

Appendix A: GDE Approval Letter

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UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Date:	20 July 2006
Name of Researcher:	Gandeebo Cyprian Bankakuu
Address of Researcher:	Sacred Heart College
	P.O. Box 46410
	Orange Grove 2119
Telephone Number:	0769227176/(011) 6481501
Fax Number:	N/A
Research Topic:	Instructional leadership practice in the context of managerialism: the case of four primary schools in Gauteng Province
Number and type of schools:	4 Primary Schools
District/s/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

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

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has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

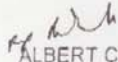
1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must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

Office of the Senior Manager – Strategic Policy Research & Development
Room 525, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0488 Fax: (011) 355-0286

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

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

Kind regards


ALBERT CHANEE
ACTING DIVISIONAL MANAGER: OFSTED

The contents of this letter has been read and understood by the researcher.

Signature of Researcher:

Date:

Appendix B: Letter Requesting Access from Schools

University of the Witwatersrand
Private Bag 3,
Wits 2050,

24th April, 2006.

REQUEST TO CONDUCT A RESEARCH

Dear Sir/Madam,

This is to seek permission to conduct research in your school. I am exploring the instructional leadership practices of primary school principals in Gauteng Province.

The research is a qualitative study and will require participants to respond to a small number of survey questions which will be followed by interviews of between 40 – 45 minutes duration. The study also involves document analysis and I will be glad to examine the school mission statement, school and instructional policy, programmes for staff development, examination and test time tables, the school's constitution and any other relevant materials.

The participants to this study will include the principal, two (2) teachers and two (2) SMT members. As your participation will require honest and sincere responses all the information provided will be treated with the confidentiality that it deserves.

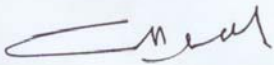
Thank you

Yours Faithfully,

Mr Cyprian Gandeebo

NB: Attached also is an introductory letter from the head of the division of education leadership and policy studies, Professor Michael Cross.

Appendix C: Supporting Letter from Supervisor (Wits)

School of Education Private Bag 3, Wits 2050, South Africa • Fax: +27 11 717-3005 • Telephone: +27 11 717-3003/3006 • e-mail: debrainet@educ.wits.ac.za Physical address (not for correspondence): 27 St Andrews Road, Parktown 2193	University of the Witwatersrand, Johannesburg 
Professor Michael Cross Head, Division of Education Leadership and Policy Studies School of Education University of the Witwatersrand Private Bag 3 Wits 2050 Tel +27 11 717 3093 Fax +27 11 717 3005 E-mail: crossm@educ.wits.ac.za	
Monday, April 24, 2006	
Dear Sir/Madam	
To Whom It May Concern:	
This is to confirm that Mr Cyprian Gandeebo is a registered student in the School of Education, University of the Witwatersrand. He is currently undertaking his research on instructional leadership in primary schools in the Gauteng province. We would be grateful if you could facilitate access to your school for Mr Gandeebo to conduct his fieldwork.	
Yours truly, 	
Prof M Cross	

Appendix D: Participant Consent Form

Date:

School: District:

Location:

I (full names) hereby agree to participate in the research project: *Instructional Leadership Practice in the Context of Managerialism: the Case of Four Primary Schools in Gauteng Province*.

I understand that the information for this project is for purposes of research only and that I will be interviewed for about forty-five to sixty minutes. I understand that the interview will also be taped recorded and I hereby consent to the recording of the interview and to the use of my responses in the research project.

I further understand that my responses will be treated confidentially, that the information will be treated respecting anonymity upon transcription of the interview or any of the published results of the study. I am also aware that I may withdraw from the project at any time by just notifying the researcher.

I understand that my participation is voluntary and that there is no penalty whatsoever for participating and that I have not been coerced or pressurised into signing this consent form.

Signature: Date:

Researcher: Date:

Appendix E: Principal Interview Questions

How long have you been in this school? Do you enjoy teaching? If you had a more lucrative job would you remain a teacher? Do you like being in this school? What makes you like being here in this school? What can you say about relationships among the staff? How will you describe the relationship between staff and SMT members? Do you have staff meetings? How often do you have such meetings? How are decisions arrived at during such meetings? What are the foci of these meetings?

What are some of your duties as a principal? How do you undertake these tasks? What is your understanding of the term instructional leadership?

1. School Mission/Goals

Does the school have academic goals/vision? Who defines or formulates these goals? How do these relate to teaching and learning? How are these goals communicated to other members of the school community? How are the goals implemented? What are the tasks engaged in to realise the goals?

2. The instructional programme

What formal steps do you take to ensure that teachers perform their duties satisfactorily? How will you describe the performance of learners? Who is responsible for such performance? In what way(s) does the SMT contribute to the performance of learners?

What is the school's instructional policy on teaching and learning? How do you protect instructional time from being interrupted? Are some learners often absent from school? How do you assist such learners who are consistently absent from lessons?

An effective principal is one that is able to combine his/her administrative and teaching functions to effect change and improvement. Do you teach? What do you teach? How are you able to combine teaching and management?

How do you ensure effective teaching and learning takes place on a daily basis? Do you delegate some of your responsibilities? To whom do you delegate? What if the work is not done well? Who will be held accountable?

Do you monitor teaching and learning? How do you monitor the process? Is it necessary to do monitoring? What form of monitoring do you do? Do you have classroom visitations? Do you give feedback after the visitations? **What** form of feedback is provided? What is the average time (in %) you spend visitations per month?

3. Positive Climate

Research shows that a positive climate also has a positive influence on teaching and learning. How does the SMT create a supportive environment in the school? What formal and or informal steps do you take to influence the climate of the school? Are teachers motivated to teach? Are learners happy to be at school and learn? How are teachers and learners motivated to positively impact on teaching and learning respectively?

In way(s) do you try to improve teaching and learning? Do you promote Professional development activities in the school? Why is it necessary? What form of professional development activities is promoted in the school? Who initiates them? Are these on-site or off-site? Which of these is more effective and why?

Do you have enough resources for enhancing teaching learning? Who provides these resources?

Do you subscribe to the assertion that principals should be managers as well as be fully involved in classroom teaching? Should the other members of the SMT be actively involved in classroom teaching?

Are there any challenges you encounter, in the school, in your attempts to promote the vision of the school? What are some of the challenges you encounter as a formal leader?

Thank you very much for giving me part of your precious time

Appendix F: Deputy Principal and HoDs Interview Questions

How long have you been in this school? Do you enjoy teaching? If you had a more lucrative job would you remain a teacher? Do you like being in this school? What makes you like being here in this school? What can you say about relationships among the staff? How will you describe the relationship between staff and SMT members? Do you have staff meetings? How often do you have such meetings? How are decisions arrived at during such meetings? What are the foci of these meetings?

What are some of your responsibilities as a member of SMT? How do you undertake these tasks? What is your understanding of the term instructional leadership?

1. School Mission/Goals

Does the school have vision/goal? Who defines or formulates these goals? How does this relate to teaching and learning? How is the goal communicated to other members of the school community? What are the tasks engaged in (in order) to realise this goal?

2. The instructional programme

What formal steps do you take to ensure that teachers perform their duties effectively? How will you describe the performance of the learners? Who is responsible for such performance? In what way(s) does the SMT contribute to the performance of learners?

What are some of the tasks delegated to you by the principal to help him/her run the school?

What is the school's instructional process policy? How do you protect instructional time? Are some learners often absent from lessons? How do you assist learners who consistently missed school?

A school principal should be both a leader and manager but principals say that they are too busy. Do you agree? What do principals do? Should they teach and manage the school at the same time?

What is your role in ensuring that effective teaching and learning takes place on a daily basis?

Do you monitor teaching and learning? How do you monitor such teaching and learning? Why is it necessary to monitor teaching and learning? Do you have classroom visitations? **What** do look for in such visits? Do you give feedback? **What** form of feedback is provided?

3. Positive Climate

Research has shown that a supportive environment has a positive impact on teaching and learning. How does the SMT create such an environment? What formal and/or informal steps do you take to create an atmosphere conducive for teaching and learning? How do you motivate your staff to do their work effectively?

Do you have Professional development activities? is it necessary? Why? Who initiates them? Why? Are these activities on-site or off-site? Which is more effective? Why?

Do you have enough resources for improving teaching learning? Who provides these resources?

Should school principals be involved in the instructional process? Should they teach and manage at the same time? What positive contributions can principals offer to improve teaching and learning if they are involved?

Are there any challenges confronting school leaders in trying to promote teaching and learning? What are some of the challenges that confront you as a formal leader in your attempt to promote the vision of the school? Do you think SMT should be actively involved in classroom teaching?

Thanks for giving me part of your precious time.

Appendix G: School and Participants Profiles

Name (Optional)

Sex: Male or Female

Position (Teacher, HoD, Deputy Principal, Principal etc)

Number of years at this school in your present position (this school)

Qualifications (1) (2) (3)

Teaching Experience (In years)

SCHOOL PROFILE

Name of the school:

Type of School – Former model C or House of Assembly/Representative

Area/suburb where school is situated – inner city, suburb, rural, town

Name of Education District

Group of children that feed the school – middle class parents, working class etc

Category: (e.g. poor quintile, average or wealthy)

Well resourced school or under resource school

LEARNERS (approximation or in percentages)

Total number: Boys Girls

Racial Composition (percentage)

African/black ... White ... Coloured ... Indian ... Asian ... Others ...

Socio-economic background of learners (e.g. working Class, Middle Class)

Learners exempted from fees Partial Full

Do you have feeding scheme Who are the beneficiaries

Educators (approximation or in percentages)

Total number Sex: Male Female

Racial composition

African/black ... White ... Coloured ... Indian ... Asian ... Others ...

Teacher/learner ratio

Number employed by the state Number employed by SGB

Appendix H: Educators' Interview Questions

How long have you been in this school? Do you enjoy teaching? If you had a more lucrative job would you remain a teacher? Do you like being in this school? What makes you like being here in this school? What can you say about relationships among the staff? How will you describe the relationship between staff and SMT members? Do you have staff meetings? How often do you have such meetings? How are decisions arrived at during such meetings? What are the foci of these meetings?

In your opinion, what are the tasks of school leaders? How do they undertake these tasks here?

What do you understand by the term instructional leadership?

1. School Mission/Goals

Does your school have an academic vision/goal? Who defines and formulates these goals? How do the goals relate to teaching and learning? How are these goals communicated to the other members of the school community?

2. The instructional programme

What personal effort do you make to ensure that learners are actively engaged in learning? **How** are your children motivated to learn? **How** will you describe the performance of learners? **Who** do you think is responsible for the learners' performance? **In what** way(s) does the SMT contribute to the performance of learners?

In what way does the SMT ensure effective teaching and learning? **Does** the principal delegate some of his/her functions to staff members? **To whom** does s/he delegate such functions? **What** are the functions delegated? **Why** should s/he delegate such functions? **Who** should be held accountable if the task is not satisfactorily accomplished?

Does the school have an instructional policy? **How** do you protect instructional time? Do you have problems of absenteeism in this school? **What** reasons account for absenteeism? What mechanisms are put in place to assist learners who consistently stay away from lessons?

Does the SMT monitor/observe your teaching activities? **Which** SMT member come to your class for observation/monitoring? **How** often does s/he visit your class? **What** do they look for during such visits? Do you receive feedback? **What** type of feedback is given to you? When you receive such feedback, are you often satisfied? Do you need monitoring or observation?

In your opinion should SMT members be actively involved in classroom teaching?

3. Positive Climate

Research shows that a supportive environment has a positive impact on teaching and learning. **How** have the SMT created such an environment in this school? In what way(s) are you motivated to carry out your work satisfactorily? **What** formal steps are put in place by the SMT to support the teaching and learning process? **What** informal support is provided to enhance your teaching duties?

In what way do you personally contribute to the general improvement of teaching and learning? Are you provided with Professional development activities? Is it **necessary**? **Who initiates** them? Are these activities **On-site** or **Off-site**? **Which** is more effective? Why?

Do you have adequate resources to effectively carry out your duties? Who provides these resources?

In your opinion can the principal be effective in carrying out both manager and be an effective classroom teacher? I mean should school principals do active classroom teaching considering that they also perform administrative functions? Will they be effective classroom teachers?

Are there any challenges confronting school leaders in trying to promote teaching and learning? What are some of the challenges that confront school leaders in their attempt to promote the vision of the school?

Thanks for accepting to be part of this research project.

Appendix I: Observation Schedule

School Date Time

1. When did the meeting take place?
2. Where did the meeting take place?
3. Who were the members of the meeting?
4. What is the composition of the meeting in terms of gender?
5. Who is chairing the meeting?
6. Is there a secretary?
7. Were the previous minutes read?
8. How were matters arising from the minutes dealt with?
9. How long did the meeting take?
10. What is the theme/agenda of the meeting?
11. Were all the items on the agenda discussed?
12. Who dominates the meeting?
13. How is the seating arrangement?
14. How are the final decisions arrived at in the meeting?
15. How often has the principal come out of his/her office to visit classrooms?
16. Are SMT members seen outside to monitor educators or learners progress?
17. How many parents come to see the principal or an SMT member?
18. How many times has the principal been out of the school?
19. How is the school environment? Conducive for teaching and learning?
20. Does the school have sufficient resources to enhance teaching and learning?

Computers, Books, Teaching and Learning Materials, Science Laboratory, etc

Appendix J: Documentary Analysis Schedule

1. Do they have all the required documents?
2. Are GDE policy documents in place?
3. Does the school have an instructional policy document?
4. How many times do they have staff meetings?
5. Do they have meetings? how many times?
6. Are these meetings recorded (minutes)?
7. What is the focus/agenda of these meetings?
8. Who presides at these meetings?
9. Who dominates the discussions?
10. How regular or consistent are instructional issues discussed?
11. Is there a follow up for meeting deliberations?
12. Who does the follow up after deliberations?
13. Signs of teamwork among staff in the distribution of their responsibilities
14. What framework do these documents propose for instructional leadership? ...
15. Does the school have other policy documents?
16. What other committees exist in the school?