well as, a shared leadership style to lead change and to manage complexity. The staff at the school affirms the principal and the SMT for the role they played and continue to play in moving the school from a place where racism was

engrained in the very fibre of the school to a place where they are able to respect and embrace each other.

The principal at the School of Light embraced a more public and participatory approach to lead change. This approach involved internal and external stakeholders in finding solutions to complex issues. The leadership approach was embraced even in the midst of staff opposing her appointment as the first female principal.

The male coloured principal at the School of Hope in responding to an accusation by a parent regarding the admission of his son was sure that he had influenced the parent positively. Reflecting on his actions, the principal said: “I used quiet diplomacy and dealt with the matter on a one to one basis and when the parent left the school, his perspective on transformation had changed”. He dealt with this complex issue by addressing the matter with the parent individually and directly. This approach of quiet diplomacy and tact is in line with a democratic approach. It created an opportunity for the principal to both engage and influence the parent in the hope of transforming existing stereotypes and biases. We don’t know for certain if the approach had the desired effect on the particular parent, but the principal asserts that it did.

Conversely, the coloured female principal at The School of Light went about addressing this challenge differently. She was accused of advantaging black learners above coloured learners. In response, she called a meeting of staff and addressed the issue head-on. The principal then organized a meeting with the School Governing Body (SGB), who initiated a meeting of all stakeholders who are active within the

community. The parent community, churches, NGO's, Social Workers, Educator's and the Local Counsellor were all invited to attend. This approach by the female principal at the School of Light is one that speaks to the principle of transparency and openness. The principle of democracy is applied in a way which involves all role-players creating opportunities for a collective resolution to a complex problem of derogatory racial terminology which seeks to divide. The participative framework is reflected within policy and therefore principals are expected to respond or adopt particular strategies that reflect and embrace participation and inclusion and that are resolved in a complex interactive way.

The South African Constitution (1996) provides a framework for transformation and democratisation. It guarantees access to basic education for all. At the School of Light, these issues were debated and discussed creating an opportunity for continuous engagement and consultation. Gilborn, 1990 makes reference to Stenhouse (1982) and says that "to avoid the topic of race…. is to falsify the relationship of our subject to real life outside the school" (p. 3). The principal exercised participative democracy by addressing a matter of such sensitivity. The values of human rights, human dignity, equality and respect as described in the South African Constitution, was reflected in the way this issue was dealt with. Huber (2004) asserts that transformational leaders try to actively influence the culture of the school so that it allows and stimulates more cooperation, coherence and more independent learning and working.

The principal at the School of Hope adopted a reconciliatory approach which is aligned to Section (2.3) of the South African Constitution which frames discourse in terms of liberal values, promoting "a culture of reconciliation, teaching, learning and mutual respect and the establishment of a culture of

tolerance and peace in all schools" (Republic of South Africa, 1996, pp. 7-39). His response was also in line with both Sections (4.2) and (4.3) of the South African Constitution. The discourse of the Bill of Rights is given greater substance in the SASA (Department of Education 1996) in which the preamble states:

> . . . this country requires a new national system for schools which will redress the past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination.

The discriminatory complexities and terminology used by parents and educators need addressing. The coloured male deputy principal at the School of Light explains that: "There are racial tensions between coloured and black educators and this situation impacts on learning and teaching". He locates the problem, saying that: "racial tensions come from the unionists".

Whilst these actions by unionists are commonly discussed by educators, they are not well documented, their influence may or may not be real, but there is a perception that they exist. They reflect resistance to change and are a direct challenge to the equality and anti-discrimination clauses of the Constitution and the SASA. It could also be interpreted as wanting to maintain political control over the school or longing for the privilege of a mono-cultural setup of the past. The two principals took different paths to deal with these tensions, but each operated from their own understanding of what it meant to do so democratically and professionally, and each contributed to creating stability whilst at the same time building unity amongst staff.

The more open Admissions Policy brought about by the South African Schools Act (SASA) (1996), in an attempt to redress the past inequalities of apartheid education, created staff and racial tensions at both case study schools. The policy, whilst being welcomed unequivocally by both schools and creating more open access for all South African children, brought with it complex racial contestations. These contestations are confirmed by the principal at the School of Hope who emphasizes that: "The admissions policy is a non-racial policy that was meant to level the playing fields, but there are financial implications for those wanting to attend schools in the suburbs".

The coloured male deputy principal explained that: "The admissions policy created a situation of feeder areas not being properly demarcated and that learners travelled from all areas of Johannesburg and that because of open access, learners could not be turned away". He did, however, mention that the District is now relooking at feeder areas as schools in the townships, especially schools in the Soweto area, are struggling to enrol learners from their respective communities.

The use of stereotypes and derogatory terminology in describing learners or referring to educators, while commonly used in this predominantly coloured community, is evidence of the schools' having to manage this specific issue diplomatically and tactfully. Section (4.2) of the constitution provides in very general terms that "no person may unfairly discriminate against a learner" and calls for equal treatment; Section (4.3) enshrines the right to human dignity and respect, elaborating that this implies "mutual respect including respect for another's convictions and cultural traditions'.

The female coloured principal at the School of Light says that the new admissions policy impacted negatively on the school statistics as local parents enrolled their children at other schools. The coloured male deputy principal at the School of Light smilingly remarks: “Schools are now open to all races, equal education and equal opportunity. I was advantaged moving from a historically coloured school to a white school and I saw the advantages that white schools have”. He further says that: “They are far beyond coloured and black schools in terms of quality education and that affirmative action does not work because staff is often appointed to leadership positions based on race and I believe that we should focus on competence”. This complexity is confirmed by Jansen (2004) who mentions that “the formal arrangements for democratic education in South Africa are clearly in place but then argues that policy is not practice, and while an impressive architecture exists for democratic education, South Africa has a very long way to go to make ideals concrete and achievable within educational institutions” (p. 126). If the school does not involve the total community, teachers, ancillary staff, students and parents, both black and white, in the efforts to tackle racism in schools, the whole exercise will end in failure (Macdonald et al. 1989, p. 347).

It is also necessary that the constitutional value of diversity within a unified democratic educational system be reinforced through the provision and celebration of the different languages, cultures and religions in the South African educational system. Our Constitution holds our diversity as a centrepiece of our democracy and therefore must not just be tolerated, it has to be celebrated. Navigating the integration of new learners and educators has clearly been a challenge for these principals. Moving towards the notion of celebrating diversity may still lie in the future as both principals face a community that fears it. This calls for the exercise of transformational leadership and engaging staff to

help transform the set of relationships between school and community. Rather than a single individual- the principal-coordinating and controlling from above, transformational leadership focuses on stimulating change through bottom-up participation (Day et al., 2001; Jackson, 2000; Marks & Printy, in press).

During the period 1994-1996, the Interim Constitution allowed for an ambiguous educational policy framework which was open to interpretation as well as possible contestation. The final Constitution is less ambiguous, but is still open to possible conflict in interpretation with special reference to the right to schooling in a language of choice. English is generally understood across the country, being the language of business, politics and the media, and the country's lingua franca, but it ranks only fifth out of eleven home languages and Afrikaans is the third most common language spoken in South Africa. Research confirms how communities have used language policy to maintain the status quo, excluding others. Examples of such contestation occurred at schools in Potgietersrus and Vryburg in the North West Province (Mail and Guardian, 27 March – 2 April 1998).

Both coloured and black parents influenced the idea of making English the LOLT. It was not intended to exclude any learner but instead to be as inclusive as possible. Both schools have now embraced English as the medium of instruction, having systematically phased out Afrikaans which is taught as a first additional language for both black and coloured learners. Afrikaans was viewed, and continues to be referred to, as the language of the “oppressor” by both the black community and the coloured community. This rhetoric has historical roots in the 1976 Soweto school uprising. Comments by

respondents were made to the effect that the Afrikaans language is under threat and that Afrikaans speaking educators are hard to find. The principal at the School of Light remarked that:

“Parents have the perception that if their children are taught in English, that one day their work prospects would be better… The community is Afrikaans dominated but the perception is that English is better …It is difficult to recruit Afrikaans speaking educators and that Afrikaans is a dying language”.

The deputy principal at the School of Light supports the principal and comments: “Learners and parents do not speak English and that the language policy is a problem”. He further states that: “Learners come from outside the country and some of them speak very little English”.

Whilst English is the language of learning and teaching (LOLT) at both these schools, Afrikaans continues to thrive as more than 60% of learners and parents speak and communicate in Afrikaans as a home language. The learner demographics at the School of Hope have changed dramatically since 1994, with 40% of learners now being black, but it has yet to consider offering an African language as a second additional language. Both schools are now exposed to a multiplicity of languages, because black learners still speak their mother tongue at school on the playground and the local coloured learners still communicate in Afrikaans. Despite these differences, learners have continued to make friends and to build relationships, playing together on the playground. Whilst English is the medium of instruction, it is only spoken in the classroom when required to do so. Code switching happens during contact time and parents and learners do not speak English at home. “The mixing of English and vernacular languages in the same conversation is a common feature of black South African discourse, as is the case more generally in the new English-speaking world”, (Myers-Scotton, 1989; D'Souza, 1992), where it forms part of its users' total stylistic repertoire. It is common in this particular community for English

and Afrikaans to be used in the same conversation. Educators, who were interviewed at the School of Light, openly admitted that they are not sure how to address this problem, other than to encourage learners to speak English during contact time.

I observed two (2) coloured parents coming to the school to fetch learners or to address personal issues, requesting to speak Afrikaans to explain their respective problems or make their requests, yet they insist that their children be taught in English. I also observed four (4) black African parents arriving at the schools requesting to speak with a black educator to explain their problems in their respective mother tongue or commonly spoken language. These educators then made a point of interceding on their behalf by consulting with the principal or deputy principal.

The analyses is in line with research conducted by Fleisch (2008), that for many South Africans English is a foreign language, and contributes to the low levels of literacy in South Africa. Many learners have very poor literacy and numeracy skills as is evident in the results of the PIRLS (Progress in Reading Literacy) study which placed South African learners at the bottom of 45 countries in literacy and numeracy tests done on grades 5 and 6 (Howie, et al, 2008). The PIRLS study is supported by the 2011 Annual National Assessments (ANA) outcomes. The 2011 ANA results shared in the press release are as follows: In Grade 3, the national average performance in Literacy, stands at 35%. In Numeracy our learners are performing at an average of 28%. Provincial performance in these two areas is between 19% and 43%, the highest being the Western Cape, and the lowest being Mpumalanga. In Grade 6, the national average performance in Languages is 28%. For Mathematics, the average performance is 30%.

Provincial performance in these two areas ranges between 20% and 41%, the highest being the Western Cape, and the lowest being Mpumalanga.

At the School of Hope, the Foundation Phase educators are addressing these problems with extra reading lessons for the struggling learners when foundation phase learners are dismissed at the end of the school day. The principal says that, “The SMT coordinated this approach and educators were only too happy to assist”. Parents are expected to get involved with these intervention strategies in order to help the learner’s improve their ability to read more confidently, but this does not happen because of the many socio-economic problems, low education levels of parents and the fact that the community is predominantly Afrikaans speaking. The principal at School of Hope believes that the problem is not as challenging anymore because the country has now embraced English as the language of communication. This may be as a result of the much higher number of Black students at this school – 40% vs. 8%. The principal at the School of Light acknowledges the severity of the problem. Educators at this school will have the struggling learners downgrade their reading content so that they are able to grow in confidence and slowly improve their reading competence. The fact that parents continue to seek ways of using their home languages when speaking with school officials illustrates the difficulty faced by the school. The challenge of leading change and managing complexity is rather huge and both principals have supported and continue to support educators in responding to the challenges of language and literacy.

The Employment Equity Act of 1998 redresses past discrimination, promoting affirmative action to ensure the “equitable representation of all occupational categories and levels in the workforce” (p. 7).

The challenges for the schools are not solely language and culture. The community and educators opposed the appointment of the coloured principal, being the first female appointee in the forty year history of the school. There is considerable evidence (Buckland & Thurlow, 1996: Bush & Heystek, 2006) that women are greatly under-represented in leadership positions. Sebakwane (1992) attributes this disparity to "patriarchy". According to the female coloured principal, "The acting male principal was promised the post of principal creating an expectation". Women leaders may be seen as "outsiders" as leadership is unconsciously identified with men (Schein 1994, 2001). The external pressures brought by parents and the community at large indicate their opposition to a female appointee but may also be associated with their acceptance and culture of the patriarchal culture within this community. The community may also have preferred the appointment of the male acting deputy principal. The female coloured principal says that internal tensions may be related to the fact that the acting coloured male deputy principal was promised the post and that he had been at the school for some time in an acting position of principal. Patriarchal and male power has shaped the construct of leadership, its culture, discourse, imaging and practice for centuries and so this community continues to embrace this deeply engrained culture of male dominance in principal-ship.

The principal at the School of Hope believes that his 29 years spent at the school has counted in his favour and may have contributed to his ability to effect change, but the coloured male deputy principal says that his appointment was opposed by some staff that was responsible for drafting a petition. He makes reference to political alignment and there is a perception that staff supports the nominations of their respective Unions that are active at the school. According to the deputy principal, this situation created much tension and division and even though the deputy principal confirms support from the

principal, it was diplomatic and behind the scenes. He confirmed that his appointment must be attributed to the interventions made by the principal without confrontation and contestation. This diplomatic approach by the principal seems to have eased tensions especially since he has the support of staff and the community.

Alternative conceptions of leadership have to attempt to legitimate themselves against the pervasive influence of these established models (Grace, 1995, p. 187). Grace points out that female managers' are operating in a context of male hegemony. Kaabwe (2003) also refers to the under-representation of women in senior management positions in South African schools. This issue was noted in the Task Team (1996) report: "The paucity of women in senior management positions in the education system is testimony to the gender discrimination which has pervaded all levels of the public service" (p.21).

The principal of the School of Light says that she worked hard at winning over the staff and the community and now they have accepted her. She believes that her appointment and subsequent acceptance has contributed to changing the mind-set of both staff and community with reference to gender. Her proactive approach to addressing the racial issues may also have contributed to influencing the behaviour of staff and community who are now embracing her as the principal. There was no mention of collaborating with other schools in the area where similar problems were been experienced; however, there may have been some form of engagement given the challenges with which the principal was confronted. Democracy creates opportunities to engage other groupings outside the confines of our immediate situation. A prominent feature of modern racism, according to Duncan (1996), is that "…the victims of racism themselves are currently frequently accused of racism, or, in fact, being the cause of racism". The community and mostly female educators drew up a petition

opposing the appointment of the first female coloured principal. This petition led to an intervention by the Department of Education. Whilst this contestation reflects evidence of sexism and discrimination, the appointment of the first white female Hod was welcomed and supported, creating much ambiguity in interpretation. The white female HoD had a very different experience as she had no resistance. She was an internal candidate and says that: “I was accepted by colleagues and my appointment was well received”. This form of discrimination seems to suggest intra-black racism, prevalent in predominantly coloured, indian and black schools. It may also be interpreted by the broader society that some cultures may be superior to others, a stance that could be viewed as a reconstructed form of discrimination, or alternately the social constructs of our apartheid past has not changed and continue to be reflected in schools and society.

Further evidence illustrating the difficulties faced within these schools comes from the HoD at the School of Hope. He said of his appointment as the first black appointee in this position, that he did not receive much support. In fact he was extremely emotional in sharing what some of his fellow coloured colleagues had said: “How can a black educator teach Mathematics in a coloured school”.

The new Constitution has as its foundation a Bill of Rights guaranteeing the basic rights of the individual, which places the “democratic values of human dignity, equality and freedom” Section 7(1) at its core. A discourse of human rights and anti-discrimination has thus formerly come to underpin education policy, to replace the apartheid discourse of the past. The challenges brought about by the new Constitution and the South African Schools Act (1996) required a transformational leadership approach. A large amount of research has been done in integrated, formerly white and coloured schools. These studies attest to the situations of implicit racism and assumptions of supremacy and

inferiority operating both, in the formal and informal contexts of the school, which leads to tensions (Naidoo, 1996; Christie, 1990; Soudien, 1998b).

Professional development and In-service training was a strategy used by the National Department of Education to build the capacity of principals and school managers in order influence leadership and management styles in line with democratic principles. According to Bush & Jackson (2002), "it is widely accepted that teachers require both initial training to be effective classroom practitioners and continuing professional development throughout their careers" (p. 418). This is usually achieved by a combination of pre-and in-service approaches. Both principals undertook the ACE Programme, in line with the National Department of Education's policy of building leadership and management capacity in schools.

The principal at the School of Hope was recommended to do the ACE programme by his IDSO. He acknowledges that his exposure to the programme changed his attitude and approach to leadership. The approach to strategic management in South African schools has been given added impetus by the shift to greater self-management and, in particular, the acquisition of Section 21 status (South African Schools Act 1996) which gives more autonomy to those schools obtaining this status.

The principal at the School of Light embraced the opportunity to do the ACE programme and she used this opportunity to prepare herself for leadership long before her appointment as principal. She explains how the ACE course has capacitated her to confront complex challenges at school and she feels more confident to lead and manage others. In-service education and training is seen as a process

whereby teachers continuously improve their skills, knowledge and attitudes while continuing their employment (Farrel, Kerry and Kerry, 1995:115; Oldroyd, Elsner and Poster, 1996, p. 19).

Both principals agree that the ACE programme did not prepare them adequately for some of the complexities that they were exposed to and that they were expected to confront. It is highly recommended that management development and training should take place prior to appointment (Bush &Heystek in Bush & Oduro, 2006). The principal at the School of Light was exposed to her training long before her appointment to principal and the principal at the School of Hope did the ACE programme in his capacity as deputy principal. They are both affirmed for the support they have given and continue to give to others at their respective schools. The deputy principals and other educators speak about the positive impact the ACE programme has had on their respective leadership styles. The impression is that both principals have re-evaluated their respective leadership and management styles striking a balance between their individual authority and the democratic approach to leadership. The ACE programme may have contributed to influencing this stance. Collegial leadership, for example, emphasises that power and decision-making be shared among some or all the members of the institution (Bush, 2003, p. 75). The principal at the School of Hope says that his leadership and management style has improved because of the new democratic order. The principal at the School of Light says that her relationship with staff has improved and that the community has now accepted her. Staff in leadership positions at the School of Hope has acknowledged the importance of a management qualification and the coloured deputy male principal at the School of Light has affirmed the principal for her support and guidance on his appointment as deputy.

Principals, deputy principals and heads of department at the School of Hope were trained in IQMS. The principal says that this training was necessary in order to capacitate the SMT's in order that the training is rolled out to all staff. Professional development of educators is therefore located within IQMS. Educators were all embracing of IQMS and welcomed members of the SMT to sit in on lessons provided that these were predetermined and that the educators were able to make the necessary preparations for these visits.

At the School of Light the training of IQMS was also welcomed and educators have embraced class visits in line with predetermined arrangements, however, the HoD at Foundation Phase says that class visits are a regular occurrence and educators in the Foundation Phase welcome class visits without having to negotiate predetermined times. This arrangement seems to demonstrate that educators in the Foundation Phase have no issues about improving the quality of teaching and learning and the rapport with the HoD is very good, however, this is not the case the other phases. The principal confirms that class visits to other phases must be negotiated as Teacher Unions are well represented at the school.

Whilst these educators are members of various Teacher's Unions, there is a well-known perception that the South African Democratic Teacher's Union (SADTU) is opposed to individual classroom observation or supervision on the grounds that educators at poor schools struggle with difficult teaching conditions and demanding school policies, which are not backed up by sufficient support and resources from the education department. While the national leadership of SADTU has publically denied this perception, in many schools the perception continues to exist. The perception runs

counter to research conducted by Class Act (2007, p. 3) found that there is a growing willingness to allow and support the idea and practice of classroom observation. They are of the view that visits for purposes of IQMS are developmental and that the content of learner files are been monitored regularly.

In scrutinising staff minutes, policy documents, subject meeting minutes and minutes of financial meetings, these reflect the involvement of staff and parents in the case of SGB functioning. These documents reflect and bear testimony to democratic processes in terms of how meetings are recorded, processed and stored. The finance file at the School of Hope was scrutinised, but did not contain much information. On enquiring from the principal about this, he responded that they have started a new system of filing. Whilst the finances of the school are been audited annually, I am concerned about the paper trail regarding the day to day management of finances and the lack of supporting documentation.

The School of Light was able to provide substantial information regarding staff meeting minutes, policy documents and financial files. These all looked in order and in line with the required and acceptable financial practice from the department of education. The finance file was in order with a paper trail and supporting documentation. The annual audited financial statements were also tabled. I enjoyed scrutinising the colourful policy file which was massive. The impression I received was that all policy documents received from the Department of Education were just placed in this file. I thought this because this file appeared new and seemed to be unused.

Not much time exists for discussion or engagement on new or amended policy statements and this was confirmed by the deputy principal who says that:“Educators do not have time to scrutinise and discuss policy documents coming from the Department of Education. This is information overload and that educators are just trying to battle their way through the already heavy administrative tasks that they are expected to perform on a daily basis”

Whilst educators do not have time to discuss policy documents and amendments to policy, they are able to support each other creating an atmosphere of collegiality. This support and shared approach is aligned to the concept of “Ubuntu”. It is one philosophy that can help in developing practices of doing things together in organisations (Mbigi: `1997). According to Mbigi (1997), the concept of ubuntu is both uniquely African and universal for it is implicitly expressed elsewhere in the world. Even though both schools embrace the principal of ubuntu, the responses of principals, though very democratic were also very different. These different responses speak to how leaders interpret and respond differently to policies. Khosa (2002) in Msengana (2006) summarises the concept of ubuntu as a “non-racial philosophy or value system through which people are regarded and treated as human beings”. He further defines ubuntu as a philosophy built around tolerance and compassion ‘which accepts that mankind is one integrated whole”.

The DoE publication (2001) states that out of the values of ubuntu follows the practices of compassion, kindness, altruism and respect which are at the centre of making schools places of effective cultures of learning and leading (p. 16).

The publication further points out:

> Equality might require us to put up with people who are different, non-sexism and non-racism might require us to rectify the inequities of the past, but ubuntu goes much further: it embodies the concept of mutual understanding and the active appreciation of the value of human difference …..Ultimately: ubuntu requires you to respect others if you are to respect yourself.

The approach taken by both principals aligns itself to the principle of Ubuntu and there is evidence of reconciliation and unity that may otherwise not have taken place. We can argue that some of the complex contestations of race and discrimination at both schools may not have reflected all the values of compassion, kindness and altruism and whilst there is sufficient evidence of correcting and rectifying the inequities of the past, there is still some way to go in resolving tensions and differences amongst educators which has led to divisions, contestations and high levels of stress.

The transformation in the South African education system has contributed to increased levels of stress amongst educators at both case study schools. Stress is often caused by either physical challenges or emotional issues. The body responds to the physical or emotional demands which can be caused by both good and bad experiences. This could be good if it is caused by physical danger but could be bad if it is as a result of something emotional and there is no outlet for this extra energy or strength. Challenges facing educators have changed drastically with the passing of the South African Schools Act (SASA) 1996 (Ngidi and Sibaya 2002, p. 7). Stress is seldom the result of a single cause, but is usually created by a number of stressors (Grobler et al., 2002, p. 12). Although some pressure is necessary for people to perform effectively, excessive pressure may lead to distress, poor teaching, poor decision-making, lowered self-esteem, low job satisfaction and a lack of commitment in terms of remaining in the profession (Champoux, 2000, p. 303; Grobler, Wärnich, Carrell, Elbert & Hatfield, 2002, p. 440; Schroeder, Akotia & Apekey, 2001, p. 90).

According to the School of Hope not much assistance was received from the district, however, the principal and educators discussed these issues amongst themselves and assisted and supported each other by meeting with each other on a regular basis. Such group work is designed to develop the communication, decision-making, conflict-resolution and problem–solving abilities of teachers (Schmuck & Ruckel, 1994). My understanding is that they dealt with this issue in their own way in the hope of finding solutions and supporting each other. The way the principal managed this situation speaks to a shared leadership approach capacitating educators for future leadership positions. Harris (2009) argues that the socio-economic challenges facing schools in the poorest communities are acute and the task of school improvement is a particular difficult one for those principals and teachers committed to working within these contexts. The principals have both acknowledged the severity of the problem of poverty and unemployment.

Conversely, the principal at The School of Light engaged the Educator Wellness Programme of the District which assists educators to cope with stress providing advice and support. This initiative was well received by educators and has contributed to improved professional relationships among staff and also with the principal in particular. The deputy principal and HoD confirmed the intervention by the Department of Education and affirmed the actions of the principal in engaging this resource. The principal says that she now enjoys support from the staff, community and the SGB. “The community and staff now support me and the support from the district has improved”.

The role of principals and SMT’s in combating stress cannot be overemphasised. This role should include the involvement of parents in order to improve their attitudes towards education and the role

they play at SGB level. Educators also have a responsibility to manage their own stress levels so that the impact on their respective teaching practice may be reduced. This responsibility of taking ownership of managing one's own stress impacts positively on fellow educators and other staff.

In South Africa, previous studies have linked educator stress to, among other things, lack of discipline, unmotivated learners, redeployment and retrenchment of educators, large learner-educator ratios and new curriculum approaches (Saptoe, 2000, p. 6). This analysis is also supported by Jonas (2001, p. 27); Olivier and Venter(2003:190); Ngidi and Sibaya(2002, p. 7). The changing learner demographics and the deployment of black learners and educators to both the School of Hope and the School of Light contributed to increased levels of stress. Educators acknowledged that they were not able to deal with the issue of code switching within classrooms and according to the respondents this situation created much tension for both educators and learners.

The leadership style of the principal at the School of Hope may be described as diplomatic yet, individualistic. His approach to dealing with complex problems using a diplomatic approach had the desired outcome. His support for the deputy principal in his appointment is another example of achieving success using quiet diplomacy. The stressed educators took initiative themselves to gather informally and to support each other in order to cope with very complex challenges. The issue of code switching is an ongoing challenge in most South African schools because English is, according to Fleisch, (2008) "a foreign language". The principal believes that the problem is no longer challenging because South Africa has embraced English as the language of communication.

The principal at the School of Light embraced a more transparent and collective approach to problem solving. The staff, community and external stakeholders are part of the ongoing collective in finding solutions to challenges. Her initiative of engaging the Educator Wellness Programme is an example of embracing the principle of collective consciousness. This approach has also contributed to strengthening relationships amongst staff and community.

Whilst research shows that women reported significantly higher levels of stress (Bemansour 1998:28; Hawe et al. 2000, 2004; McEwen and Thompson 1997, p. 63; Ngidi and Sibaya 2002, p. 14), the principal at the School of Light showed much courage in tackling the racial complexities at her school as well surviving the petition against her appointment. Research shows that male educators reported higher perceived social support from family and friends, explaining lower levels of stress. Jonas' study (2001:84) confirms the above analysis of the differing levels of male and female stress. Female educator stress is often attributed to family demands, domestic commitments and homemaker responsibilities. The above analyses by Jonas (2001, p. 84) supports the evidence found at the School of Hope in the appointment of the coloured male principal whilst the first coloured female principal at the School of Light had to contend with resistance and a formal petition from her female colleagues.

6.1 Conclusion

South Africa's Constitutional democracy, its human rights culture, the implementation of new legislation and the planned professional development of educators and principals created complex challenges for principals and school managers. The changing composition of school communities, which include multicultural learners, changing staff demographics and the multiplicity of languages spoken, make these challenges all the more complex. These challenges have contributed to high levels of stress among educators. It has been a common finding that educators experience higher levels of stress than other professional groups (De Jesus and Conboy 2001, p. 131).

The National Department of Education has responded to some of these complex challenges by introducing an extensive continuous development programme for principals and those aspiring to principal-ship. These interventions have assisted principals to deal with some of these challenges but there is still a long way to go. On-going in-service training aims at the promotion of professional growth for principals so that the leadership and management of schools become effective. The fundamental objective of the DoE is "the advancement of effective teaching and learning – to build excellence throughout the South African system, rooted in the needs and the contextual realities of South African schools (Department of Education 2004, p. 19).

The South African Constitution has enabled education policy makers to draft legislation that seeks to promote a non-racial, non-sexist society. South Africa's apartheid past has created huge disparities in terms of education and the costs associated with maintaining several racially based departments of

education. These disparities have contributed to complex challenges in desegregating and integrating schools. What happens in society is often reproduced at schools and other areas of societal engagement. An example would be the systemic inequality in terms of socio-economic status and education.

The South African Constitution (1996) whilst providing a framework for transformation and democratisation, also contributed to influencing how society will transform, guaranteeing open access to basic education for all its citizens including foreign nationals who were displaced because of conflict. Even though the Constitution has created these freedoms, the practical implementation of equality, respect, dignity and human rights, continues to be a challenge. In South African schools principals are challenged to confront racism head-on. If they fail to address and confront the banality of racism, the social reconciliation and transformation project, will be lost. The derogatory terms of identifying different groupings within a South African context, are often used in schools highlighting mentalities of "superiority" and "inferiority". Leadership together with community must confront these social ills and educational challenges by creating public spaces for debate, which will open up new possibilities for social and racial justice.

The South African Schools Act (1996) promotes access, quality and democratic governance in the schooling system. It provides compulsory education for 7 to 14 year olds, two types of schools - independent and public. The Act also provides for School Governing Bodies and funding norms to redress through targeted allocation of funds. This Act has changed the landscape of how schools are lead and managed and has created an environment conducive for inclusivity and equal opportunity.

Educators and parents have a collective responsibility to teach learners the principles of respect, dignity, human rights and to demonstrate and practice these principles, not only at school but also in society. Communities are now able to take ownership of the schools by serving on SGB's and contributing to education in ways which they were not able to do during apartheid.

The Department of Education acknowledges the position of principal in a post-apartheid era and capacitates leaders and managers appropriately. The post of principal has been re-graded and their salaries have been adjusted in line with the number of staff they are responsible for. The motivation for this upgrade was to professionalize this level of post. It is intended to improve levels of accountability in schools as well as to reward principals in line with responsibility. Principals were identified as distinct from other school managers and educators. This was part of the initiative of improving the quality of leadership and management at schools. This separate employment category is known as a "Principal Management Service" (PMS). This is the first stage of categorizing principals as a separate category but also to define a career structure and specific conditions of service. The diversity of challenges facing both schools needs to be addressed in ways that involve the broader community, building the capacity of principals and educators. The DoE needs to address this matter in more innovative and creative ways.

6.2 Recommendations

Staff at desegregated schools continues to be skilled and capacitated to deal with conflict facing transformation of the South African education system. Principals are expected to respond to the challenges on individual human rights of learners and staff. These newly acquired skills must be demonstrated in addressing especially the complexities of multicultural learner demographics, changing staff demographics and the multiplicity of languages spoken in schools. One of the recommendations for principals should be to create public spaces for staff and parents to express themselves.

Conflict and contestation framed in terms of language and culture needs addressing. The challenges contribute to influencing new school structures and cultures and require a special kind of leader. Principals and school managers must advocate for new languages to be learnt and spoken while retaining some of the existing languages and cultures, so that these old and new concepts can begin to co-exist so that the journey of reconciliation will help our collective embrace of celebrating our multicultural diversity while systematically eroding discrimination.

Principals must strive to influence the racial composition of staffing so that it ties in with the Employment Equity Act and commit to on-going advocacy in terms of non-racism, respect, equality, human dignity, as reflected in the South African Constitution.

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Ref. no: 2011/8

TO:	Claude Vergie
FAX NUMBER:	086 553 3437
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SUBJECT:

Your request to conduct research has been approved subject to a number of conditions.

Attached please find a letter of Approval in Respect of Request to Conduct Research.

Please sign the approval letter as soon as possible and return it by fax to the above-mentioned fax to email number.

Thank you.

Diane Buntting

Diane Buntting
Deputy Chief Education Specialist
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STUDENT NUMBER: 9508441Y
Protocol number: 2010ECE160

31 August 2010

Mr. Claude Vergie

2 Botes Street

FLORIDA

1709

Dear Mr. Vergie

Application for Ethics Clearance: Master of Education

I have a pleasure in advising you that the Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has agreed to approve your application for ethics clearance submitted for your proposal entitled:

The impact of democracy on leadership and management styles in primary schools in the

city of Johannesburg: A case study

The Protocol Number above should be submitted to the Graduate Studies in Education

Committee upon submission of your final research report.

Yours sincerely

M Mabeta

Matsie Mabeta
Wits School of Education

Cc Supervisor: Dr. J Stiles (via email)