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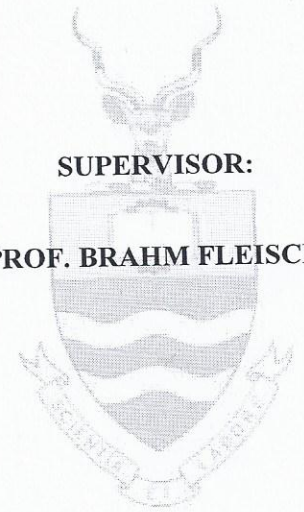
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THE IMPACT OF DEVELOPMENT PLANNING ON LEARNER ACHIEVEMENT: A CASE OF FOUR JOHANNESBURG EAST DISTRICT PRIMARY SCHOOLS

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A Research Report submitted to the School of Education, University of the Witwatersrand, Johannesburg in partial satisfaction of the requirements for the degree of Master of Education

Johannesburg
September, 2016

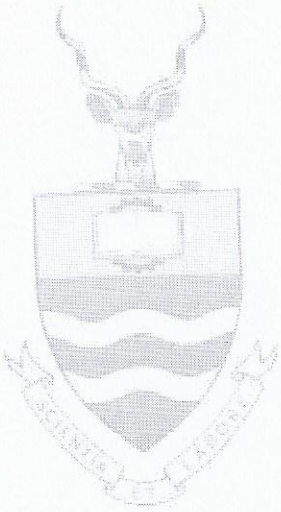
Abstract

School development planning (SDP) is a major driving force to achieve improvements in the quality of teaching and learning, and participation of stakeholders in school management. This study discusses research findings on the planning practices in primary schools based on the perceptions and experiences of principals of the impact of development planning towards improving learner achievement in Johannesburg District East in Gauteng, South Africa. A qualitative methods approach involving survey and case study was utilized to address research questions. This study identifies principals' leadership, networking and teamwork amongst stakeholders, and improvements in teaching and learning as some of the benefits of SDP. This is premised on the fact that SDP is a highly technical process that requires skills and know-how to be executed successfully. However, the implementation of development planning is limited by inadequate Department of Education support, resources and continuous professional development of principals. It is argued that SDP is fraught with numerous challenges that require an approach that focuses on its, that is, school improvement and management of planned change. The findings will assist the district to design strategies to improve management schools through SDP.

Keywords: development planning, improve, participation, school development planning, stakeholders, learner achievement.

DECLARATION

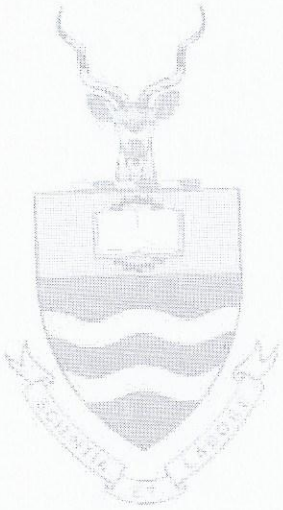
I, the undersigned, **Javier NDAYENI**, hereby declare that all the information in this research report has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work. It is submitted in partial fulfillment of the requirement for the degree of Master of Education at the University of the Witwatersrand, Johannesburg. It has never been submitted for any degree or examination at any other University.



Javier NDAYENI
September, 2016

DEDICATION

This study is dedicated to my lovely wife, Nqobangani Victoria Joyce and my son, J.C. Alejandro for their unwavering support and making it possible for me to have completed this project. I also dedicate this study to my adoptive parents Amnadaba (the late) and Lillian Kawula who gave me life. This work is also dedicated to The University of the Witwatersrand, Johannesburg, former Foundation Phase Principal, Dr. Jean Place and Dr. Lorayne Excel, who are determined to make this world a better place for children, and they have. You taught me to live what I believe.



ACKNOWLEDGEMENTS

My gratitude goes to **the One who brought me into a life of unceasing victories,** for giving me the courage and wisdom to complete a task of this nature.

In completing this study, I am greatly appreciative of the professional support and wisdom of my supervisor Prof. Brahm Fleisch for admitting me and giving me this opportunity to do this course, for his exceptional educational leadership management knowledge and skills he gave us during lessons, his guidance and supervision during the course of the research report. Thank you for guiding me towards the right path. You are indeed a good mentor that is worthy of emulation. You deserve a big thank you from me. I also extend my warmest gratitude to Dr. Stephanie Matseleng-Allais for her quality presentations during research design course.

Thanks to Wits School of Education for awarding a bursary towards the completion of this project and to Gauteng Department of Education for allowing me to conduct research in its schools.

To my M.Ed colleagues and classmates, Nicholas Vilakazi, Zile Zwane and Mxolisi Kunene, thank you for enduring the program for two long years and for unselfishly giving a part of yourselves to the process. Your dedication and sacrifices have helped sustain me during this challenging period.

To my beloved friend, Nobel Tshirangwana, for her unstinting support and encouragement, this research report is dedicated.

I also extend my deepest gratitude to Pam Neilson for editing my work.

To my colleagues, teachers, principals and their secretaries where I conducted my study, for their warm support throughout the project, their enthusiastic participation as interviewees and their undimmed commitment to the service of education in Johannesburg, South Africa

I am extremely grateful and may the Most High splendidly Bless you all.

ACRONYMS USED

DES	Department of Education and Sciences
DoE	Department of Education
DSG	Development Support Group
EQUIP	Education Quality Improvement Project
GDE	Gauteng Department of Education
GPLMS	Gauteng Primary Literacy and Mathematics Strategy
HOD	Head of Department
ILEA	Inner London Education Authority
IQEA	Improving the Quality of Education for All
LMS	Local Management of Schools
LTSM	Learning and Teaching Support Material
NCDP	National Curriculum Development Planning
OFSTED	Office of Standards Education
RSA	Royal Society of Arts
SASA	South African Schools Act
SBM	School-Based Management
SBM	School-Based Management
SBST	School Based Support Team
SDT	School Development Team
SDP	School Development Planning
SIP	School Improvement Plans
SGBs	School Governing Bodies
SMT	School Management Team
UK	United Kingdom
USA	United States of America

List of Figures

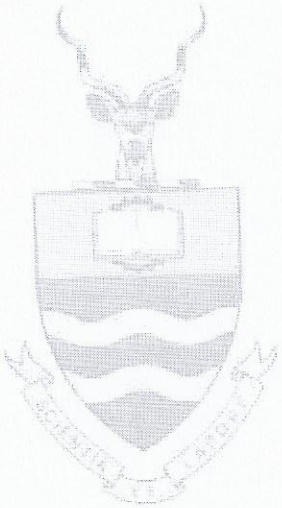
Figure 1. 18

Figure 2 25

Figure 3 33

Figure 4 38

Figure 5 47



List of Tables

Table 1.....26

Table 2.....53

Table 3.....62

Table 4.....76

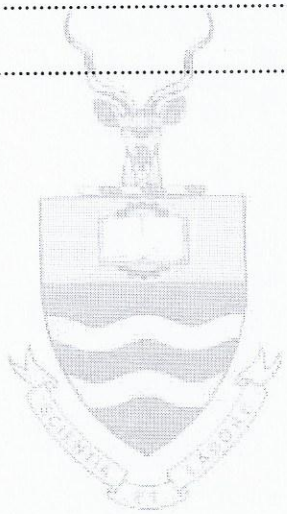
Table 4.1.....77

Table 4.2.....79

Table 4.3.....82

Table 5 88

Table 6 88



Contents **Pages**

TITLE PAGES i

ABSTRACT ii

DECLARATION iii

DEDICATION iv

ACKNOWLEDGEMENT v

LIST OF ABBREVIATIONS/ACRONYMS..... vi

LIST OF FIGURES.....vii

LIST OF TABLES.....viii

CHAPTER ONE 1

Study Overview 1

1.1. Introduction 1

1.2. Context of the study 1

1.3. Problem statement 2

1.4. Purpose and Rationale.....2

1.5. Aim of study.....3

1.6. Research questions.....4

1.6.1. Sub-questions.....4

1.7. Research structure 4

1.8. Delimitation of the study 5

1.9. Chapter summary 6

CHAPTER TWO 7

Literature Review and Theoretical Framework 7

2.1. Introduction 7

2.2. Review of the Literature 7

2.2.1. Origins of school development planning....13
2.2.2. School development planning in schools....14
2.2.3. School development planning as a school improvement strategy....18
2.2.3.1. A holistic approach....20
2.2.3.2. An atomistic approach....21
2.3. Strengths and weaknesses of school development planning....22
2.4. Selection of objectives....25
2.4.1. Statement of outcomes and performance levels....26
2.5. Using effective schools findings as a framework....26
2.6. Leadership and management....27
2.6.1. The changing context of leadership....32
2.6.2. Consultation and involvement of the staff....34
2.7. Change as process....34
2.7.1. Understanding educational change....35
2.7.2. The culture and identity of the school....37
2.7.3. Consultation and involvement of parents....38
2.8. Challenges facing school development planning....40
2.9. Leadership effects on teacher quality and school development....44
2.10. Curriculum, management and learner achievement linkage....46
2.11. The learning and achieving school: the teacher commitment....47
2.12. Theoretical framework....49
2.13. Chapter summary....50

CHAPTER THREE....51
Methodological Note: Designing the Framework of the Study....51
3.1. Introduction....51
3.2. Research goals....52

3.3. Sampling 53
3.4. Data collection 55
3.5. Assumptions..... 56
3.6. Documentary analysis 56
3.7. Issues of Trustworthiness 57
3.7.1. Dependability 57
3.7.2. Conformability 57
3.7.3. Transferability 58
3.7.4. Validity and reliability 58
3.7.5. Data analysis and procedure.....59
3.7.6. Limitation of qualitative method 60
3.7.7. Ethical consideration.....61
3.7.8. Chapter summary 61

CHAPTER FOUR 62
Analysis and Interpretation of Empirical Data Collection 62
4.1. Introduction 62
4.2. Background of selected schools 62
4.2.1. Primary School A: Contextual Background 63
4.2.2. School Development Plan 66
4.2.3. Leadership and Management of school A 67
4.2.4. Primary School B: Contextual Background 68
4.2.5. School Development Plan 69
4.2.6. Leadership and Management of school B 69
4.2.7. Primary School C: Contextual Background 71
4.2.8. School Development Plan 73
4.2.9Primary School D: Contextual Background 73

4.2.10. School Development Plan 74

4.2.11. Leadership and Management of school C & D 75

4.3. Cross – case Thematic Analysis 76

4.3.1. The duties of the principal 76

4.3.1.1. Management functions 78

4.3.2. Balancing management, administration and leadership..... 79

4.3.2.1. Surplus of administrative duties..... 79

4.3.2.2 . Managing Curriculum Changes 81

4.3.3. Vision and Mission of the school 82

4.3.3.1. Leadership and Vision..... 82

4.3.3.2. Communicating the school's goals 84

4.4. Chapter summary 86

CHAPTER FIVE 87

Findings of the Study.....87

5.1. Introduction 87

5.2. Presentation of qualitative research findings 87

5.2.1. What was known before the study was conducted? 87

5.2.2. Findings of the research 88

5.2.3. What did the study find about SDPs in primary schools? 88

5.2.4. Chapter summary 91

CHAPTER SIX 92

Summary and Conclusion.....92

6.1. Introduction 92

6.2. Summary of the findings 92

6.2.1. Research questions of the study.....92

6.2.2. Summary of Literature Review of the study 92

6.2.3. Summary of the Empirical Findings 95

6.3. Summary of the study 97

6.4. Suggestions for further research.....98

REFERENCES 99

7.1. APPENDICES.....108

7.2. APPENDIX A: Letter Requesting Access from 108

7.3. APPENDIX B: GDE Research Permission Approval Letter 109

7.4. APPENDIX C: Wits School Of Education Ethical Clearance 111

7.5. APPENDIX D: Research Information Letter 112

7.6. APPENDIX E: Teachers Consent Form.....114

7.7. APPENDIX F: Principals & IDSO Consent Form.....115

7.8. APPENDIX G: Interview Schedule for Principals 116

7.9. APPENDIX H: Interview Schedule for IDSO 120

7.10. APPENDIX I: Interview Schedule for Teaching Staff 125

SCIENTIA ET LABORE

CHAPTER ONE

Study Overview

1.1. Introduction

In this chapter, I present the context of my study, the driving force for the research (purpose and rationale), my research aims and the potential value of the study in education, and the structured of the research.

1.2. Context of the Study

Decentralization has been viewed as a common characteristic of a number of the national educational systems around the world including England, USA, Wales and China (Giles, 2006: 230). Over the years, the education landscape in South Africa has similarly witnessed a paradigm shift from an essentially centralized system to one that encourages self-government (van Wyk, 2004; Xaba, 2006; Naidu, Joubert, Menstry, Mosoge, & Ngcobo, 2008). One of the most important implications of this shift is the need for a systematic and whole school approach to development planning (Giles, 2006). With increasing autonomy (MacGilchrist, Mortimore, Savage & Beresford, 1995), self-managing schools are encouraged to shoulder more responsibilities and promote their own identity and character. One of the consequences of this shift is the emergence of School Development Plan (SDP).

Within the South African context, the introduction of school governing bodies (SGB) in 1996 signalled increased use of parent and teacher governors in school improvement planning. While the legislation requires an active engagement with school planning, the research suggests that in practice such activism is rare (van Wyk, 2004; Prew, 2009; van der Voort & Wood, 2014, Xaba, 2006). That said, the South African experience is consistent with wider international experience which shows that while a few schools had SDPs, and have strong SDP processes, most schools do not have SDPs and do not use the processes effectively.

While a growing number of studies have been done on school development planning overall, little is specifically known about the role that a key player, i.e. the principal has. Therefore, this article sets out to map the changing role of school leadership in South Africa. The study

aimed to provide a full account of international studies carried out on this topic, and supplements this account with studies from South Africa where possible. It also intended to provide a description of the development planning process and make analysis factors that need to be taken into consideration. It seeks to describe the relationship between development planning and school improvement by drawing on the wide range of research literature. Insight into the role of the principal may provide important clues to why SDP has not lived up to its original promise in the South African context.

1.3. Problem statement

According to the South African Schools Act No. 84 (SASA) (Republic of South Africa, 1996), school governing bodies (SGBs) are required to develop mission statements of schools and the best way of achieving this is by engaging in SDP (Naidu *et al*., 2008*;* Xaba, 2006 &van Wyk, 2004). They point out that the development planning process needs a deep understanding of what its intentions are and how it should be done. Therefore, it clearly means that school development planning requires critical thinking and skill for its execution. However, in South Africa, neither parents nor educators and even principals have had much experience of participatory decision-making although, in the past, principals were generally considered to be the only people with the knowledge and authority to make decisions (van der Voort & Wood, 2014). The problem, given this background, was whether school development plans have any role in learner achievement in primary school as strategic planning tool for teaching and learning.

1.4. Purpose and Rationale

My background in the teaching profession as a teacher and as a member of SGB put me in a better position to realize shortfalls existing in schools, the moment I entered the University. One motivation to conduct the research originated after the task and lesson presentation given to us by our lecturer about education policies and their implementation in schools. During this lesson I realized that there are misunderstandings with the way principals are taking decisions considering their functions and responsibilities as stipulated in Section 16A (1) of SASA 84

of 1996. Fortunately, after the lesson, my task was to present about current leadership based on policy implementation. The instructional leadership that were presented by my lecturer, when related to my own experience about the ways principals take decisions in schools, put me in better sight to opt for school development planning (SDP) theory.

Given that the research on SDPs in primary schools in South Africa is also limited (Prew, 2009: 825), the second motivation for this project was to fill this gap in the existing literature, by exploring the role of principals in the school development planning process in primary schools within the South African context. I thought that since this topic is related to activities that are common in schools, by conducting an investigation of such nature to find out about principals' role and experience, I would acquire more skills and knowledge on issues surrounding school development planning in public primary schools. Another motivation was to open up a debate in respect of instructional responsibilities of the School Management Team (SMT) in the implementation of school development planning. The third and final motivation was to establish the benefits of school development planning for the principal's functions and responsibilities especially in public primary schools. Put more simply, this research was motivated mainly by two factors, namely personal experience and professional interest, as well as a lack of sufficient study of this nature in the South African context.

1.5. Aim of study

This study seeks to explore the role of principals in school development planning in primary schools. It has three main aims:

- To explore the effects of the implementation and impact of SDP in primary schools in order to make a contribution to knowledge in the form of a clear and detailed description of an innovative development.

- To examine how the findings of this study can contribute to the literature of how change takes place in schools, in particular to strengthen the link between school effectiveness and school improvement.

- To identify good practice and, if any are appropriate, to disseminate them to policy-makers and practitioners.

1.6. Research questions

The proposed study seeked to answer this central question:-

What impact do school development plans have on learner achievements in primary schools?

1.6.1. Sub-Questions

In order to explore the main research question further, the following guiding questions will be used to frame the research:-

- What impact do school development plans have on
    - The management of the school as a whole;
    - Classroom management; and
    - The learning opportunities for pupils?
- Who is involved in the process of developing the SDP?
- What are the key elements of successful practice and implications of these for principals and their schools?

1.7. Report structure

The report has been structure as follows:-

Chapter 1 – Introduction

This chapter introduces the thesis and provides a background to the research topic. The aims and importance of the research is discussed, research questions, the research objectives and the limitations of the study explained.

Chapter 2 – Literature Review and Theoretical Background

This chapter reviews current and relevant literature that exists on the topic of school development planning. The literature reviews will then provide rationale for the study planned (McMillan & Schumacher, 2007:7) and a theoretical background, or framework to the problem under investigation (Mouton, 2001: 87).

Chapter 3 – Research Methodology

The research methodology is outlined, detailing selection of schools, questionnaire design, administration, and the assumptions of the research.

Chapter 4 – This chapter provides an analysis and interpretation of the empirical data collection.

Chapter 5 – Findings of the study

This chapter discusses the findings of the empirical research that emerged from the data presentation in chapter four, mixed with the literature review presented in chapter two and new literatures.

Chapter 6 – Summary and Conclusions

This chapter summarizes the highlights of the research, examines whether the research objectives have been met and limitations. Areas of possible further research are outlined and recommendations for school development planning in South Africa.

1.8. Delimitation of the study

During this report generalization was impossible simply because the sample was drawn mainly from all four school principals, IDSO and few teachers. Secondly, the involvement of the SGB in the effectiveness of instructionally-minded schools cannot be overstress. Unfortunately, this study did not present the insight of SGB members and this might have affected the findings in this study. Thirdly, even though steps were taken to minimize researcher biases, it is not certain that this was adequately dealt within the study. The selection of the themes and other conceptual underpinning (subjectively selected by the researcher) may also have an impact on the findings of the study. Nonetheless, these limitations were anticipated and I tried to deal with them in the manner described above (see validity and reliability).

1.9. Chapter summary

In most schools in South Africa, particularly in the formerly Model C schools, learner achievement is a matter of great concern. The principals as leaders should play a key role in creating an environment favourable to learning in order for the learners to attain and to produce better results.

In the following chapter (chapter two) a review of the existing literature regarding the role of the principal in facilitating the formulation and practice of school development planning is given in the light of key theoretical perspectives.

CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

This chapter maps a historical narrative, mainly focused on the South African education reform, UK and Ireland, showing how a synthesis of school effectiveness and school improvement discourses underwrote modern versions of SDP. It also describes the attractiveness of school effectiveness research findings to policy makers along with its inherent limitations. The close affiliation of SDP to reforms inaugurated by the Education Reform Act (1988) is shown to be crucial to its subsequent authority and development as a politically sanctioned vehicle of school improvement. It notes an inherent instability between empowerment and instrumentalism and internal and external loci of control compounded within the concept of SDP that resulted from these formative influences.

I subsequently briefly expand on the SDP recurring model, the importance of school culture and teacher mindset, and how implementation became the Achilles heel of the process. SDP has yielded ground in the last decade in the research literature to school self-evaluation, along with more diverse and technically refined strategies for school and classroom improvement. More emphasis on stakeholder voice (i.e. SGBs), a greater and more direct focus on learning and the need to attain greater strictness and specificity in review, target setting and evaluation, all contributed to this change, not entirely consistently. The historical currency of SDP as a widely influential term of art is thus confined to a decade or so. It is hypothesized that SDP declined as the original context of government policy and culture in which it prospered itself receded.

2.2. Review of the literature

School Development Planning (SDP) plays an essential role in shifting the emphasis of school activity more directly onto school improvements that lead to enhancing student-learning performance. However, what does school development planning entails? What are the tasks

engaged in by school principals? How do effectively minded-school managers enact these tasks? With a focus on research questions of the study, this chapter discusses these questions in relation to SDP in primary schools, its different conceptions and methodologies, the various development planning tasks engaged in by principals, managerial leadership in primary schools, the managerial tasks undertaken by these leaders and approaches employed in schools to promote effective teaching and learning.

Countless studies have been conducted and programmes designed to assist school principals as they are required to plan, manage, facilitate and improve their schools. However, the difficulty of putting plans into practice is a common theme in the literature (MacGilchrist *et al.*, 1995; Peng *et al.* 2006). According to Fullan (1991: 5), there is a tendency to underestimate grossly the meaning of change and that the interface between individual and collective meaning and action in everyday is where change stands or falls. Such a belief is well understood by several authors in common with Fullan, have looked at the different dimensions of change and development in schools. The literature points out that, schools differ in their capacity for change and the policy development is a very complex process in which schools need to prepare for the realities of change. However, efforts to change need to be flexible and planning needs to be sensible to local circumstances (MacGilchrist *et al.,* 1995).

MacGilchrist *et al.,* (1995) state school principals are making great strides in their quest to improve teaching and learning in the schools and this must be encouraged. What is clear though from the examination of the literature is that school development planning (SDP) is seen to fulfil a wide range of purposes (*ibid*: 32). The literature shows that the few case studies available tend to focus on the plan and the planning process. School development planning has been introduced globally in primary school curricula in many Western countries like Australia, Canada, Greece, Ireland, New Zealand, UK and the USA (MacGilchrist *et. al.*, 1995). There is general agreement that the ultimate aim of development planning is to improve the quality of pupil's learning, although little or no evidence is provided to substantiate this claim. According to MacGilchrist *et al.* (1995), those writing about their own experience of development planning tend to do likewise and, where outcomes are mentioned,

these are related to teachers, not pupils. Beyond this generalised rationale for development planning, a range of other purposes has been identified. These all concern the use of development planning as a means of exercising control over the work of schools. On the one hand, Wallace (1991a) and Hutchinson (1993) states that there are those who argue that the purpose of development planning is to bring about externally imposed change. On the other hand, Hargreaves and Hopkins (1991) also state that there are also those who argue that SDPs empower schools to take control over their own development. According to MacGilchrist *et al.* (1995), there is a tension between these two perspectives which is likely to have implication for schools. They also points out that externally imposed SDPs may well place schools in a reactive, defensive mode and may result in lack of ownership. Internally produced and controlled SDPs could well have the opposite effect. However, there is research evidence emerging, for example, to show that imposing SDPs on schools does not necessarily achieve the desired outcomes.

Furthermore, Giles (2006), Bennett *et al.* (2000) and Jones (1996), state that the main vehicle for implementing such a fundamental educational framework was the introduction in the 1988 Education Reform Act and the development of site-based management known as Local Management of Schools (LMS). Local management schools fundamentally altered the traditional planning relationship between central government, school boards and schools by delegating resources and the responsibility for decision making to the point of delivery as there was an assumption that pupils could benefit from such a move. They also states that it appears that with local management schools considerably reducing the planning powers of local school boards, schools needed to take responsibility for strategic planning at school level in order to operate successfully in a more decentralized environment.

Cuckle and Broadhead (2003) point out that the relationship between effective leadership and pupils' achievement is strongly evidenced through school inspection. Effective leadership has a perceptible impact on pupils' learning. While leadership has been found to be central to successful schools, equally there is scope for improving the quality of that leadership: managers often focused overly on the day-to-day without being strategic in the longer term. The complementary nature of leadership and management is often assumed; however, in the

educational literature a distinction is clearly drawn: leadership is perceived to include vision, based on shared values. Leaders are better placed to provide both motivation and direction to colleagues.

According to Hargreaves and Hopkins (1991), *"the production of a good plan and its implementation depend upon a sound grasp of the processes involved. A wise choice of content for the plan as well as the means of implementing the plan successfully will be made only when the process of development planning is thoroughly understood"* (*ibid*: 4), which means that development plans depends on the knowledge of those implementing it. In their study of SDP, Hargreaves and Hopkins (1991) maintained that "like most guidelines on the school development plans, consist of recipe of advice which if carried or followed sensibly and creatively, should help a school to achieve its aims and manage change successfully. In practice, some schools respond to the advice as intended, and find the advice helpful and relatively easy to put into effect. However, other schools cannot or do not respond as expected; and yet, it is often precisely these schools which are in greatest need of this advice. The consequence is that, the gap between the most and the least effective schools tend to widen (p.83). They argue that the best solution is the partnership between schools and local education authorities.

Hargreaves and Hopkins (1991) point out that although there is a great relationship between successful school development planning and school effectiveness, they maintained that a school's ability to implement the development planning successfully is not intended as a measure of school effectiveness. Hargreaves and Hopkins claim that development planning can respond to the subtle nature of change in a school because it concerns the whole school, its culture and its management. They openly claim *"We are pleased to report that other school improvement research in consistence with our general advice"* (1991:117). As a result, MacGilchrist *et al.* (1995) question whether a school has to be effective before it can be successful at development planning or whether development planning can help to make school more effective (*ibid*:30).

Numerous authors (Dean,1995: 21; MacGilchrist & Mortimore, 1997:199) suggest that an examination of the key principles and features of SDPs reveals that in many respects they

present a practical manifestation of the ideas and findings of researchers in the four areas of enquiry into schools and the nature of schooling. They also argue that, first the reliance of SDPs on teamwork and a sense of ownership by each member of staff and their concern for *what* is to be changed as well as how to go about it, have been identified as key factors in educational change literature. Secondly, they point out that diagnostic assessment procedures, which are central to development planning (particularly the audit and initial planning stages) have been found to be important in the literature on school-based review. They further argue the principles and procedures incorporated within SDPs correspond very closely to many characteristic of effective schools identified in major studies, particularly in Britain, America and Australia. Lastly, MacGilchrist and Mortimore claim that SDPs are seen to be a strategy for school improvement: the inference being that there is a direct link between developing planning, classroom practice, and pupil learning.

Conversely, Bennett *et al* (2000) are unconvinced by MacGilchrist *et al.* (1995) for not distinguishing between synoptic and retroactive planning in their research. Bennett *et al.* (2000) stated that synoptic planning is actually characterised by *high predictability*, pro-active statement of goals and objectives, *decomposition and sequencing* of actions, and monitoring using quantitative data. They also explain that retroactive planning is characterised by reacting to *unpredictable events* with incremental reactions which are guided by organisational standards and/or a vision of a future desired state. They conclude by stating that it involves cycles of evaluation, feedback, learning and corrective action (*ibid*: 335). They go on to say that, they (MacGilchrist *et al.*) assume, almost implicitly, that SDP is flexible. However, they believe (Bennett *et al.,* 2000) that the synoptic and retroactive planning categories need to be applied in addition to the MacGilchrist *et al.* typology in order to take account of later pressures on schools emanating from OfSTED to be more strategic and more rational on their planning.

The literature indicates that in 1991 in the context of England and Wales schools were requested to submit an SDP for the following academic year, which identified areas of concern and priorities, and to produce an action plan for dealing with those priorities (Jones, 1996:296). These plans were not produced in accordance with any nationally agreed format,

and therefore, only few primary schools produced an SDP which was submitted to the authorities (Senior Primary Advisor). Giles (2006:230) argues that for some schools, development planning has been seen as one more external requirement, to be bolted on to the existing system. In such a school, the head sees no reason to spend time in preparatory work. Jones (1996) states that this lack of compulsion led to the implementation of the SDP taking different forms in each of the schools, depending upon the experience and priorities of the individual head teachers. Jones (1996) and Giles (2006) argued that there is a concern about the lack of understanding of the purpose and process of SDP in school. They maintained that, the principal draws up the plan with a few senior colleagues, which is them presented to governors and the rest of the staff. However, too little of the plan has been implemented. It has also been reported that "principals lack the necessary skills, compulsion, and knowledge to use SDPs effectively, and that does not fully prepare student the future demands" (Jones, 1996).

Research done in both South Africa and Kenya (Xaba, 2006; Mbugua & Rarieya, 2014), states that the majority of schools have struggled to improve over the last decades because of the difficulty of engaging in the strategic planning process in schools. Hence, the introduction of school governing bodies (SGB) in 1997 was designed to use parental involvement to drive improvement in schools, but this has rarely occurred (van Wyk, 2004; Prew, 2009; van der Voort & Wood, 2014).

In the South African context, Xaba (2006) claimed that development planning as a process relies heavily on the stakeholders' participation as advocated by the SASA (Republic of South Africa, 1996). Xaba went on to resonate the emphasis that SDP is essentially a collective process that draws the whole community together in shaping the school's culture. He further claimed that, school governing bodies (SGB) are required to develop a mission statement for the school, and by implication, the SDP. Similarly with the context of England, Wales, and Ireland, the requirement for SDP is implied in the Schools Act by prescribing the development of a school mission. He concluded by claiming that:

> *"this places the onus entirely on the provincial departments of education, their support structures and schools to develop an understanding and parameters within which school development planning is to be done"* (p.19).

According to Xaba (2006), it seems that the aim of the process is to have the SDP ready for submission to the school's independent departmental support officer (IDSO). Consequently, producing true and realistic plans reflecting schools' circumstances seemed to be largely neglected. In essence, schools are concerned more with the correctness of the plans and adherence to submission dates, than with the realistic projection of their change and school improvement intentions (*ibid*: 22).

2.2.1. Origins of school development planning

The history of school development planning appears to be complex to comprehend. It comprises of a series of tactics to influence, control and monitor schools' activities. The genesis of school development planning can be traced way back to national and international events in the 1970s and late 1980s. The literature shows that Andy Hargreaves and David Hopkins were the first researchers to have been studying the development of school development planning in the UK. MacGilchrist, Mortimore, Savage and Beresford, especially in the early 1990s were amongst those who did studies on school development planning as there were concerned about the new policy which emanated from the Education Act 1988. The literature also shows that the Inner London Education Authority (ILEA) published a document title *Keeping the School Under Review* in 1977. ILEA is one of the largest local based education authorities in UK which began to encourage school to be more self-managed and self-reviewed. The studies done by Biault (1974), shows that there was a strong need for schools to become more innovative and proactive. His work claimed that he believed in shared decision-making among members of the schools about the choices and the use of available resources. There were political concerns over the state of the education system in the UK because at the national level, education had been receiving a high profile at that time. Literature indicates that numerous national initiatives were being undertaken to provide support for schools in the process of identifying the priorities of development.

The literature clearly states that, in 1989 the Department of Education and Sciences (DES) commissioned Hargreaves and Hopkins to undertake a research project to provide guidance for schools and the local education authorities (LEA) on school development planning. From there on, two publications emerged providing advice on ways of formulating, implementing

and evaluating SDPs. However, there seems to be some confusion about the differences between National Curriculum Development Planning and School Development Planning which were proposed by the National Curriculum Council (1989). All the education legislations since 1944 had changed the landscape of the education system; however, the 1988 Act has had a significant impact on the education system in England, Wales, Scotland, Republic of Ireland and other parts of the world.

In order to understand the Education Reform Act and School Development Planning in England and Wales (1988-1992), it is always essential to calculate the intentions that the reform had. First, it concentrated on re-distributing the power in education from teachers as "producers" to central government and to parents since the local education authorities appeared to have too much power in education as the loony-left-rebel demonstrated. Secondly, it aimed to harness teachers' productivity to accountability by means of financial allocation. This meant that a school's popularity would be directly engaged to school's budget. This would, at least in presumption, lead to professional teachers getting incentives and schools competing over each other and "selling" their school to the best advantage. Thirdly it aimed to respond to the industrial requirements, concentrate on the basics and raise the standards.
However, according to the literature, it is claimed that school development planning was presented an opportunity to help principals, teachers and school governing bodies improve opportunities for learning within their schools. School Development Planning has been described as a bottom-up approach to change which enables schools to accommodate and respond to top-down reform in a coherent way (MacGilchrist *et al*, 1995). It has been defined as the strategy for managing development and change to make the school more effective. MacGilchrist *et al* also claimed that it provides an opportunity for forward planning at the level of the whole school which combines development needs arising from school's own aims and values, with local and international imperatives.

2.2.2. School development planning in schools

Development planning is an integral process within the broader strategic approach to the management of schools (Naidu *et al.*, 2008:65). It mediates between long-term and short-term priorities as facilitated by the suitable deployment of human, financial, and physical resources

(Thurlow *et al.*, 2003 & Naidu *et al.*, 2008:65). According Naidu *et al* (2008) the move in many countries towards self-managing schools (SMSs) has increased the need for SDPs (in Hong Kong and England, for example this is enshrined in education policy). They contended that the principal and the school management team's role in the planning process and in establishing the organisational conditions within which effective planning could occur is vital. The authors argue further that, at the same time, educators and other role-players in the school community are now expected to be actively and genuinely involved in both planning and decision-making (*ibid*:65).

Furthermore, several authors (Naidu *et al*., 2008; Middlewood and Lumby, 1998) aver that SDP is forward-looking, based on environmental scanning, proactive, in the sense that the school will recognise opportunities and take advantage of them; creative, so that present practice can be improved upon; and holistic, in that it deals with all the school's operations, not just teaching and learning. They argue that the process is also outward looking in that it positions the school in relation to the external environment, particularly its competitors.

Naidu *et al.* (2008) on the one hand further argued that all schools are encouraged to have a development plan that provides a framework for strategic planning in which long - and short-term objectives can be identified in relation to their visions and missions. They also state that the development plan captures the long-term vision for the school, within which manageable short-term goals are set. Therefore, the priorities contained in the plan present the school's translation of policy into its agenda for action. In addition, Thurlow and colleagues conclude that it also provides a comprehensive and coordinated approach to all aspects of planning, including the curriculum, teaching, management, finance and physical resources (Thurlow *et al.,* 2003:215).

On the other hand, Caldwell and Spinks (1992) describe the development plan as specifying the priorities to be addressed and strategies to be employed as a school seeks to achieve its multiple objectives over a forthcoming phase. Hargreaves and Hopkins (1991:3) and Naidu *et al.* (2008:66) add that the purpose of development planning is to improve the quality of teaching and learning through the successful management of innovation and change.

Naidu *et al.* (2008:66) critically examined the practicality of a development plan as follows:

- The school should start out with a full school plan but might only look at in-depth at some of the activities each year, say one third, so that in three years all activities must have been reassessed.

- Planning should be a continuous process so that the evaluation of each year's progress informs the subsequent year's plan.

In South Africa, the Department of Education requires every school to submit an annual SDP, setting out its short-term and long-term goals and priority development areas, annual targets, and the action needed to achieve them (Xaba, 2006; Naidu *et al., 2008*; MacGilchrist and Mortimore, 1997). Instead of an *ad hoc* approach with different people doing different things without cooperating with each other and integrating their efforts, an overall, coordinated approach embraces all needs. A good plan makes the whole process more achievable, manageable and likely to succeed. The plan may include specific targets for implementation, school budget, performance indicators and means of evaluation process during the school year (Naidu *et al.,* 2008). Therefore, the planning on various school programmes should reflect the development priorities of the school. Hence, there are two main types of whole-school planning:

- A School Improvement Plan (SIP) is part of the Whole School Evaluation (WSE) process. A SIP is a programme of action that a school develops in response to findings and recommendations made in the evaluation report, with a view to effecting improvement in the school's areas of need. It should be taken as a year-to-year continuous strategic improvement plan derived from the findings of the evaluation.

- A School Development Plan (SDP) is a long-term plan. It follows from the school's stated vision and mission and must be reviewed annually to ensure the school is on "track".

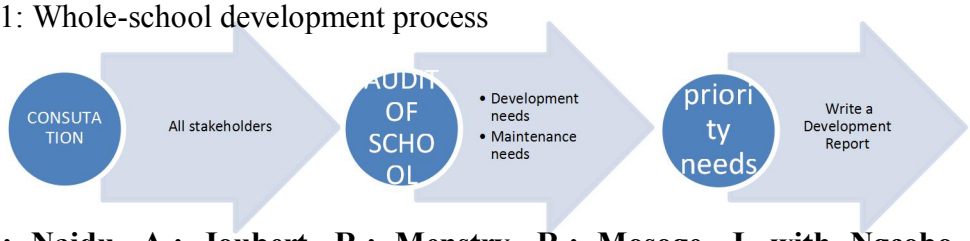
The literature supporting the SDP approach to site-based planning (SBP) typically portrays the SDP policy as a flexible working document which is reviewed at least annually, and is therefore, responsive to changing circumstances. It also appears that the level of school involvement in SBP, be it strategic, tactical or operational, was not made explicit or mandated. The literature also points out that SDP brings together the medium-term priorities for change in a school, and although reflecting national, school board and school policies, is primarily concerned with identifying and implementing a limited number of whole-school improvements and developments (MacGilchrist & Mortimore, 1997).

However, it has been shown in the literature that at their best, SDPs provide documented evidence of rational strategic, tactical and operational planning processes in which:

- The strategic aims and objectives of the school are linked to planning priorities identified in the SDP, and in turn to action plans concerned with implementation;
- Tactical priorities in the SDP are systematically identified and resourced as part of a coherent planning cycle which links the planning and budgetary process to detailed action plans concerned with implementation
- Operational action plans support implementation of the SDP by specifying targets, identifying success criteria, establishing a time scale for completion, naming the people responsible for carrying out the plan and they provide a framework for monitoring, evaluating and controlling progress.

The SDP process can also encourage a collegial and/or participatory approach to school planning; allow for greater ownership of specific responsibilities allocated to staff; actively support staff development related to the SDP, and provide a coherent framework within which to make decisions. The development planning process can be represented graphically as shown in Figure 1 below.

Figure 1: Whole-school development process



Source: Naidu, A.; Joubert, R.; Menstry, R.; Mosoge, J. with Ngcobo, T. (2008). ***Education Management and Leadership: A South African Perspective***

2.2.3. School development planning as a school improvement strategy

Hopkins *et al.* (1994: 70) cite school development planning as an example of an organic approach to school improvement. An organic approach is one which suggests principles within which schools are likely to flourish, since this is the preferred strategy used by a majority of non-governmental organisations in South Africa to achieve school change (Christie and Potterton, *et al.,* 1997: 38). I will focus on this in more detail.

The School Development Plans project in England and Wales was an attempt to develop a strategy that would among other things help governors, principals and teachers to take control of the process of change (Reynolds *et al.,* 1993: 45). Development planning combines curriculum innovation with modification to the school's management arrangements both with the overarching aim of enhancing student achievement and modifying the culture of the school. The key function of a development plan is that it brings together national policies the school's aims and values, its existing achievements and its needs for development (Hargreaves and Hopkins, 1991).

In essence, development planning encourages school stakeholders to ask the following basic questions about their school:

1. Where is the school now?
2. What changes do we need to make?
3. How shall we manage these changes over time?
4. How shall we know whether our management of change has been successful? (*ibid*: 3)

There is nothing new about these questions. They are remarkably similar to the questions which Tyler suggested in his model of curriculum planning in 1949 (Kelly. 1989: 15). Tyler's product model was critiqued as being too linear and not allowing the various elements to interact and inform one another. A similar critique can be lobbied at school development planning if it is implemented in a linear and technicist manner. These four questions reflect the four main processes in development planning:

1. *Audit* - a school review of its strengths and weaknesses. An audit involves questioning current provision and practice in a systematic way: comparing what the school is striving to achieve with what is actually happening. It clarifies the nature of a school's weaknesses and guides action needed to put things right.
2. *Construction* - priorities for development are selected and then turned into specific targets. Plans are constructed in detail for the year ahead. Longer-term priorities for the next 2 or 3 years are described in outline. Prioritising is key. A ragbag of *ad hoc* priorities does not make a good plan. Priorities must be manageable and coherent and they must be clearly linked to achieving the overall vision of the school.
3. *Implementation* - the planned priorities and targets are implemented. An action plan is drawn up. This is a working document which describes and summarises what needs to be done to implement and evaluate a priority. Each priority is handed to a team which takes responsibility for the implementation of the action plan.
4. *Evaluation* - the success of implementation is checked. The process of implementation and evaluation are inter-connected. Implementing the action plan involves: sustaining commitment during implementation checking the progress of implementation; overcoming any problems encountered checking the success of implementation-taking stock: reporting progress and constructing the next development plan. Stoll and Fink (1996: 64) refer to these four phases of school development planning as assessment, planning, implementation and evaluation. They emphasise that it is vital to see these processes in a holistic way in which all the phases interact with and inform one another. I want to believe that school development planning (like many strategies) can be implemented in either a holistic or an atomistic way.

2.2.3.1. A holistic approach

A holistic approach to school development planning allows for the uniqueness of each school. It allows the different steps to merge, to overlap and to inform one another in a cyclical way. Hopkins *et al.* (1994: 70) interpret school development planning in a holistic way when they call school development planning an organic approach to school improvement. A holistic approach means that the various strategies and action plans work together to reach the goal of the school. It will happen when the school understands that the process of planning is the key issue, rather than the product. A holistic approach entails a review of the school's organisational structures and culture which might result in substantial changes to the character of the school (Hargreaves and Hopkins, 1994: 17).

They suggest that the organisational structure and culture of a school can be better understood by reviewing the management arrangements. There are three elements which make up the management arrangements in a school. These are: frameworks (largely structural): the structures in a school, such as a system for decision-making and communication, mechanisms which allow people to meet and co-ordinate their activities: roles (both structural and cultural): the relationships between people - the expectations held by people, the allocation of responsibilities, the groupings of people: and working together (largely cultural): the character of the relationships, the nature of cooperation or conflict and the forms of leadership and management (*ibid*: 18).

Working on these management arrangements provides the foundation for many other innovations. In other words, if these arrangements are not tackled first, then other innovations or priorities are more likely to fail. Thus, if a school is introducing a new way of learning and teaching Maths, it must ensure that the structures in the school support the change and that staff have had opportunities to discuss their expectations, the allocations of responsibilities, as well as how the new curriculum will change the way in which they relate to one another.

Stoll and Fink (1996: 76) also believe that attempts to improve classroom teaching and learning without attention to culture are likely to be superficial and short-lived. They argue that school development planning can make a difference, but only if climate and collegiality issues receive attention. Otherwise teachers in schools which experience difficulties often show little interest in development of teaching and learning strategies.

A holistic approach to school development planning would clearly attempt to look at problems in a systemic way (Senge, 1990). There would be a focus on understanding the various causes of the problem rather than simply treating the outward "symptom" in a linear way. In a chapter entitled "Changing school culture though development planning". Hopkins (1991) writes that school development planning was conceived of as an attempt to develop a strategy which would help governors, heads and staff to change the culture of their school. Despite the title of his chapter, he does not give a convincing account of how school development planning can change school culture. His assumption seems to be that the strategy in itself will simply bring about change in the school culture. This may be true in that the process of planning brings teachers together to talk about their school and to think about important issues.

However, it seems to me that school development planning can be used to change school culture only if it is embedded in a process which enables teachers and other stakeholders to uncover and understand their underlying beliefs, values and attitudes about the purpose of education, about the nature of children, about the way in which children learn, about roles and responsibilities of management and teachers etc.

2.2.3.2. An atomistic approach

It is easy to implement school development planning in a mechanistic and atomistic way. This way of implementing would probably lead to a focus on the product - the actual plan itself- rather than the process of development. Just as Tyler's product model of curriculum has been critiqued as being too linear because it does not allow for the inter-relatedness of the separate elements (Kelly, 1989: 15). So the same critique can be levelled at an atomistic application of school development planning. It is important to see school development planning as a cyclical process. Where the various elements relate to one another in a holistic way, it is also possible that a mechanistic application of the strategy would focus only on the outward or visible problems of the school (such as late coming. or lack of resources) rather than also on the underlying organisational issues (for example, undefined roles and responsibilities or an autocratic management structure which doesn't allow for innovation) simply because these are easier to diagnose. Focussing only on visible problems does not take the structure-culture dialectic into account.

It can easily lead to what Hopkins *et al.* (1994) call the appearance of change rather than the reality of change. An atomistic approach to school development planning could slip into a simple and rational listing of strengths and weaknesses without the detailed capturing and analysis of data that is required to make informed choices about what aspect in the school to change or develop first. Once schools have listed their problems, how will they know which of these problems to address first? Auditing the school should be a fairly in-depth exercise which uses a particular framework which helps schools to make sense of the myriad of problems that they are faced with and which enables them to see how the problems are inter-connected.

These two sections have described how school development planning is a common change strategy within school improvement circles. I have suggested that school development planning can be implemented in either a holistic or an atomistic manner. A holistic approach would presume a normative-re-educative approach to educational change, which takes both the structure and the culture of the school into account. An atomistic approach would reflect an empirical-rational or power-coercive understanding of educational change. Planning would focus more on the structure or the visible problems of the school.

2.3. Strengths and weaknesses of school development planning

Hargreaves and Hopkins (1991: 8 - 9) believe that school development planning is better than other school improvement strategies for the following reasons: it increases the school's control over the content and pace of change: it acknowledges the subtle nature of change in schools because it begins with the school as a whole. The plan can be a coherent set of reforms which takes the unique culture of the school into account, offers a systematic and sustained approach to change and it assumes that change is an organic process of growth.

School change strategies need to start with the assumption that schools are at different levels of development and are facing different types of problems. It is erroneous to assume that "disadvantaged" South African schools all face the same problems (Roberts, 1998). The strength of school development planning is that each school starts with an audit which will reveal the problems and issues which are peculiar to that school.

However, this could also be a weakness if schools which are not at a place where they are ready to engage in school development planning are expected to do so. Hopkins (1991)

suggests that schools which already have some sense of internal coherence can best do development planning to use the typology discussed earlier, schools which are "stuck" will find it most difficult to engage in school development planning. Many South African schools have little internal coherence and would probably need to have certain basics in place before engaging in school development planning.

Certainly the initial stages of an evaluation of the Education Quality Improvement Project (EQUIP) in Kwa-Zulu Natal revealed that schools which were already functioning well were able to engage in school development planning more successfully than schools which were ineffective (pers. comm. Eric Schollar. September, 1998). Similarly, an evaluation of the Thousand Schools Project revealed that stuck schools were not in a position to effectively use the resources and services made available to them (Haasbroek. 1998b). School development planning requires a high level of reflective thinking and it is not certain that all staff in schools have this capacity at present. Schools that can balance the demands of development and maintenance will find it most easy to engage in development planning.
This is the conundrum (challenge) presenting in school improvement: "moving" schools are better able to make effective use of the school development planning strategy because they are organizationally more coherent. Schools that are "stuck", struggle to use school development planning effectively because they do not have the organizational coherence and the supportive culture which they need to develop. These schools need the most external support and focus as they begin their developmental journey.

A study by Wallace (1991) cited in Fullan (1993) on schools doing school development planning found that the required developmental planning process did not match the realities and complexities of the school. The development plan represented additional work that proved of limited value in actually supporting the changes. Reviewing or auditing the school is the first step in a school development plan. A potential problem is that this type of school-based review is not action. On the contrary, it postpones action. It is the step of moving from reflection to action that ultimately determines the value of the strategy (Bollen, 1987:26). There is a potential danger that school development planning will focus more on the making of the actual plan than on the implementing of the action plans. An evaluation of school-based reviews, which were deemed compulsory for schools by the local education authority (LEA) in England and Wales showed that the process was not as successful as, expected (Clift.

1987:60). It did not seem to have motivated teachers to make tangible changes in their working practices or to redeploy the resources available to them to any great effect. This was probably due to teachers' lack of experience and expertise in the process of school-based review and perhaps to a lesser extent to their lack of commitment to a scheme originating outside their school. School based- review is time consuming and demanding requiring teachers to divert substantial amounts of their time and energy to it from other duties. Clift (1987) concludes that it is questionable whether school-based review is an efficient means of bringing about school improvement.

Since auditing or school-based, review is the first step of a school development plan, it is often given the most attention. Once a school has done the initial audit, the steps which follow are also potentially difficult. There is a danger that drawing up of clear action plans to meet the goals set by the school becomes too time-consuming for teachers as is implementing the plans on top of the usual teaching and preparation commitments. Teachers need to be given space and time to implement development plans. Often schools cannot afford this luxury and so implementation simply becomes an added burden to teachers. It is imperative that action plans relate directly to the goal of improving teaching and learning. Monitoring and evaluating the success of the implementation of plans is not always an easy task for those who have been closely involved with the project. It is important to have on-going monitoring of the project as it proceeds rather than waiting until the end to decide that it did not succeed. Often problems can be identified and rectified early on during the process of implementation.

School development planning starts with an audit of the school, which may be unstructured (for example, simply listing all the strengths and weaknesses of the school), or more structured according to a particular framework. For example, the Improving the Quality of Education for All (IQEA) project in Britain, recommends that schools do an audit using the following internal conditions as an organising framework: staff development, involvement, inquiry and reflection, leadership, co-ordination and collaborative planning (Hopkins. *et al.,* 1994). The following section suggests that the findings from the effective schools research might provide a useful audit.

2.4. Selection of objectives

School development plans do not replace the school's overall goals. Figure 2 indicates that a vision statement of a school overarches the planning and management objectives (Dimmock, 1995:149). In other words, the school development plan sets out the process by which the school moves towards its overall vision through the specification of a set of more immediate objectives and the strategies by which the vision will be pursued.

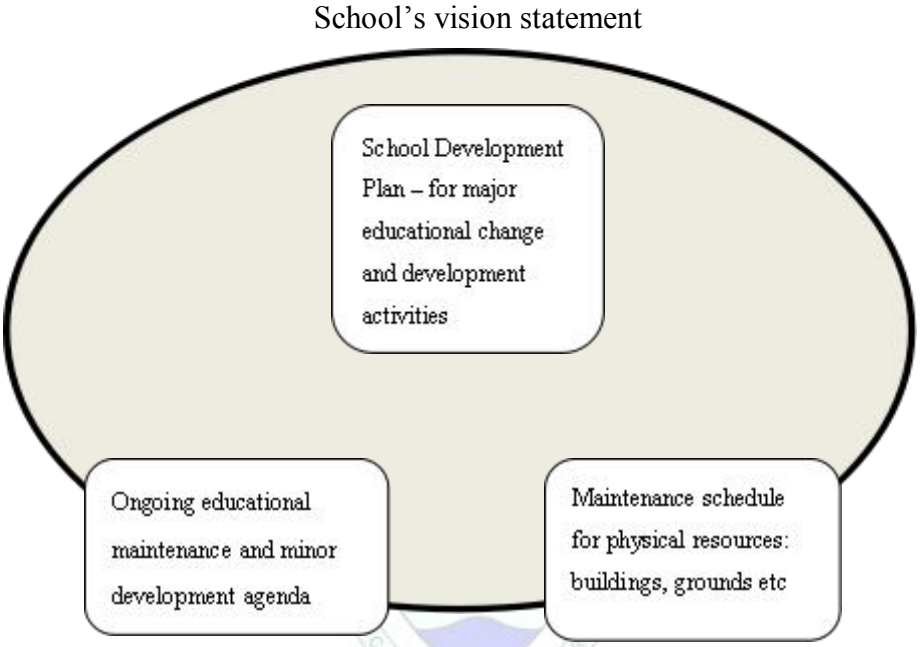


Figure 2: School development plans in relation to the school's vision and ongoing maintenance activities (Adapted from Dimmock, 1995:150)

Development is separate from educational and resource maintenance in school management. Although schools' maintenance agendas address ongoing work in school management, although they may also contain some minor development and change activities. Dimmock (1995) states that, the important distinction between the school development plan and other management and planning agendas in schools is the focus on the core development activities in the former, compared with the ongoing work of the school in the latter. Thus, once a programme of development has been completed and the changes resulting from it have been embedded in the ongoing activities of the school, its continued maintenance becomes an item on the school's educational or resource maintenance agenda (*ibid*).

2.4.1. Statement of outcomes and performance levels

In their development plans, schools seek to indicate the expected outcomes for each objective in a way that readily allows them to assess whether they have attained the objective. Performance levels indicated in the outcome statements are set at a level which encourages the school staff to achieve high levels of performance, but not so high that they deter to staff from attempting to reach them. The external review process takes account of the level of expectation embodied in school's development plans when reviewing their process.

Table 1:A summary of the characteristics of the four types of SDPs (Adapted from MacGilchrist *at el.* 1995:120)

Type one **A rhetorical plan**	**Type two** **A singular plan**	**Type three** **A co-operative plan**	**Type four** **A corporate plan**
No leadership either by the principal or the teaching staff	Owned by principal only	Partial ownership by the teaching staff but willingness to participate	Shared ownership and involvement of all teaching staff and some of others connected with the school
Lack of clarity of purpose	Used as a management tool by the principal	Used to improve both efficiency and effectiveness	Shared sense of purpose to improve efficiency and effectiveness
No leadership or management of the process	Limited leadership and management of the process	Led by principal but management of process shared amongst some teaching staff	Shared leadership and management of the process by the teaching staff
Negative impact	Limited impact	Positive impact across the school and in classrooms	Significant impact on SD, teacher development and pupil learning

2.5. Using effective schools findings as a framework

The findings of effective schools research could possibly be used to help schools to prioritise which areas they should focus on first. Otherwise, a school may decide, for example, that the most important action plan is to buy sports uniforms for the soccer team. While this may be important for this school at one level, it may not be the most vital priority in achieving quality

teaching and learning. All action plans need to contribute to improving the quality of teaching and learning in the school.

Recent South African research shows the following were interlocking features of resilient schools: a sense of agency and responsibility, flexible and purposive leadership, a focus on learning and teaching as the central activities of the school, a safe and organisationally functioning institutional environment, consistent disciplinary practices anchored in educational practices and personal interaction and a culture of concern (Christie. 1997b: 4). The study had anticipated that parental involvement and school governance would feature as sources of resilience but this was not the case.

It may be possible to use these characteristics as a way of helping schools to address their own problems. For example, if a focus on learning and teaching as the central activities of the school is a key feature of resilient schools, schools may ask themselves the question "What is happening in our school that prevents our school from having this focus?" Although these findings would be helpful to schools in prioritising their development foci, there would still need to be an ongoing process which enables teachers and management to reflect on and understand the culture of their school and to see how the school's culture is hindering the school's development.

School development planning can be a useful strategy for schools to begin their journey of development. It requires reflective thinking and problem-solving skills as well as a framework that will enable schools to prioritise the issues and problems which they face. It also demands time - it cannot simply be added on to teachers' current workload. Most importantly, it requires a focus on both the external structural problems and the internal organizational and cultural issues faced by the school. A school which simply designs an action plan, for example, to stop late coming without understanding the organizational and cultural issues around the problem will be setting itself up to fail. A sustainable change process must reflect on the culture and the organization of the school.

2.6. Leadership and management

We live in challenging and stimulating times. Technologically, we are on the threshold of the new world: rapid development in technology and education reforms will affect every aspect of

our existence in the future. Because of these rapid changes in our environment, the need for leadership in every field is growing daily. As we will see, the management process consists of planning, organising, leading and controlling. Leadership is the practical implementation of leading. For this reason, I will concentrate briefly on the concept of leadership in this study and its practical value, especially for school managers. However, before I examine leadership further, I will look more closely at leading.

According to Berning *et al.* (2009:30) leading is an extremely important function for managers. It consists of complex management activities, the most important components of which are motivation, leadership and conflict handling. They asserted that leading plays a role in the process through which work is begun and completed. In this process, interaction occurs between the managers and their staff. This interaction also includes issuing instructions, providing guidance, information and implementing and executing.

Leadership, by contrast, refers to the relationship between one person, the manager, and the other members of the team. The nature of this relationship is such that the members of the team cooperate voluntarily to achieve the objectives which the manager has set for him – or – her as well as for the group (Berning *et al*., 2009).

There is now a good deal of evidence to confirm the view that in any school, the leadership determines the quality of what happens in the classroom (Fullan & Stiegelbauer, 1991; Mortimore *et al.,* 1988; Dean, 1995). According to Dean (1995:1) it is, of course, possible to find excellent teachers in indifferent schools, but unusual to find work of quality taking place throughout the school unless the head teacher and others in larger schools are offering appropriate leadership.

Furthermore, in a small school, the principal's leadership may be sufficient to influence the whole school, but as the school grows larger, there is a need for good leadership at other levels and the overall quality depends upon the ability of the principal to delegate and the ability of other teachers to lead their colleagues (Dean, 1995). There is sense in which all teachers have some managerial responsibilities. Teachers manage children in the classroom. They also take part in management activities if the school works on the basis of involving the whole staff in making major decisions (*ibid*).

The concepts of leadership, management and headship (or principalship in South Africa) are often used interchangeably in the context of schooling (Bush 2008; Christie and Lingard, 2001; Christie, 2010; Leithwood *et al*., 2002; Josse-Bass, 2000; MacBeath, 2008). However, there are those who argue that primary schools have a distinctive culture and that their complexity is not well represented in models of organisational management derived from industry and commerce (Southworth, 1987 & MacGilchist *et al*, 1995:37). They argue that to change views about management requires a rethink about leadership in schools. In addition, *'Leadership in organisations consists of building and maintaining an organisational culture. Management is mainly concerned to build and maintain an organisational structure – both in culture and structure, leadership and management are necessary if an organisation is to become highly effective*'(Schien,1985:171 & MacGilchrist *et al*, 1995:37).

Furthermore, several other authors (Louis and Miles, 1992 & MacGilchrist *et al*, 1995) also distinguish between the two whilst emphasising that they are both essential. They define leadership as establishing a mission for the school, giving a sense of direction. Management involves designing and carrying out plans, getting things done, and working effectively with people. Everard and Morris (1990:5) states that:

> *"If an organisation has nothing going for it except one thing – good management, it will succeed. If it has everything except good management, it will fail".*

MacGilchrist *et al*. (1995) argue that in the literature on organisations outside education, new ideas have emerged about successful innovation organisations. Fullan (1992) draws on this work to argue the need for significant change in our understanding of school culture, and in particular, a change in views about the role and purpose of headship. To carry out this, Fullan describes the study of Block (1987), which literally argues that for the need for organisations to move away from bureaucracy, hierarchical procedures which engender dependency and can stifle personal initiative and responsibility. Instead, he recommends a move towards organisation which are led and managed in such a way as to empower those working in the organisation to shape and develop it through a process of perpetual learning. Several authors (MacGilchrist & Mortimore, 2008; MacGilchrist *et al,* 1995; Bennis & Nanus, 1985) concur

with Fullan's recommendation. They found that all leaders in their studies were perpetual learners who enabled and stimulated others to learn. They argue that the culture of a learning organisation is when all involved have a shared focus on the long-term vision. According to MacGilchrist *et al* , this is achieved because there is trust in the leadership, the vision of the organisation is well communicated and staff are empowered to become agents of change.

In describing how the culture of an organisation can be managed, they stress, as Bennis and Nanus (1985) have done the importance of identifying and articulating the guiding beliefs on the school and of keeping them constantly under review. The description of strategic planning has some similarities to development planning in that it encourages an audit of the external environment combined with an audit of the internal organisational needs. However, they caution (MacGilchrist *et al,*1995:38) against a fixed long-term plan seeing the goal of strategic planning as 'to produce a stream of wise decisions designed to achieve the mission of the organisation in which there is a need to accept that the final product may not resemble what was initially intended'. However, this claim bears a close resemblance to Louis and Miles' (1992) recommendation about evolutionary planning. The concept of empowering others equates with the notion of management already noted to the work of Hargreaves and Hopkins (1991).

According Gandeebo (2007:5) and Christie (2010:7), the principles and objectives of teamwork and collaborative actions embedded in school-based management (SBM) form the bedrock of the South African Schools Act (hereafter, SASA). They argue that since promulgation of SASA in 1996, the challenges of putting it into practice effectively, the majority of stakeholders appear to have embraced its principles and objectives. Gandeebo (2007) claimed that, though, the approach has widely been criticized for its limitations in the South African context (lack of resources, incapacity and lack expertise of school personnel to effectively translate SBM into practice). The concept appears to have found 'rich soil' in the South African education system because of its objectives of redressed, representatively and stakeholder participation (Gandeebo, 2007; Christie, 2010).

However, since its adoption after the post-1994 democratic election (Christie, 2010), SBM has brought challenges to some school level personnel in terms of guiding the school towards

achieving its educative mission. She argues that the augmented managerial responsibilities brought by SBM are so great and varied that it becomes easier said than done for school principal alone to lead and manage the school to achieve its educational purpose. It becomes necessary then for school principals to solicit and encourage the cooperation of other SMT members in effectively operationalising the teaching and learning activities in their schools. This study report describes the school development planning practices of SMT members in an urban primary school in Johannesburg, Gauteng Province.

The post-1994 election in South Africa has been followed by a plethora of reform policies attempting to redress apartheid inequities (Gandeebo, 2007). Among the new policies were those aiming to improve the quality of education delivery, especially in historically disadvantaged communities. One was a self-management of school, otherwise called 'school-based management' (SBM), legitimated by SASA. SASA mandates the formation of school governing bodies (SGBs) and (SMTs) in order to facilitate the principles of self-reliance and self-management (Christie, 2010; Sayed, 2002; Gandeebo, 2007; Motala & Pampallis, 2005). Since 1994, the approach to school leadership has changed from a hierarchically structured system to one of collaborative participation. The National Department of Education (DoE, 1998) has accordingly created new policies and regulations that redefine the roles of leading, managing and governing public schools. As indicated above, SASA encourages schools to become self-management and self-reliant through striving to become section 21 schools which results in financial independence from the department of education. However, self-management and self-reliant schools also create other challenges for those responsible of leading and managing them. The principal of such a school is ultimately the one responsible for the day-to-day professional and operational leadership and management of the school (Christie, 2010:9; Gandeebo, 2007; Heystek, 2006; Mncube, 2009).

However, in the new democracy, and with the current reforms, the school principal is no longer able nor expected to carry this responsibility alone. Rather, national policy suggests that school management tasks be shared with others, including members of the SGB, SMT and senior teachers (DoE, 2000). The policy then encourages the school principal to form an SMT comprising the principal, the deputy principal, and the school heads of departments

(HoDs). The work of SMT is to harmonize their work in such a way that ensures the school becomes a dynamic environment for both learners and teachers. The SMT, therefore, is responsible for the day-to-day management of the school and the implementation of school's policies that has been determined collaboratively with the SGB. All members of the SMT have leadership functions as part of their job, and the professional responsibility and mandate for running the school. Furthermore, the principal still holds ultimate responsibility for making sure that the task of teaching and learning goes on appropriately, and s/he chooses how to share that responsibility with other SMT members (DoE, 2000).

The apartheid education system was based on hierarchical management style with power and control exercised from the top and where the principal ran the school on a daily basis with the National Department of Education making all the managerial decisions (Fleisch & Christie, 2004). Thus, in the previous centrally controlled education system, (Gandeebo, 2007:6) the principal was more of an administrator than an instructional manager. In effect, the preferred management style of school in the new South Africa has changed from one of control to one of collaboration (teamwork).

2.6.1. The changing context of leadership

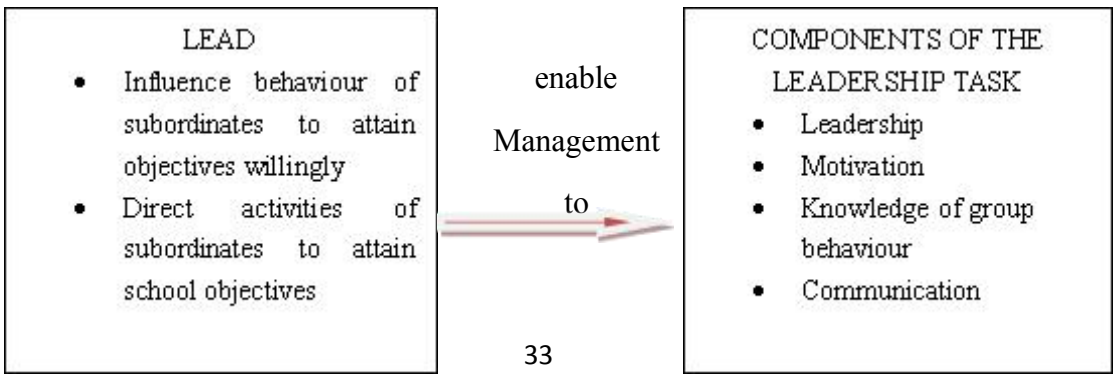
Leadership is currently in vogue. Across many Western countries, there has been a renewed emphasis upon improving leadership capacity and capability in the drive towards higher standards. Governments around the world are involved in the business of educational reform. Improving the micro-efficiency of the school has been viewed as a means of addressing some of the micro-problems of the state and society (MacBeath, 1988:47 & Harris, 2003:9). The authors contended that the pressure upon schools to raise achievement has resulted in reduced teacher autonomy and increased demands for higher performance. They states that even though there are few certainties about the ability of educational policy to secure higher performance from the educational system, the arguments for investment in education remain powerful and compelling (*ibid*).

While the educational challenges are considerable and the route to reform is complex, the potential of leadership to influence pupil and school performance remains unequivocal. It has been consistently argued that the quality of headship matters in determining the motivation of teachers and the quality of teaching which takes place in the classroom (Eraut, 1994; Hargreaves, 1994; Hargreaves and Fullan, 1998; Day *et al*., 1998; Harris, 2003). Researchers of school effectiveness and school improvement have long argued the importance of leadership in schools:

> *Leadership helps to establish a clear and consistent vision for the school, which emphasis the prime purposes of the school as teaching and learning and is highly visible to both staff and students (Sammons et al.,1997:199)*

According to Harris (2003) and Harris and Bennett (2001), the importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice. Similarly, leadership is highlighted as a key constituent in school and departmental effectiveness (Sammons *et al.,* 1997; Harris, 1999). Consequently, from a policy maker's perspective, school leaders are viewed as holding a key to resolving a number of the problems currently facing schools. This has led to a major investment in the preparation and development of school leaders across many countries and proved a main impetus for the establishment of the National College for School Leadership (NCSL) in England. Figure 2.1 set out systematically the components which involve the leadership qualities that managers should possess to enable them to do their jobs properly, the motivation of staff, the handling of groups and knowledge of their behaviour and lastly, good communication with staff. An examination of each of these components of leadership will promote an understanding of its operation as fundamental elements of management.

Figure 3: The components of the leadership task of management



2.6.2. Consultation and involvement of the staff

Essentially, preparation for development planning in a school involves discussions, consultations, meetings and even workshops (Thurlow *et al.,* 2003). Whole-school development is an inclusive, consultative process involving all stakeholders. Although the principal (headmaster) is the leading person in this process, s/he should lobby other motivated and committed people to help steer the process by forming a committee of staff and governors. Therefore, the governing body must be advised on the benefits and implications, organising staff training workshops, liaising with other successful schools, making use of external consultants and drawing on the advice of the Department of Education. According to Naidu *et al.,* this school development committee must agree on the functions of the committee, the role of each member and specific ground rules. These include attending all meetings for at least a year, preparing plans, researching particular aspects and being committed to the mission of the school (*ibid*: 67).

2.7. Change as process

Change is part of living and is always with us. In recent years, schools have had more changes than many would like and it is much to the credit of principals and teachers that so many changes have been assimilated so much (Dean, 1995:89). According to Dean (1995), whatever the changes coming from centre, any principal and staff are likely to have their own programme of change which is particular to the school. She noted that when the principal newly arrives at a school, the changes in the SDP will tend to be those coming from outside and accepted as necessary by all the staff. If you are a new principal, you will have your own programme of change and it is to this aspect that the first part of this section refers although it is relevant to change all kinds. Furthermore, Dean (1995) avers that the difference is that with changes coming from the outside, the principal is not in a position to time the point of change according to the readiness of staff to make the change. Any change in a school involves some change in the attitudes of those involved. Therefore, this is a slow process and takes time.

Makins comments that "unless a critical mass of teachers in a school come to share values and a view what makes for quality, any improvement is likely to be fragile and short lived" (Makins, 1993:10). Change appears to be good if it accords with one's values. This has been one of the problems for teachers over recent changes coming from government. Not all of the changes required have accorded with accepted values in primary education and teachers have had to adapt some of the changes to fit their beliefs about the way in which children of this age learn. Change is a process rather than an event although planning for change involves a series of events (Dean, 1995; Fullan & Stiegelbauer, 1991).

2.7.1. Understanding educational change

Chin and Benne (1969) believe that there are three types of approaches to planned change. The first is an *empirical-rational strategy*: One fundamental assumption underlying this approach is that people are rational and will follow their rational self-interest once this is revealed to them. The assumption is that people will adopt the proposed change if it is rationally justified and they will gain by the change. Many attempts at educational change have been rooted in this understanding. Chin and Benne (1969) call their second approach to change: *normative-re-educative*. The rationality and intelligence of men (sic) is not denied. Within this approach there is an understanding that patterns of action and practice are supported by socio-cultural norms and by commitments on the part of individuals to these norms. Change in a pattern of practice or action will only occur as people change their normative orientations to old patterns and develop commitments to new ones.

Change in attitudes, values, skills and significant relationships are important, not just changes in knowledge, information or intellectual rationales for action and practice. The third group of strategies*: power-coercive*, is based on the application of power in some form, political or otherwise. The influence process involved is that of compliance of those with less power to the plan, directions and leadership of those with greater power (*ibid*: 34). Three decades ago, Chin and Benne wrote, "Unfortunately no viable theory of social change has been established" (*ibid*: 35).

However, writing on school change in the early 1990s seems to indicate that there is a "better" way of approaching change in schools than the empirical-rational strategy described by Chin and Benne. Fullan (1991; 1993), Fullan and Miles (1992) believe that the application of the

empirical-rational approach is exactly why school reform has so often failed. They say that rational planning models do not work for complex social change and that there is a need to think about change in new ways. This means we must recognise that anxiety, difficulties and uncertainty are intrinsic to change. Van Velzen *et al.* (1985: 60) agree that school improvement is a non-linear process which cannot be easily understood within a technical rational paradigm. Another reason that change so often fails is that we support the symbols of change rather than the substance. Echoing this belief Jansen writes, "The failure of education policy (in South Africa) is a direct result of the over-investment of the state in the political symbolism of policy rather than its practical implementation" (1998: 1).

Fullan and Miles (1992) maintain that there are seven propositions for successful educational reform. There must be an understanding that change is a journey and not blueprint. We need to acknowledge problems as our friends and immerse ourselves in them to find creative solutions. This understanding of change is very different from the empirical-rational understanding. They also maintain that change requires resources (time, material and staff development) as well as the power to manage it. Large-scale policy reforms are successful only if implemented at the school level. Fullan believes that what Benne and Chin call the power-coercive strategy towards change does not work in schools either. He writes, "You can't mandate what matters" (1993: 22).

Change should be systemic which means that reform must focus on the main components of the school (for example: curriculum, teaching, staff development, student support systems and management) simultaneously. It also means that reform must focus on the deeper issues of the culture of the school. Fullan re-iterates this point by observing that changing formal structures is not the same as changing norms, habits, skills and beliefs. As he puts it, "To re-structure is not to re-culture" (1993: 49). He seems to be supporting what Benne and Chin call the normative-re-educative strategy with its focus on changing attitudes; values; skills and significant relationships as the way in which to implement educational change. His focus on changing school culture emerges as a key point in the change process and is a point which is reiterated by a number of other researchers.

2.7.2. The culture and identity of the school

School cultures and identities lay the foundation for the process of leading and managing school development (Naidu *et al.,* 2008). Several writers on the culture and identity of the school (Merriam & Mohamed, 2000; Naidu *et al.,* 2008), states that the culture of a society is "the glue that holds its members together through common language, dress, food, religion, beliefs, aspirations and challenges". Hoy (1994:3) concurs with this view and therefore states that organisational culture is a vehicle for understanding the character of an institution, because it embodies the beliefs, values, traditions, practices, policies and norms held by individuals within that institutions. According to Naidu *et al.* (2008), this is also true of schools. Furthermore, the culture and identity of the school are informed by the values and norms of the society within which that school exists. They contend that the culture of the school is therefore the most pervasive aspect of school life, as it touches and affects every aspects of the school. Bush and Anderson (2003:91) affirm that school culture is typically expressed through rituals and ceremonies such as assemblies, prize-givings and national holiday celebrations, which are used to support and celebrate beliefs and norms. Therefore, rituals are at the heart of school culture, whilst symbols are a key component of the culture of all schools (*ibid*).

However, developing a positive identity involves strategic planning. This includes formulating the vision, mission, goals and development plans of a school. The values and beliefs of the school community underpin how these are managed. Therefore, an understanding of the school's culture will facilitate a better understanding of how to assist the school in becoming more effective.

In order to be effective leaders of schools, education leaders need to have a holistic understanding of their schools as organisations. Davidoff & Lazarus (1997:18) provide the following exposition of the elements of the organizational life of schools:



Figure 4: ***Elements of Organizational Life (Adapted from Davidoff & Lazarus, 1997:18)***

2.7.3. Consultation and involvement of parents

Research on parent involvement in education has revealed positive effects on learner achievement and on school effectiveness (Lemmer and van Wyk, 2010:200). Thus after reviewing a considerable number of studies, Henderson and Berla (1994:1) conclude that: "The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life". Other major studies by Dauber and Epstein (1993), Lemmer and van Wyk (2010), Chavikin (1993), Swap (1993), Bastiani (1995), Henderson and Mapp (2002) have established additional benefits relating to learners, such as decreased truancy, improved attitudes of learners to their studies, improved behaviour, and decreased in drop-out rate. Many studies stress that these benefits occur irrespective of socio-economic grouping to which the family belongs (Lemmer and van Wyk, 2010; Huberman, 1992; Henderson and Mapp, 2002). According to Lemmer and van Wyk, children learn best when they benefit from good teaching and a supportive home environment (*ibid*).

Lawrence-Lightfoot (1983) contends that one can be effective but not necessarily good and caring. It is easy to lose sight of these most important variables, goodness and caring, if one does not have a strong sense of community and belonging among students, parents, teachers, and other school constituents. Constituent efficacy is difficult to establish when principals do not reside in the school vicinity, speak a language other than English, actively interact with parents, students, and other school constituents, or demonstrate a nurturing and loving behaviour to those with whom they lead. The cultural match of a principal and school is often obscured if the academic leader has not been properly trained and educated to interact with a culturally diverse consistency at the school practitioner rank. The principal's abilities to provide a culturally and intellectually stimulating teaching and learning environment can be diminished by his or her own lack of knowledge provided by their administrative credentialing program, negligible staff development, and limited personal experience.

Many studies (Schneider, 1991; Rooney, 2000; Mederios, 2001; Moir & Bloom, 2003) have found that one of the most effective ways to prepare and support principals in their careers is to provide a mentoring program. Daresh (2001) believes mentoring is an ongoing process in which individuals in an organization provide support and guidance to those who can become effective contributors to the goals of the organization. He further contends, "Unlike many other views of mentoring, a mentor does not necessarily have to be an older person who is ready, willing, and able to provide all the answers. Usually mentors have a lot of experience end craft knowledge to share with others. But the notion that good mentoring consists of a sage who directs the work of the less experienced to the point that no one will make any mistakes is not reasonable."

The connection of between mentoring and self-efficacy for Black principals is also connected with spiritual belonging. Intense religiosity among Black South Africans refers to the great importance of God and religion in their lives, high frequency of church attendance, church membership, and the prevalence of prayer in daily lives (Gallup, 1996; Ploch & Hastings, 1994; Roof & McKinney, 1987). The role of the church in predominantly Black social

movements, such as the Civil Rights movement, created after school programs to curb youth delinquency, promoted voter participation, and facilitated other civic actions.

From an historical context, Black religiosity is based upon what Pattillo-McCoy (1998) and Morris (1996) describe as the Black church's ability to have existed as a more encompassing institution when Blacks did not have the ability to participate fully in the economic, social, and political life of the majority society. The church was also the only institution controlled completely by Blacks. when faced with challenges and resulting despair, African Americans have often leaned upon spirituality as a means of optimism and encouragement.

2.8 challenges facing school development planning

Hargreaves and Hopkins (1991) argue that: "*the production of a good plan and its implementation depend upon a sound grasp of the processes involved. A wise choice of content for the plan as well as the means of implementing the plan successfully will be made only when the process of development planning is thoroughly understood"* (*ibid*: 4), which means that development plans depends on the knowledge of those implementing it.

In the book titled "*The Empowered School"* Hargreaves and Hopkins maintained that "like most guidelines on the school development plans, consists of recipe of advice which if carried or followed sensibly and creatively, should help a school to achieve its aims and manage change successfully. In practice, some schools respond to the advice as intended, and find the advice helpful and relatively easy to put into effect. However, other schools cannot or do not respond as expected; and yet, if is often precisely these schools which are in greatest need of this advice. The consequence is that the gap between the most and least effective schools tends to widen" (p.83). They argue that the best solution is the partnership between schools and local education authorities.

At first, Hargreaves and Hopkins claim that there is great relationship between successful school development planning and school effectiveness, yet, in the same note, they maintain that a school's ability to implement the development planning successfully is not intended as a measure of school effectiveness.

Hargreaves and Hopkins claim that development planning can respond to the subtle nature of change in school because it concerns the whole school, its culture and its management. They openly claim "*We are pleased to report that other school improvement research in consistence with our general advice"* (1991:117). Therefore, MacGilchrist *et al.* (1995) questions whether a school has to be effective before it can be successful at development planning or whether development planning can help to make school more effective.

On the one hand, MacGilchrist and Mortimore (1997:199) claim that an examination of the key principles and features of SDPs reveals that in many respects they presents a practical manifestation of the ideas and findings of researchers in the four areas of enquiry into schools and the nature of schooling. They go on to argue that, first the reliance of SDPs on teamwork and a sense of ownership by each member of staff and their concern for *what* is to be changed as well as *how* to go about it, have been identified as key factors in educational change literature. Secondly, they point out that diagnostic assessment procedures, which are central to development planning (particularly the audit and initial planning stages) have been found to be important in the literature on school-based review. They further argue that the principles and procedures incorporated within SDPs correspond very closely to many characteristic of effective schools identified in major studies, particularly in Britain, America and Australia. Lastly, MacGilchrist and Mortimore claim that SDPs are seen to be a strategy for school improvement: the inference being that there is a direct link between developing planning, classroom practice, and pupil learning.

On the other hand, Bennett *et al.* (2000) blame MacGilchrist *et al.* (1995) for not distinguishing between synoptic and retroactive planning in the research. They go on to say that, they (MacGilchrist *et al.*) assume, almost implicitly, that school development planning is flexible. However, they believe (Bennett *et al.,* 2000) that the synoptic and retroactive planning categories need to be applied in addition to the MacGilchrist typology in order to take account of later pressures on schools emanating from OfSTED to be strategic and more rational on their planning.

These are impressive claims by the supporters of school development planning, and yet, with notable exceptions (Downes, 1991; Wallace, 1991a; Hutchinson, 1993), surprisingly few

authors in the UK have challenged the appropriateness of this rational approach to site-based planning, or questioned the operational rather than strategic emphasis in the approach adopted by some school boards

Other than research completed by the DES funded "School Development Planning Project" at the outset of the LMS initiative and four school-focused case studies referred to by Wallace (1991b), there appears to have been little research reported in the literature on how successfully the SDP process has contributed to effective site-based planning in a decentralized environment, or the extent to which strategic planning at school level has developed because of the SDP approach.

In the South African context, Xaba (2006:18) stated that development planning is a process for the school which relies heavily on the stakeholders' participation as advocated by the SASA (Republic of South Africa, 1996). Xaba goes on to echo the emphasis that school development planning is essentially a collective process that draws the whole community together in shaping the school's culture. He further claims that as alluded to elsewhere, school governing bodies (SGB) are required to develop a mission statement for the school, and by implication, the SDP. Unlike the context of England, Wales, and Ireland, the requirement for SDP is implied in the Schools Act by prescribing the development of a school mission. He concludes by claiming that:

> *"this places the onus entirely on the provincial departments of education, their support structures and schools to develop an understanding and parameters within which school development planning is to be done"* (p.19).

Furthermore, within the context of South Africa this was significant. A majority of the more than 25,500 schools in South Africa have struggled to improve over the last decades. The introduction of school governing bodies (SGB) in 1997 was designed to use parental involvement to drive improvement in schools, but this has rarely occurred (van Wyk, 2004; Pew, 2009; van der Voort & Wood, 2014). They go on to argue that as a result of this, combined with under-funding and poor training of teachers and principals (or SMT), many schools in South Africa remain under-resourced, with low expectations of pupils, low teacher morale, weak management and poor results.

Van der Voort & Wood (2014) claim that this is not only a South African issue. Improving the quality of education is also a major priority in China, especially basic education in rural areas and for girls. This is not surprising given the increasing focus on education quality in

most Western, as well as developing countries and the clear links drawn with better economic growth and the perceived educational changes needed to address the challenges of globalisation (Peng *et al.* 2006). International research on school improvement emphasises that the futures of hundreds of thousands of young people are in serious jeopardy if the lowest-performing schools do not sustain development. A school development plan is regarded as a vital component of such improvement.

The issues discussed have important strategic implications for the schools. The schools that have been practising school development planning are theoretically cognisant of its significance, and actively involved in improving the linkage of their school development plans and the local education authorities strategies via improved management processes.

According to the literature reviewed on the phenomenon, it has been said that sufficient time has elapsed since the introduction of the LMS initiative for there to be growing concern at the lack of strategic planning taking place in, which are now, relatively experienced decentralized school systems (Giles, 1997). An analysis of the literature, however, raised a point that the Office for Standards in Education (OFSTED), formed by the 1992 Education Act to inspect schools on a four yearly cycle, begun to take a more proactive role in shaping the strategic planning process in schools. As part of the OFSTED inspection process, schools are now required to produce their SDP, and a variety of other planning documents, in a format that provides evidence of a coherent planning process. Final OFSTED inspection reports now include:

> *"A judgement on the quality of the school development plan, its usefulness as an instrument for change and development, its realism and the achievement of any priorities set."* (OFSTED, 1992)

Some of the early OFSTED inspection reports reviewed by Ormston and Shaw (1993) also indicate the need for this development, and agree with the 1993 School Teachers' Review Board (STRB) Report that:

> "*Too few schools concern themselves with strategic planning, linking curriculum priorities, the budget and staff development. Too few schools also involve all staff, particularly those with management responsibilities, in formulating policy and checking on its implementation in school development planning*".

2.9. Leadership effects on teacher quality and school development

Fielding (2006: 350) and Day and Gu (2010: 141) argue that if schools are to continue to exist well into the 21st century they need to be more fulfilling, more creative and more humanly attractive places than they have been thus far in their chequered histories, both for those who teach in them and for those who are required to attend them. Day and Gu (2010) further argued that this necessitates at least two things: firstly, a better understanding of the internal workings of organisational life and, secondly, a framework within which larger concerns of schools as places of learning and being can be analysed and understood (*ibid*).

In a debate on the search for the good life in the twenty – first century, conducted by the RSA, Mulgan (2005) calls for organisations to the wellbeing of their workers through valuing and nurturing the talents (Zeldin, 2004; Day and Gu, 2010). They go on to associate this with a recurrent feature of almost any measure that you make satisfaction or contentment in a society "the degree to which people feel they have some control over their lives (*ibid*: 39). Mulgan (2005) also argues that

> *"Reducing the hours of work is not enough if work is soul destroying. Nor is work-life balance the solution, because it gives us the excuse for tolerating awful jobs, with the compensation that we can recover at home. Most jobs which do not expand our talents make us into part-time slaves".*

However, studies on job satisfaction among teachers over the years confirm these claims (Bogler, 2001, 2002; Scott *et al.* 2003; Day and Gu, 2010). Research on schools that improve has consistently identified the importance of ongoing formal and informal staff development opportunities which emphasise the creative potential of individuals, as well as focusing on organisationally identified needs. Leaders in these schools, often referred to as 'learning communities'(Stoll and Louis, 2007; Day and Gu, 2010) but more accurately described as learning and achievement communities' , since good teaching must be complemented by successful learning and achievement, which is defined broadly rather than against only measurable attainment, uniformly place staff development and training, including succession

planning, at the heart of their improvement strategies, since leadership is second only to classroom teaching in its influence on pupils' learning. The leadership effect on the quality of commitment and, through this, teaching and learning, is therefore, imperative (Leithwood *et al*., 2006).

According to Scribner (1998), teacher's work context can restrict or broaden the available learning experiences and knowledge growth. Indeed, some research also claims that as early as the pre-service phase, student teachers' job satisfaction and career commitment may increase when their placement schools promote their professional concerns, especially those of collegial relations, teacher autonomy and freedom, and equal expectations of boys and girls.

Day *et al.* (2009; 2010) argued that a state-funded project that took place during their study on the impact of leadership on student learning outcomes confirmed that for heads (principals in South African terms) in successful schools in England, commitment to improving and enhancing teacher quality remained an important part of their drive to raise standards. They contended that it was evident that continuing professional development (CPD) was seen as an entitlement in these schools and that it was motivational for teachers to receive a rich variety of professional learning and development opportunities which impacted positively upon their teaching practices.

The research also showed that improving and effective schools are vigilant in the pursuit of improved teaching, learning and achievement. Teachers in such schools are encouraged to go beyond their usual teaching models and to try new or alternative approaches. Day and Gu (2010) aver that principals encouraged staff to be leaders in their respective classrooms and provided infrastructure where it was safe to take informed decisions to extend their teaching approaches. Staff responded to these opportunities positively because it affected how they saw themselves as professionals and improved their sense of self-efficacy. This, in turn, had a positive impact on the way they interacted with pupils and other staff members in the schools (*ibid*, 79).

2.10. Curriculum management, learner achievement and linkage

Current trends to SBM, national curricular guidelines, school-site curriculum planning and system-level setting of performance targets, have placed a premium on learner achievement as the measure of school performance. The concept of linkage has potential for explicating a model for managing a quality curriculum, based on learner achievement (Dimmock, 1993:14). Responsibility is placed on the principal and teachers of each school, using available resources in the most efficient and effective way, to secure the best possible learner achievements. The achievement of high student learning achievements is dependent of the school providing a quality curriculum for every learner.

Managing for a quality curriculum (Dimmock, 1993: 14-15) involves the promotion of student learning, the fostering of quality teaching, and the creation of a climate that supports learning, and an appropriate curriculum structure and content. Therefore, the starting point in this process is for a school to consider the gap between the actual and desired levels of learner achievement. Appropriate assessment enables the school gauge present levels of learner achievement across age and ability ranges. Teaching staff and school community in general, would then agree on the desired levels of teaching and learning to be achieved over a given period of time. The intention, for example might be to secure a 5 percent improvement in learning for all learners over the following three years. This aim would form part of the SDP. In this example, linkage is conceptualized between actual and desired learning outcomes. If the improvement in learning outcomes is a priority expressed in the SDP, then the plan might need to be endorsed by the school community. Linkage is implied in collaborative decision-making by the staff, and by the staff and the wider school community, in adopting the aim as policy (*ibid*). Figure 5 on the next page illustrates the framework for school improvement.

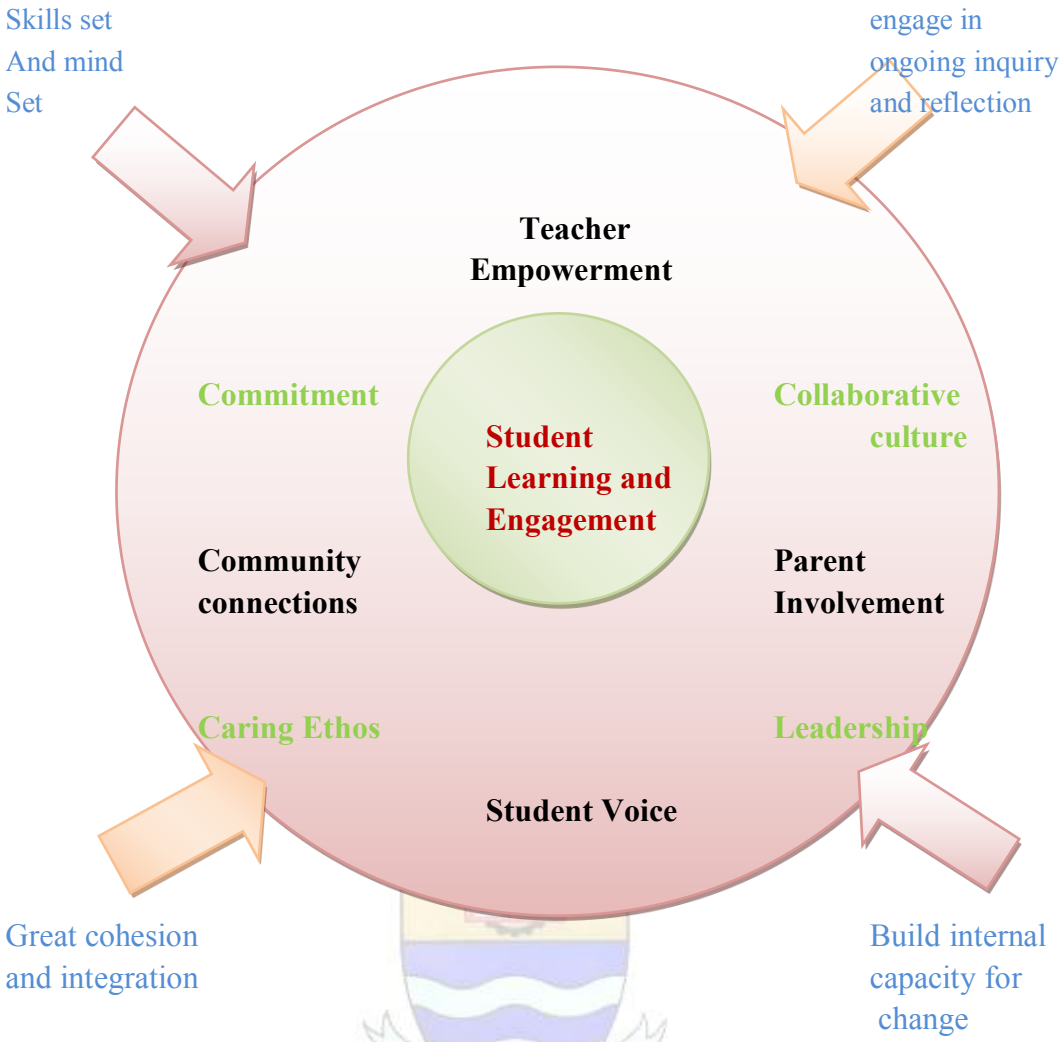


Figure 5 Framework for School Improvement adopted from Fullan's Model for Change

2.11. The learning and achieving school: teacher commitment

Teacher commitment has been identified as one of the most critical factors in the progress and achievement of learners (Day *et al.,* 2007; Huberman, 1993; Nias, 1981) According to a study conducted by Day and Gu (2010) is that if you talk with any teacher, teacher educator, school inspector, principals, teacher or parent about reform in raising standards or the quality of education, it will not be very long before the word 'commitment' inters into the conversation. They argued that they 'know' that also that without commitment change efforts those within and especially those which initiated from outside the school or organisation will be limited in their success.

Furthermore, in '*The Six Secrets of Change: What the Best Leaders Do to Help Their Organisation Thrive and Change*' (2008), Michael Fullan implicitly endorses the messages from research on teacher's work. For Fullan, the secrets of success are:

- A recognition that the system will only improve if the improvements are complemented by respect for the people in the organisation, i.e. which do not create teacher fatigue or have an adverse effect on morale (love your employees).
- Aligning the values of the school with those of the individuals in the school through collaborative work so that knowledge of effective (and ineffective) practices can be shared. Such purposeful interactions, he suggests, will counter the dangers of fragmentation of purpose and practice and lead to the development of professional learning communities (connect peers with purpose).
- Developing individual and collective capacities among staff to learn and change (capacity building prevails).
- Creating a balance between consistencies of practice across the organization, based on upon the relentless pursuit of core objectives with the search for improving through innovation (learning at work).
- Developing informed trust and corporate accountability through making judgements about progress and achievement which are based on the collection and analysis of data (transparency rules).
- Enacting all of the above by identifying patterns and relationships, always seeking improvement, learning from experiences and being action oriented, investing passion and energy to achieve desired outcomes (systems learning).

(Fullan, 2008)

2.12. THEORETICAL FRAMEWORK

The theoretical framework of the study focuses on three concepts and their relationships: "liberal approach", "interpretive approach" and "political approach" concerning policy implementation in South Africa

De Clercq (2010) states that policy implementation in South African education system has been under analysis recently. According to De Clercq (2010) implementation studies are linked to three different conceptual approaches to policy and policy analysis. The liberal pluralist is the firstapproach which is interested in the rational nature and consistency of policies and relies on a normative formation of policy and its implementation that perceives policy-making as a separate activity from policy administration (De Clercq, 2010). For this approach, De Clercq adds that policy is developed and put into effect through rational prescriptions in a top-down manner by the government, which needs to be made accountable for policy implementation. Consequently, it is for this reason that in the context of the school development planning process, Xaba (2006) argues that the SDPs are perceived as an external requirement by the Department of Education (DoE). Its approach to implementation studies is broadly interested in the reasons for the gap between *policy intentions* and *outcomes or practices* on the ground. The first generation (Pressman & Wildavsky, 1973), according to De Clercq uses organisational assumptions and studies of intergovernmental relations to understand policy implementation and trace the *'top down'* policy process to identify the main factors contributing to the policy gap (2010:101). Furthermore, De Clercq (2010) argues that they (Pressman & Wildavsky) single out a lack of clarity in policy objectives; implementers' inadequate skills, competencies and resources; poor communication and/or coordination given the collection of actors at implementation stage; and poor administrative control over implementers who enjoy a semi-autonomous discretion.

The second and important approach for this study is the *interpretive* policy analysis approach (De Clercq, 2010) which conceives of policy as socially experienced and interpreted by various policy actors. It cannot therefore be fully rational and coherent in its inner logic. This approach, De Clercq (2010) states that, has to understand the intended meanings of specific policies and how these are perceived and interpreted by different groups involved in the policy process, also called 'policy communities'. The third, *political* approach to policy analysis, developed in opposition to this interpretive approach, emphasises power, interests

and influences as key to policies that aim at effecting change. De Clercq (2010) contends that according to this approach, policies have to be analysed for the role and impact they have in the various policy processes. This study hinges especially on the aspect of interpretive approach in order to establish the role of the principal in the school development planning process.

2.13. Chapter summary

This chapter dealt with primarily with the values and ideologies underpinning formal education. The aim of the chapter was to gather theoretical data and to identify the features of school development planning in schools and to explore the role of principals which impact on learner achievement. Internationally, school development planning is widely mandated as an instrument of improvement in comprehensive school reform movements. Yet the predictable failure of reform, and by association school development planning, has been a characteristic of education systems for more than three decades. However, the tendency of policy makers and researchers to attribute for blame for any implementation deficit solely in schools and school systems is what at odds with historical evidence presented in this study. In keeping with the work of others, the data analyses from international studies (especially British) example support the view that rather than an unequivocal government position on decentralization, the rational approach of policy formulation, initiation, and implementation tended to mask considerable ambiguity within the policy cycle. The main point is that education per se is a value-laden and interdependent endeavour, which means that parents, leaders and teachers cannot escape their enormous responsibility of exemplifying good values to an up coming generation. In conclusion, it is vitally important to recognize our task as critical education leaders who have to continue questioning, probing and exploring the conditions of education and their implications on learner achievements. In South African we need to make harsh decisions in formal education to address social injustices and inequalities. Poor performing schools will need much more support and more resources in terms of building professionalism based on capacity and accountability if we want to realize our potential as South Africans and become a more humane society and a winning nation.

CHAPTER THREE: A METHODOLOGICAL NOTE: DESIGNING THE FRAMEWORK FOR THE STUDY

3.1. Introduction

I chose the case study as a research method for the reason that I needed to develop a holistic understanding of the phenomenon. McMillan & Schumacher (2010:344) describe case study research as a flexible form of inquiry best suited to studying a particular phenomenon within its natural context. Accordingly, I rely on formal structured interviews, informal interviews (with key informants) and key documents such as school development plans and mission statements.

"Qualitative research typically answers questions about complex natural phenomena, always with the purpose of describing and understanding the phenomena from the participants' point of view".

In this proposed study, this method was chosen since it involves trying to understand the role of the principals, their perspectives and experiences with regard to development planning in their schools. Hence, the interpretive paradigmatic lens was selected to enable me to gain new insights into and knowledge about the phenomenon of school development planning and its processes. In addition to that, the aim of this interpretive research is to understand the phenomena under study by collecting a 'thick description' of data and interpreting this data. The interpretivist approach can reveal the events, "the nature of creation situations, settings, process, relations, and system" (Leedy & Ormrod, 2005:134; Maxwell, 2005:75). In addition, since the participants are from different schools, they may have different experiences and practices of SDP.

In this qualitative case study, I intended to use three methods to collect data, namely: questionnaires, document analysis and semi-structured interviews to triangulate. Triangulation and validity of data also play a more effective role in multiple sources. According to Patton (in Kapapero, 2006) studies that use only one method are more vulnerable to errors of reliability and trustworthiness than studies that use multiple methods in which different type of data provide cross-data validity checks (ibid:10). For this reason, a qualitative case study design will make it possible for the researcher to penetrate a 'small scale' population to

understand situations and construct meanings from participants, through having "concern for the individual and to understand their interpretations of the world around them and the subjective world of human experience" (Cohen, Manion and Morrison, 2000:22-23). The case study approach focuses on a few instances using more than one source to collect data for better understanding of issues. The use of case studies has become extremely common in educational research, especially with small scale research (McMillan & Schumacher, 2010:35).

3.2. Research goals

The primary aim of the research was to contribute to the knowledge and understanding of contemporary leadership in schools through a synthesis of theoretical perspectives derived from the literature and new evidence obtained by means of empirical inquiry. The main objectives to the project, therefore, were to:

- Collect data in schools from diverse perspectives, including those of principals, deputy principals, governors, and teachers.
- Identify the personal qualities and professional competencies which are generic to effective leadership in schools;
- Re-examine existing theoretical perspectives on school development through insights derived from new empirical research;
- Contribute to the wider educational debate on the relationship between leadership and school effectiveness and improvement.

It was concluded that these goals could not be achieved through a research design based on either a small-scale quantitative survey or ethnographic study of a single school. It was decided, therefore, to adopt a methodological approach which involves qualitative fieldwork concentrated during the period of two days in each of carefully chosen case study schools.

Table 2: Case study schools and their head teachers

School	*School Status*	*Pupils number on roll*	*Geographical location (and Catchment area)*	*Gender of principal (and years of service as a teacher)*	*Years as Principal of present school (and number of principals)*
S (A)	Primary	432	JHB-East (Suburb)	25 (Female)	21 (1)
S (B)	Primary	972	JHB-East (Suburb)	14 (Male)	6 (6)
S (C)	Primary	1233	JHB-East (Inner City)	16 (Male)	3 (5)
S (D)	Primary	815	JHB-East	17 (Male)	6 (2)

3.3. Sampling

This case study was conducted in four public primary schools and in Johannesburg District East in the Gauteng Province. The initial proposed sample was composed of the SMT members and one teacher in each school, one district official and one member of governors. Altogether nine (out of the original sixteen) participants contacted took part in the study. These were four school principals, one deputy principal, one HOD, one District Official (IDSO) and two teachers. The principal of case study school A was a female, the teacher of school A was male while the principals of case study school B, C and D were all males and the deputy principal B was female. The district official participated (consented to be part of study but did not want to be audio-taped) was a female.

All four primary schools were contacted for the case study before the research was conducted and all of them were willing to participate in the study. Initially, both schools (C & D) were adamant to participate in the study. For the purpose of this study, in school C, the secretary informed me by telephone that the principal (male) was too busy to take part in the study. Then, at first, school D did not even respond and when I followed up I was told that the principal (female) is still new at the school, therefore, I can leave my documents and wait for her response. However, both school C and school D eventually contacted me with the purpose

of taking part in the study. At the time of compiling this report all selected schools had taken part in the study.

The participants constituted a purposive sample selected from recommendations made by one school principal (name withheld), because they had a reputation for building instructional capacity among the SMTs. These schools also had a history of generating effective school improvement strategies. These two schools were thus information-rich cases to generate data required for this research report. However, what constitutes purposive sampling is problematic, as there is no consensus regarding its definition.

Nonetheless, all who make use of purposive sampling allude to the fact that it is a selected group/unit that has relevance to the issue being dealt with. McMillan and Schumacher (2001), for example, describe purposeful sampling as the selection of elements in a population that are informative about the topic of interest. In other words, a judgement is made about the type of sample and subjects to be selected, so as to provide the best information to address the purpose of the research. Similarly, Maxwell (1996:70) portrays purposive sampling as a strategy in which a particular setting, person or events are selected deliberately, in order to provide important information that cannot be obtained via other sources. Cohen and Manion's (1994:57) opinion on purposive sampling is that "when a choice is made of a sample through purposeful sampling, the researcher 'hand picks' participants in the sample on the basis of his/her judgements of the participants' typicality". In this study, the sample schools were deliberately selected. These schools were chosen as high performing instructional leaders to mean that they were truly doing what they purported to do.

They are information-rich in the sense that the SMT have a shared sense of instructional leadership practices reflecting the focus of this study. The schools were thus chosen for their particularity for the topic.

3.4. Data collection

The main methods used to collect data in the case study schools were:

- A short – fact –finding questionnaire (phase 1); and
- One – on – one interviews (phase 2)

The questionnaire was complete by the principals, teachers of the case study schools and the district official. One – on – one interview, normally taking 20 to 45 minutes to complete, were conducted with the district official, principals, deputy principals, members of governors, and some teachers using pre –prepared interview schedules. Field notes were also taken due to the fact that the district official and other principals did not want to be recorded but willing to share their experiences. No selection was involved in the case of principals, deputies and members of governors and in the case of sample case study schools not all staff was interviewed. However, all the other participants were nominated by the principals as requested. This was judged to be acceptable on methodological grounds since I was interested in perspective of effective leadership and management with regards to the impact of school development planning on learner achievement. The principals were interviewed based on the arrangements for the visits, responded to queries concerning the research methodology, obtain background information on the school and discuss the biographical data which had been provided by the principal by means of the questionnaire. Where necessary, questions were explained and terminology rationalised. Questions were asked in non-threatening and informal manner, allowing the principal to explain their replies. With the permission of the participants, I made use of the digital voice recorder. Transcriptions were made of the recordings and selected highlights were transferred to memorandum recorders for the use as sources of direct quotations.

In addition to the collection of primary data, documentary evidence was obtained from such secondary sources as school development plans (SDPs), school improvement plans (SIPs), school prospectus, examples of media coverage where possible and mission statements. These sources were used to contextualize the empirical data and as a means of cross-checking their

validity and reliability. Answered questionnaires are not included in the research report, but the summarised results are in included in Chapter 5.

3.5. Assumptions

As far as it can be ascertained, this research report is not a duplication of any other research, but builds on prior research outlined in Chapter 2. It is assumed that the theory based is not trivial, is sufficient and relevant, and the investigation of the objectives stated add to the knowledge base of the topic.

An underlying assumption of the interview process is that the selected schools have the fundamental objective of achieving a certain minimum level of school development planning and learner achievement integration. It was assumed that their size and positioning required that school development planning is a normal organizational function.

It was further assumed that the principals interviewed for the research operated at an executive management level to provide the information required. It was assumed the principal had knowledge of the new strategic planning techniques and methodologies, and were therefore able to respond correctly during the interview.

3.6. Documentary Analysis

Documentary analysis is one of the methodological tools for verifying information contained in texts. The approach required me (the researcher) to analyze school policy documents. Consequently, the following documents and artefacts were carefully examined: (1) development plans; (2) the principals' circulars/memos to the staff; (3) GDE learner academic performance policy framework. The rationale for such an analysis was to ascertain the extent which such documents are consistent with GDE policy requirements regarding school development planning practices. The instrument was employed as a data gathering tool since it had the potential of unearthing vital information that may not necessarily have been

supplied by the participants during the interviews. Notes were taken on how these documents are being put into effect in the school.

The method, apart from being a data-gathering tool, was also thought to be useful in the study's triangulation process, in which data obtained through several approaches is verified and cross-validated. This means that this process of analyzing documents will also be used as a cross-check on the study's reliability. Documentary analysis as a data-gathering approach was utilized as a complementary technique for the data-gathering process.

Consequently

3.7. Issues of Trustworthiness

3.7.1. Dependability

According to Lincoln and Guba (1985), dependability refers to when the research attempts to account for changing conditions in the phenomenon chosen for the study as well as changes in the designs created by increasingly refined understanding of the setting. Thus, consistency of the study is achieved when steps of the research are verified through examination of items such as raw data, data reduction products and process notes (Campbell, 1996). Dependability will be achieved by listening to the participant responses and acting responsibly in the interpretation, in the process proceeding to analyze and interpret the transcribed text for the critical stories told.

3.7.2. Conformability

Conformability is the qualitative investigator's comparable concern for objectivity, the extent to which the research admits his or her own predisposition (Patton, 1990). It is a measure of how well the inquiry's findings are supported by data collection (Lincoln & Guba, 1985). This will be achieved by engaging an independent person to audit the research methods. After completing data analysis, the auditor will thoroughly examine the audit trail consisting of the original transcripts, data, and data analysis documents as well as of the reviewed literature.

3.7.3. Transferability

Transferability refers to the extent to which findings can be applied in the context or with other participants.

3.7.4. Validity and reliability

The question of validity and reliability are crucial and pertinent to qualitative research. There are so many and varied ways of addressing validity and reliability as there are different approaches to the research process, but triangulation is one of the most important. Since no single approach is entirely adequate for data gathering for the problem under investigation, I will employ more than one research instrument, thus enabling me to maximize validity and reliability. This triangulation plays an essential role in ensuring validity and reliability as it assists in collaborating data from the different data sources and ensures that the weaknesses of one method is compensated for by the strengths of another. Denzin (1998) defines the concept as the application and combination of several research methodologies in the study of the same phenomenon. The diverse methods and measures that are combined should relate in some specific way to the theoretical contract under examination. The use of multiple methods in an investigation to overcome the weakness or biases of a single method taken by itself is sometimes called multiple operationalisms (p.318).

Correspondingly, Potterton (1999) refers to Robson (1994) who describes triangulation as providing a means of testing one source of information against other sources. For him, both correspondences and discrepancies are of value. If two sources give the same message then, to some extent, they cross-validate each other. If there is a discrepancy, its investigation may help in explaining the phenomenon of interest (p.383).

The utilization of these three methods of data-collection will be thus useful for methodological as well as data triangulation purposes. It was useful in the sense that the same information will be solicited from using three different methods. This serves to increase the credibility and trustworthiness of the data obtained. For instance, information received from

the observation may show a reality different from that obtained through interviews and/or documentary analysis. In this way, the drawbacks of each of the methods are counter balanced by the strength of the other. For instance, the limitation of the semi-structured interviews, such as misrepresentation of information, may be compensated for by data from textual analysis.

To further ensure the trustworthiness of the study, the following is undertaken to minimize researcher biases (McMillan & Schumacher, 2001): interviews will be tape-recorded and transcribed verbatim. Direct quotations will be used in the study to reflect participants' voices. The data obtained from the interviews will receive confirmation from field notes based on documentary analysis. Apart from these methods, I also made use of literature controls, meaning that the concepts (themes) used constituted what people with the authority on the issue under investigation regarded as tasks for school development planning.

3.7.5. Data Analysis and Procedure

According to de Vos (2002:339), data analysis is the process of bringing order, structure and meaning to the mass of collected data during a research process. Thus, data analysis entails breaking down the mass of data into constituent parts, the purpose of which is to enable me to attach meanings to it, and largely assisting in addressing the research problem.

In this study, thematic analysis was undertaken to utilize the data. Power (2002) observes that there is insufficient literature outlining the practical process of thematic analysis but acknowledges that it is one of the ways of putting information received from participants into meaningful and usable forms for easy interpretation and understanding.

As qualitative studies normally result in numerous pages of texts, observation notes and transcripts, thematic analysis becomes for the researcher an appropriate analytical approach for evaluating data in this study. The results of the tape-recording and transcribing interviews verbatim are large volumes of texts of transcriptions. The thematic analysis approach thus utilizes the data based on the comparison and categorization of the data from the interviews, observation and texts. In doing this, individual data was compared with evidence from the

literature reviewed. Secondly, this was cross-checked with the school to look for similarities to and differences from other institutions. The data obtained from the process was interrogated for subject matter corresponding to themes identified in the literature review. The themes thus identified were arranged, categorized, organized and discussed.

3.7.6. Limitations of qualitative method

This study contains a qualitative exploration into the culture of practice of SDP in four sampled primary schools of District East in Johannesburg but is not a formal evaluation of its achievements or failures. It will not allow me to offer a judgment in any form on the success or otherwise of the work of IDSO and/or other District officials with teachers or schools. Nor can it evaluate the validity of those assumptions, views and beliefs it analyses beyond the assurance of their being those that were held and importantly operative within SDPI. It is descriptive / analytic rather than evaluative, albeit at times addressing strongly normative positions. Notwithstanding, it may be objected, further, that the inquiry, even so constricted in its claims to validity, itself offers a merely subjective account. This, however, would be to make a category mistake (Ryle, 1963: 17-8). Certainly the object of inquiry importantly incorporates registers of subjectivity in that is essays a descriptive analysis of personal professional testimony. Subjectivity, what individuals think or feel, their attitudes, valued in themselves as data, is frequently explored in qualitative inquiry (Mason 2002: 32, Fennell, 2011:71). The concept of culture expounded here is based in part upon inter-subjective patterns of meaning. However, it should not be confuse with a study of subjectivity with a subjective study. The methodological constraints which have been applied have been well established in the qualitative research domain to secure the necessary and appropriate 'objectivity' for such an inquiry.

3.7.7. Ethical Consideration

Most qualitative research in education has ethical implications attached to it. Therefore, at each stage of the research, I obtained the consent and co-operation of the interviewees. Prior to doing this, I explained to them the nature and aims of the research so that they fully understood the research before choosing to participate in it.

Furthermore, I applied for permission from Gauteng Department of Education before proceeding with the research. The research proposal was submitted as required to assist in obtaining the official permission in order to proceed with the research.

According Cohen & Manion (1994) there are tensions in the research process that need to be addressed. For example, there is a tension between the pursuit of knowledge and rights of the interviewees. Here they advise that the rights of the individuals should always be upheld. This also plays out in the ethical dilemma of the right to privacy vs. the right to know. This may be a potential problem in this research. I intended to address this by either getting explicit consent or considering anonymity and confidentiality as alternatives.

Soltis (1990) warns that ethics spans across the description, evaluation, intervention and critique phases of research. I was aware of the various pitfalls and committed to trying to address this as the research unfolds. In compliance with this commitment and the principles of ethical research, I submitted an application to the Human Research Ethics Committee at the University of the Witwatersrand, Johannesburg.

3.7.8. Chapter summary

In this chapter, I described the research design for Phase 1 (questionnaires) and Phase 2 (interviews) of the empirical investigation. It included a description of the sampling, data-collection and data analysis procedures of both Phase 1 and Phase 2. Chapter 5 focuses on the analysis and interpretation of the empirical inquiry.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE EMPIRICAL DATA COLLECTION

4.1. Introduction

In Chapter Three, the research design and methodology that was used in this empirical investigation were discussed. A qualitative interpretive research paradigm was employed to investigate the impact of development planning on learner achievement and practices of primary school principals as change agents in the Johannesburg District East.

This chapter aims to present an analysis and interpretation of the data collected. Data was collected by using semi-structured interviews from four primary schools in District East. Some pertinent documents such as the mission and vision statements were examined and analyzed. Premises that emerged will be explored in order to analyze principals, teachers and heads of departments' perceptions and experiences with regard to development planning in Johannesburg East primary schools. The literature review conducted was used as a point of reference in informing the findings. Therefore, all findings from the interviews and document analysis will be incorporated into the discussion.

4.2. Background of selected schools

The following observations and information were gleaned from the interviews and documents of the sampled schools. Table 3 provides a summarized profile of the schools. Thereafter, a brief overview of each school will also be outlined.

Table 3: Profile of Schools

School	Quintile	No of learners	LoLT	SMT Members	No of SGB educators	No of GDE educators	Learner Educator Ratio
A	*5*	*432*	*English*	*5*	*8*	*12*	*21.6*
B	*4*	*972*	*English*	*6*	*1*	*25*	*37.4*
C	*5*	*1233*	*English*	*8*	*3*	*33*	*34.3*
D	*4*	*815*	*English*	*5*	*5*	*20*	*32.6*

Table 3 indicates the balance of schools in terms of their quintile distributions. However, the class size make a huge different in terms of quality teaching and learning. School A has the lowest number of learners compared to other 3 schools. Its number of learners is almost half of school D learners and 3 times smaller than school C. It has the lowest number of GDE educators with a very high number of SGB educators (8) and lowest teacher-learners ratio (21.6). The number of SGB educators in school A almost equals the number school B, C & D combined. It is the smallest school with the biggest revenue and well organized. This means that teachers do not struggle with learner discipline because each class has approximately 21 learners or less per class. Considering the contextual background of this school as detailed below, it shows that school A has more than enough fund to pay its teachers good salaries when it is compared to other schools participated in this study.

4.2.1 Primary School A: Contextual Background

The school is a public primary (former-Model C) school situated in one of the distinguished neighbourhood of Saxonwold which is Johannesburg's oldest suburbs in Gauteng Province. This suburb has its origins as part of the Braamfontein farm during the 19th centuries. The owners had bought the farm to explore it for minerals and when they failed to find any, the land was converted as a timber plantation in 1891. After Zoo Lake, the Johannesburg Zoo and South African National Museum of Military History were built, the remaining land in the plantation was developed into a township called Saxonwold in 1925 by the Transvaal Consolidated Land & Exploration Co Ltd.

However, today houses for sale in this area are sought-after for the suburban appeal and close proximity to a number of private schools. This established area is comprised of a mix of architectural styles where modern mansions are interspersed with original homesteads,

offering a balance between traditional charm and exclusivity. Properties for sale in this exclusive area are favoured among families and home-seekers who are drawn in by expansive plots with beautifully-manicured gardens and space for entertainment. As a general rule, the closer one gets to the surroundings of this area, the more expensive housing becomes. So expect to pay a premium in this area because the properties for sale cost from R4.9 million to R17 million. It also sports a large concentration of renowned private medical centres. The school is very close to the popular sprawling Johannesburg Zoo. It is in the midst of the city's hub of business and commerce, which means that many corporate headquarters, banks and large hotels are located there. It is an area dominated by English and Afrikaans speaking inhabitants.

Originally, the school catered for, children living in the immediate area but, as the years passed the school opened its door to children from adjoining communities and beyond. Currently, the school serves more than ten other neighbouring communities, giving quality education to previously disadvantaged children. This shows that most of the learners are not residents in the immediate school environment, but commute from the surrounding area. The school community attempts to do so by establishing a supportive and stimulating environment for the staff, with the aim of fostering their personal and professional development. It has less than 450 learners in its enrolment and has fairly mixed racial groups in its human resource with 8 being the SGB and 12 being GDE employed personnel respectively.

The school is fee-paying-school, enrols mostly sons and daughters of middle-class employees, high-profile academics, executives and few of different professionals. School fees are fairly high (amounting to as high as R20, 000 P/A) with aftercare services ranging from R4500 up to R7200 per year. Although school A is known as former Model C, the private school teaching and learning model is still in operation. The school provides richer educational curriculum to capture the abilities of each student. The small classroom style, individualized attention, highly qualified and dedicated staff, accommodative learning environment set the learners' journey in the best colleges. School A encourages the active involvement of parents

in their child's education. The aim is to promote positive educational behavioural expectations, social teachings and a sense of community among learners, faculty and parents.

There is a significant portion of learner enrolment of different professions. Some of them are Black South Africans which also include learner from different parts of the continent and beyond. Only half-full of learners are Whites. The school's racial and class profile took its turn in the 1990's up to early 2000's but it has retained its reputation in the district as one of the good schools with a strong culture of teaching and learning.

The principal of the school was appointed in April 1994; the same month and year that our country voted for democracy and Nelson Mandela was elected as President. This has been the cornerstone of how she led this school. Later, the Nelson Mandela Foundation established its home just around the corner from school A.

The principal clearly states that, although education in South Africa may be experiencing difficulties, the learners of this school are not because it is based on traditional teaching (i.e. teaching basics). She says that learners at her school are "techno savvy", creative and confident in their roles as young leaders. They are able to use technology equipments, such cell phones, iPods and computers. They can conduct a small amount of research to advance their knowledge of the modern age. In other words, the school has not changed its culture of private school's teaching and learning strategies. Learners are highly involved in all extra-murals activities with additional fees and parents are paying for them. The learners at this school portray the characteristics of the global youth of today. This is also indicated in its SDP document that the school needs to make use technology in deliverance of curriculum. The school's successes are many: in the academic world, on the sports field, in the creative arts and in acts of social awareness. The ethos of the school A is values based, energetic and supportive to all who pass through its gates.

4.2.2 School Development Plan

The plan should start with a clear statement of the school's ethos and underpinning values, together with any distinctive characteristics. The strategic aims of the school will flow from these statements (Dimmock, 1995:142). He also states that this part of the plan will normally remain fairly constant but nevertheless requires review as part of the development planning process to ensure that the aims and values of the school are up to date and relevant. The literature indicates that an effective planning process is an essential feature of every successful organisation (*ibid*). In the case of school A, the process involves: the confirmation of the school's ethos, culture and aims; an assessment of the school's current position, its strengths, areas for improving the quality of learning and teaching and the various factors which will influence the management and development of the school over the next 3 years; the anticipated level of resources and its management; what the school wants to achieve within a defined number of years, in most cases expressed in terms of quantifiable targets for future performance; how it intends to bring about these achievements. The SDP of the school is well structured with clear goals, objectives and time frames. All strands are well articulated with different specialized individuals for each strand. The mission statement of the school expressed the need to develop the skills, attitudes, and values of the learners, conducive to their personal, academic and social development. Staff development is a high priority and is linked directly to priorities for development in the plan. Systems are in place to maximise the use of the current skills and expertise of staff and others. For example, strategies have been developed to enable teachers to engage in activities outside the classroom, such as policy development monitoring policy, ICT policy and being part of working parties in the school. Strategies have been developed to improve teachers' skills in the classroom, for example through collaborative teaching to enable them to share and learn from best practice. Systems are in place to develop, maintain, monitor and evaluate school-wide policies and practices through a long-term rolling programme that avoid overload in any one year.

4.2.3 Leadership and Management of School A

The school has a strong leadership and consistent with local and global educational reforms. The leadership of the principal and senior management team is strong and has as its focus is on learner progress and achievement. There is a relentless drive to raise achievement standards and success in doing so is recognised and celebrated. However, it was also interesting to note that strong leadership does not just emerge; it must be developed and cultivated. The challenges to and potential of effective leadership development has been described by Leithwood and Levin (in press). Leadership recruitment and development must be a key part of and successful improvement strategy (Levin and Fullan, 2008: 298). The principal of school A has been in the helm for more than 21 years. She believes that the dominant beliefs and values of society such as individual freedom, goodness of humanity, hard work amongst learners and staff, time consciousness and also influence the school culture. Time consciousness means that everyone in the school should use time wisely as time is the only resource that does not come in bulk. One needs to spend it wisely! The principal has been able to keep the culture of the school intact because she understands the culture of learners and has a strong believe of staff. She promotes the image of the school, liaising with all stakeholders in education and manages resources of the school well.

She is highly intelligent, original thinker who tries to initiate breakthroughs in the school's approach to the problems confronting it. She appeared to be knowledgeable, of a serious disposition, individualistic and highly unconventional. She is the unifying force in the school helps the school move forwards its objectives. She fosters good team spirit and makes point of preventing and reducing conflict. Generally, she aspires to improve communication in the school. She manages the strengths and weakness of the school, facilitates contribution from all members. The principal is stable, self-confident, extrovert and seasoned principal with an extra-ordinary experience in school management.

4.2.4 Primary School B: Contextual Background

Primary School B is a non-fee-paying-school and situated in a suburban area between Houghton and Hillbrow, yet it is in the midst of the hustle and bustle of the city. It has a solid structure but is not so well maintained. Hillbrow, in particular, is an inner city residential neighbourhood of Johannesburg, Gauteng. It is known for its high levels of population density, unemployment, poverty and crime. It is also important to note that in the 1970s, this area was an Apartheid-designated 'white-only' area but soon became a 'grey area', where people from different ethnicities lived together. It acquired a cosmopolitan and political progressive feel, it was of the first identifiable gay and lesbian areas in urban of South Africa, but due to poor planning its infrastructure could not cope with the rapid population growth. Today, the majority of the residents are migrants from the townships, rural areas and the rest of the continent, living in abject poverty.

The school is convenient not only for the people living in the neighbouring areas, but also for parents commuting to town from further afield. They can drop their children off on their way to work, and then collect them from the aftercare centre, where they will have been under the watchful eye of a teacher. It also offers aftercare services at a fee of R300 per month. It is an area dominated by African language speakers' inhabitants. There are numerous other problems facing a school in this area, including: parents struggling to maintain sufficient contact with their children regarding education, the high levels of HIV infection rates among learners in the school, children who fail to complete homework or spend insufficient time studying for their tasks or tests, children can mainly afford only cheap foods especially chips (crisps) saturated with salt and food colourants, problems of communication due to language barriers between the teachers and their learners. It is a complete different situation compared to where school A is situated.

It has an enrolment of 972 learners with five SMT members (including the principal), 25 GDE permanently employed teachers and one SGB employed teacher. The African look of the reception area had not been renovated which seemed to enhance its warm atmosphere. The

language of learning and teaching of the school was previously Afrikaans but has since changed to English.

Most learners come from an average socioeconomic background. Learners who attend are from the area as well as from surrounding outlying areas and townships. The ANA results indicate that the Grade 3 as well as the Grade 6 was poorly performed in both Literacy and Mathematics. Average percentages cannot be given as an analysis, since the results did not indicate the averages.

5.2.5 School Development Plan

In the case of school B, the process does not involve the confirmation of the school's ethos, culture and aims; an assessment of the school's current position and its strengths. Nevertheless, its SDP highlights areas for improving the quality of learning and teaching and the various factors which will influence the management and development of the school over the next 3 years. The anticipated level of resources and its management; what the school wants to achieve within a defined number of years (3), in most cases expressed in terms of quantifiable targets for future performance have also been highlighted. Also, just like school A, its SDP is well structured with clear goals, objectives and time frames. Despite the fact that it does not have privileges like school A, such sport fields, swimming pools, cricket pitch, tennis and netball courts, all strands are well articulated with different specialized individuals for each strand. The mission statement of the school expressed the need to develop the skills, attitudes, and values of the learners, conducive to their personal, academic and social development. The aims are to develop in their learners' self-discipline, respect for others, critical thinking and resourcefulness.

4.2.6 Leadership and Management of School B

The school has a strong leadership but not strong enough if one compares it with that of school A. The principal is also consistent with local and global movements on educational reforms. However, the principal of school B has been in the helm for more than 6 years but

find challenges of teacher discipline and reliability. He stated that he holds them accountable for the low achievement and that all results are displayed in the staff room for all teachers to see who are letting the school down. This exercise is not to discourage teachers but for the purpose of encouragement and it was the school's agreement that it should be done that way.

As aforesaid, the principal shares the same sentiment that the despite the challenges that the school is faced with, the dominant beliefs and values of society such as individual freedom, integrity of humanity, hard work amongst learners and staff, time consciousness and also influence the school culture. Despite the fact that the school does not have sport facilities, the principal has a good relationship with Wits University in such a way that he normally requests to used its sport facilities for learners. Therefore, the school compete more especially on mental competitions such as CHESS games. He promotes the image of the school, liaising with all stakeholders in education and manages resources of the school. He is promoting a sound school climate. The principal has been trying to keep the culture of the school intact but this has been difficult because he does not understand the culture of learners even though he has a strong believe of staff. However, the principals acknowledges that school draws most of its learners from the local communities and, more particularly, from the nearby overcrowded informal settlement and Hillbrow. He says that:

> *"Our school draws most of its learners from the local communities and, more particularly, from the nearby overcrowded informal settlement. Many learners come from single-parent families are looked after by their grand-parents. Unemployment is high while others are employed as labourers or as domestic workers. Poverty levels are high. Evidence of this is seen in schools with the high number of learners being fed daily".*

These and many other factors in the school help to demonstrate the complexity of addressing the educational legacy of the past, including ineffective education systems, attitudes towards school principals and, specifically, education management practices. But the Department of Education, in its recent initiatives to address these problems, states clearly that, effective management and leadership, articulated with well-conceived, structured and planned needs-

driven management and leadership development, is the key to transformation in South African education (DoE, 2004).

4.2.7 Primary School C: Contextual Background

School C started as hotel in mid-1940s. The Rossen family bought a huge space of a farm in Parktown. They build a luxury hotel in Parktown. However, the family could no longer afford to maintain the hotel. Later in 1960, the Rossen family decided to donate the buildings to the department of education. The following year it was officially open for primary education. The school is a multi-cultural, co-educational, government school that offers education from Grade R-Grade7. It is situated close to Hillbrow, yet it is in the midst of the hustle and bustle of the city. The school is convenient not only for the people living in the neighbouring areas, but also for parents commuting to town from further afield. They can drop their children off on their way to work, and then collect them from the aftercare centre, where they will have been under the watchful eye of a teacher. It was an Apartheid-designated 'white only' school but soon became a 'grey area' school, where learners from different ethnicities came to learner.

School C had a good reputation like school A with its academic and sporting activities. At this time, it was under the leadership of a female with strong leadership qualities. She managed the school for more than 10 years until she resigned in 2004. Amongst other reasons for her resignation was that there was an influx of foreign learners to her school from Black communities who were beginning to reside in Hillbrow. She handed the reigns to another good manager in his own time. However, the new principal was gay and became the first principal to lead school of White-dominant personnel. Although the school was dominated by White South African and foreign teachers, there were also few Black teachers under his leadership. The school was well maintained before the demise of Apartheid in the early 90s until 2007. In 2007, Black teachers began to complain about the way they were treated in the school. Their concerns were attended by unions in which this lead to a point that Black teachers stated that they wanted a Black principal in their school. This was a time where

issues of transformation were developing in South Africa. Despite the fact that the school had high academic and sporting achievement, Black teachers were not longer prepared to be lead by a gay, white principal. After twenty gruelling months, the principal resigned and the school was left without a principal. In September of the following year, government appointed a Black male principal for the first time in history of its inception. Since then, the school's academic and sporting results are at its lowest level ever and it was regarded as underperforming. At the time of conducting this study, school C was under Gauteng Primary Literacy and Mathematics Strategy (GPLMS) project which is a project that helps all underperforming school in the province. Subsequently, principal C was due to leave the school to pursue his political career at the end of August 2015.

Today, the majority of the learners are come from townships, rural areas and the rest of the African continent, many living in abject poverty. The school has a swimming pool, tennis/netball courts, cricket and soccer pitches. It has had 6 principals from its inception. It has had two male and four female principals. Only two black principals have been in the helm of the school and one being a female (interim principal). School C is the only school that has had a gay principal in the area so far.

It has an enrolment of 1233 learners, five SMT members (including head of school), 26 permanently GDE employed teachers and four SGB employed teachers. It is situated in a well developed area and the majority of the learners come from an average socioeconomic background. Like primary school A, it caters for learners within the area and from outlying areas and townships. The principal has approximately 11 years experience as an SMT member, but has been a principal for approximately five years. From the interview, it would seem the deputy principal is "old-school" and that a major challenge is keeping the majority of teachers motivated. The principal has taken over a school that has a history of good academic achievement and he is striving to maintain and improve the standards of the school.

However, due to poor planning its infrastructure can no longer cope with the rapid population growth. All these sports facilities are longer in good condition because they are not well maintained. Although the principal was forthcoming in an interview, he was not as

forthcoming with the provision of documents. After numerous requests, he provided me with some of the documentation, but was not willing to share the ANA results. However, from the fact that the school was identified as a school that needed support in terms of the Gauteng Primary Literacy and Mathematics Strategy (GPLMS), it can be assumed that the results were not at an acceptable level.

4.2.8 School Development Plan

School C was not willing to produce or show me its SDP. However, for the purpose of this research, it was not clear whether the school had a plan or not. At the time of compiling and printing this report, the school's development planning document had not been received.

4.2.9 Primary School D: Contextual Background

The historical background of school D is attached to school C. School D is a sister-school to school C. The stand in which the school was built on belongs to school C as the school was donated to the Gauteng Department of Education (formerly known as Transvaal Department of Education) by the Rossen family in the early 60's. Due to insufficient space at school C to accommodate learners around the area (i.e. Hillbrow and Parktown areas), school D was former in 1967. The structure of school D was built as an interim school from prefabs/precast walls through the department of education. Nevertheless, it remained that way since then. It was also an Apartheid-designated 'white only' school just like school C but also soon became a 'grey area', where learners from different ethnicities came to learner. The school was well maintained before the demise of Apartheid in the early 90s. However, due to poor planning its infrastructure could not cope with the rapid population growth. Today, the majority of the learners are migrants from townships, rural areas and the rest of the African continent, many living in abject poverty of Hillbrow where there is high levels of population density, unemployment and crime. The school does not have swimming pool, tennis/netball courts, cricket and soccer pitches. However, school learners use the school C's big field for sports practice but this does not happen often because learners from both schools ensue fights. The

school has had 4 principals with one of them being a black person (currently). Unlike school A, where parental involvement is given much attention, in school D parental involvement is given less attention like all government-sponsored primary schools.

Currently, the school has an enrolment of 815 learners, 5 SMT members, 20 permanently GDE employed teachers and 5 SGB employed teachers. The principal has more than 6 years experience as an SMT member, but has been a principal for approximately 6 years. From the questionnaires, it would seem the principal is "modern" and that he is trying to keep the majority of teachers motivated. The principal had taken over a school that has a history of good academic achievement and he is striving to maintain and improve the standards of the school.

Although the principal was not willing to be interviewed, he was forthcoming with the provision of documents. After numerous requests, he provided me with some of the documentation, but was not willing to share the ANA results. Even though, the school was not identified as a school that needed support in terms of the Gauteng Primary Literacy and Mathematics Strategy (GPLMS), it can be assumed that the results were not at an acceptable level.

4.2.10 School Development Plan

The development planning of school D did not contain any wealth of information assessing how well the school was performing, what their long-term strategic priorities are and details of activities that it was undertaking to help improve provisions during the academic years. The principal of the school design the SDP only to meet minimum requirements. Also, it does not provide detailing information on how it welcomes and include parents in terms of their suggestions or thoughts and feedback they may have about their development plans. The school's SDP did not have any values in which the school was based. Again, this study found that school D had no overview of general success measures for both short-term and long-term plans for the period of 2012-2015. These plans (SDP and SIP) were just normal plans on prescribed template by the GDE (see circular 25/2008) with little information ready to be

handed over to the district office when needed. Therefore, the findings of this study also reveal that although the principal knew their core business in the schools, he still does not understand how to develop a strategic plan to improve learner achievement at primary school level. Perhaps this is due to the fact that he does not understand the culture of the school community and background of learners as such.

4.2.11 Leadership and Management of School C & D

It is important to realize that just because someone is in a leadership position, does not necessarily mean they should be. Put another way, not all leaders are created equal. The problem many schools are suffering from is a recognition problem; they can not seem to recognize good leaders from bad ones. In the text that follows, I will list factors that impede progress and how I could recognize ineffective leadership in these schools by pointing out a few things that should be obvious, but apparently are not. The principals of these schools possess the characteristics of weak leaders in their respective institutions: poor character, lack of performance, poor communication skills, self-serving nature, and one size fits all leadership style, and lack of focus and follow-through. The moral of this account is that leaders need to be honest, have a demonstrated track record of success, be excellent communicators, place an emphasis on serving those they lead, be fluid in approach, have laser focus, and a bias toward action. If these traits are not possessed by a leadership team schools are abound to be in for a rocky road ahead.

It is also important to note that changes in the new system of governance in schools have, unfortunately, resulted in school principals who are unprepared for the new role as 'chief executive officers' (Department of Education 1996a:18). Principals, educators, learners and parents also experience difficulty in adapting to their new roles and new channels of communication which result in role ambiguity (Dimmock & Hattie1994:42). School-based management may also lead to a power struggle since principals are now required to work with educators, learners, parents and others who may hold different values (Dimmock & Hattie1994:42). These changes require new skills which many participants do not possess. Where the necessary skills and knowledge are lacking among educators, a multiple-strategy

approach to training educators to enable them to fulfil their new roles, should be adopted (Terry, 1999:28).

4.3. Cross – Case Thematic Analysis and Themes

In this section, I report on data analysis of the participants' perceptions and experiences of the school development planning. From the analysis, four distinctive themes emerged. The themes and sub-themes that have been identified and which are represented in Table 4.2 will be discussed and supported with relevant quotations from the interviews. The findings will be analyzed and interpreted within the framework of literature control. The literature will be used to support findings where possible. Table 4 below present the themes and sub-themes that emerged from the data analysis.

Table 4: Research Themes

THEMES	SUB-THEMES
1. Duties of the principal	❖ Management as function in an educational setting (i.e. School)
2. Balancing management, administration and leadership	❖ Overload of administrative tasks ❖ Managing curriculum changes
3. Vision and Mission of the school	❖ Leadership and Vision.

The themes and sub-themes indicated in table 4.2 will now be discussed at length.

4.3.1. Theme one: The duties of the principal

The duties of the principal as the first subject matter are presented in Table 4.2. The literature review shows that previously, principals were seen as mainly managers. Therefore, their primary function was to manage the school and the personnel. However, over the years, the dramatic and relentless reform initiatives that characterise education, and specifically the

school sector, have placed a range of new demands on education systems around the globe (Botha, 2004:239).

How has the role of the school principal changed over the last few decades? The workload of school principals has been becoming more and more unmanageable, and many principals (especially in secondary schools) lack the time for and an understanding of their leadership task (Caldwell, 2002:9; Edwards, 2002:4; Budhal, 2000:45; Botha, 2004:239). This seems to be the case for the South African secondary school principal (Van Huysteen, 1999:12; Steyn, 2002:251).

The role of the school principal in the traditional school model was viewed as that of a manager or administrator (Pretorius, 1998: 105). Traditionally, school principals had more managerial and administrative tasks, and fewer teaching duties. The description of the principal's role includes that of head educator (as used in England) and instructional leader (as widely used in North America). Both descriptions suggest a person knowledgeable in learning and teaching, and therefore position principals as learning experts (Terry, 1999:28; Parker & Day, 1997:83).

During the 1980s, principals were specifically encouraged to be instructional leaders who had to be involved in direct supervision of the instructional process and had to ensure that their schools remained focused on learning and teaching. This role of a "learning expert" (Johnson, 1997:79) remains important today, although principals are now expected to be not only learning experts but also experts in knowledge areas, a point which was not emphasised in the past (Johnson, 1997:80). In other words, the role of the principal has become more complex, perplexing and demanding in that in addition to management functions the principal is now seen as a learning leader whose main focus should be on improving teaching and learning. Therefore, it is not surprising that the two sub-themes that emerged from this theme were that of management functions and leadership role. Each sub-theme will be examined below.

Table 4.1 Theme 1

Themes	Sub-themes
Duties of the principal	• Management functions

4.3.1.1. Management functions

From the collected data, there was evidence that principals consider management functions to be an important area of their line of function. Nevertheless, only one principal argued that he considered his core responsibilities to be that of managing the school, finances, and administration.

Principal B responded: "... *monitoring of teaching and learning ... learner and teacher discipline, finances ...your administrative duties and all that...Those are responsibilities of the principal"*.

This means that this principal is aware of his exact responsibility as head of institution. However, good administrative practice involves financial skills (including literacy and numeracy kills). Financial management is one of the most important responsibilities facing school principals since the implementation of the South African Schools Act 1996. Along with the principals, school governing bodies have wide-ranging financial responsibilities, including school-level budgeting, managing devolved funding from provincial departments, setting school fees (subject to parental agreement), and raising additional funds to augment school budgets. However, a large-scale survey of principals in Gauteng province (Bush & Heystek, 2006) consistently demonstrated their anxiety about carrying out this function and their need for additional training to do so effectively.

Two of the principals (C & D) viewed management duties to be part of their core duties as their reactions shown below:

Principal C: "*I think the most important duties are ...okay .... that will be administrative role which is very important"*.

Research literature shows that the traditional role of the principal involved principally management duties such as attending to administrative duties, scheduling, reporting, handling relations with parents, finance management, ground and building maintenance and so on (Bush & Heystek, 2006:68; Fink & Resnick, 2001:1; Goslin, 2009:10 Moonsammy-Koopasammy, 2012:69). However, this system of school operation was also administered by means of a top-down management system by the national department of education where principals and educators were at the receiving end. In this regulated work environment, principals were accustomed to receiving instructions from departmental officials. This led to

poor management and a collapse of teaching and learning in the majority of schools (Department of Education 1996a:18).

4.3.2. Balancing management, administration and leadership

Table 4.2 Theme 2

Theme	Sub-theme
Balancing management, administration and leadership	❖ Surplus of administrative tasks ❖ Managing curriculum changes

4.3.2.1 . Surplus of administrative duties

Three of the respondents indicated that too many administrative duties made it difficult to cope:

Principal A stated that: "*One of major challenges is to keep all stakeholders, i.e. staff, pupils, parents, SGB and Department, focused on the Strategic Plans, yet keep it in line with Department (GDE) goals".*

In other words, the principal thinks strategically and her objectives are to keep everyone in the school together. She wants to motivate all stakeholders to aspire to leadership roles. She wants share the load and to develop potential leaders. She wants new ways of improving communication with all stakeholders for the betterment of the school. The principal has high expectations and very ambitious for the success of the school and its pupils. Her statement demonstrates that she focus relentlessly on improving teaching and learning with very effective development of all staff. She cultivates a range of partnership particularly with parents, business and the community to support pupils learning and progress.

Principal B stated that: "*We are fees paying school and Quintile 4, most parents don't pay school fees... depend on exemption. Look I have back – to – back meetings with GDE officials almost everyday, teachers, parents, learners that I teach and other stakeholder in education. Sometimes I delegate because I have to think about fundraising for our school. As I am talking to you now, tomorrow I have a meeting with people who will be helping us with*

sporting activities. I have to see which school will help us with the field because our school don't have a field".

This means that the principal delegate his responsibilities to other SMT members. In other words, the principal spends all his time in his office pushing papers. The principal is seldom in the school. He spends much of his time away from the school. He delegates discipline decisions and dealing with parents to the school deputies. I believe that the principal needs to rely on the support of staff. Their status will depend on the ability to lead and motivate their team of educators. Although I do not see anything wrong in having meetings with officials but you cannot have such meetings everyday the whole day. Doing so could have dire consequences because the principal expects Deputies and HODs to assume greater responsibility, under difficult circumstances, for the management of all those who work in the school where teacher motivation has been affected by the multiple education changes and by the "wretched physical conditions" experienced in many schools. In my opinion, the principal has no overall vision for the school. He does not have a sense of what kind of community he and the staff are trying to establish what values of the whole school should uphold.

Primary Principal A added that:
"The problem in education is that there is too much work for principals but I think some principals are not good managers. They submit things very late and sometime when ask for something..... you will find that there is no planning".

It is interesting to note that the principal has some strategic thinking of her school because she understands the problems of many school managers at large. In the case of her school, the principal tries to encourage the SGB to be more participative in their respective portfolios. She also keeps SGB abreast of all educational issues.

The district official (IDSO) supported this claim saying that: "*We may have all these plans but we just can't keep up with them due to matters that affect operations such as – child injuries, teacher discipline, conflicts in school. However, it is very difficult. Let me explain something to you. First of all, it is not always easy. Administratively, everybody demands a massive surplus of paper work that must be done in a certain way, policy way. Secondly, it must be done in meticulous manner and guess what principals are not that good because*

some of them do not have these required skills. They are not good administrator. There is too much paper work, too many meetings, too much conflict in schools, everything is too much. Sometimes as an IDSO, I can't deal with other things that happen in schools, I have to find someone who is specialising in such areas (i.e. labour issues etc). Look, I was recently called to a school where a teacher and the principal were fighting over Afrikaans. The principal wanted a teacher to teach Afrikaans but the teacher is not an Afrikaans speaker. How do you explain that? That'sa labour matter".

District Official

My understanding of the above statement is that the IDSO tries to argue that the principals' workload is also becoming unmanageable and that many primary school principals lack the time for, and an understanding of, their leadership task. I want to believe this claim because leadership deals with areas such as supervising the curriculum, improving the instructional programme, working with staff to identify a vision and mission for the school, and building a close relationship with the community. On the other hand, management includes aspects such as the budget, maintaining the school buildings and grounds, and complying with educational policies and acts.

4.3.2.1.Managing Curriculum Changes

Principal A, principal B and the IDSO feel that dramatic changes in curriculum poses a challenge in trying to balance the activities of the day, as a principal. They perceive that the Gauteng Department of Education intends to continue its strong control over the direction and operation of schools and, as a consequence, they feel restrained from engaging enthusiastically in school development planning.

"The curriculum has changed many times in the last 20 years. Amongst other things is that not only curriculum changes has made things difficult to work but also the rules.... constitutions, education laws and many things. Some teachers are not motivated due to learner discipline and the inability for principals to support teachers. We had OBE and while teacher were beginning to adjust to new changes, NCS came to being followed by RNCS and now ... CAPS!"

District Official

For the purpose of this research, I believe that the issue of learner discipline is widely regarded as having its roots in the years of protest against the apartheid government. As Bush and Anderson (2003:95) noted, "one of the weapons' of the black majority was for youngsters to 'strike' and demonstrate against the policies of the white government". This made it difficult to establish a culture of teaching and learning (Bush & Anderson, 2003) and led to an emphasis on learners' rights (Enslin & Pendlebury, 2000).

Principal A and principal B shared the same sentiment: "*The new CAPS curriculum has changed teaching methodologies; more practical apprentice is now being used".*

4.3.3. Vision and Mission of the school

Table 4.3 **Theme 3**

Theme	Sub-theme
Vision and Mission of the School	❖ Leadership and Vision ❖ Communicating the school's goals

4.3.3.1.Leadership and Vision

Although the principals were at different stages in their careers, of different ages and different experiences, there were a number of common themes which emerged in answer to questions about their roles, their understandings of leadership and management, their job satisfaction, the changing contexts and challenges of their work, their achievement, their own development and values which underpin their work. Each one provided a fascinating biographical account (Ribbins & Sherratt, 1992). Collectively, they revealed a complex picture of leadership which, although it relates to certain of the theories contained within the existing literature, cannot be easily being contained within them. All recognized that both leadership and management qualities and skills were necessary to exercise effective leadership, that the possession of management skills would in itself be insufficient to ensure effective leadership and that good leaders need to be both visionary and strategic. It was up to the principals to take a holistic

view. When asked about their views of leadership and management, this is what they had to say:

Primary Principal A stated that:

"Management is about putting the structures and procedures in place to realize the vision".

Primary Principal B stated:

"Leadership and management must coincide, leadership makes sure that the ship gets to the right place; management makes sure that the (crew and cargo) is well run. If it's just your vision you not get to the right place – you must have a combined agrees vision with all the staff on board. You must have strategy, therefore, for getting agreement".

Three principals expressed racism as a concern they frequently encountered. They added another peculiar statement during the interview. They also stated that their leadership is often tested in schools. They believe that other challenges they face as Black principals are associated with race and spiritual issues in their schools. One principal's sentiments echoed the voice of other survey participants interviewed:

"*…look, we have many different religions and our learners are coming from these different religious groups. However, we try to enforce prayer at school and children enjoy that… I also find that teachers do not have respect for Black principals compare to our White counterparts and this make things difficult for our leadership and management roles".*

From racial standpoint, I believe that subordinates may react differently to their supervisor depending upon the supervisor's race. If subordinates act differently to supervisors based upon the supervisor's race, it could affect the leadership of the supervisor along racial lines, again differentiating between the leadership of Black and White teachers.

On the other hand, I believe that the connection of between mentoring and self-efficacy for Black principals is also connected with a sense spiritual belonging. Intense religiosity among Black South Africans refers to the great importance of God and religion in their lives, high

frequency of church attendance, church membership, and the prevalence of prayer in daily lives. Black religiosity is based upon what Pattillo-McCoy (1998) and Morris (1996) describe as the Black church's ability to have existed as a more encompassing institution when Blacks did not have the ability to participate fully in the economic, social, and political life of the majority society. The church was also the only institution controlled completely by Blacks. However, SDPs in these schools do not show anything related to religious practice or plans for such observations.

Primary HOD C argued that

"Leadership is about having vision and articulating, ordering priorities, getting others to go with you, consistently reviewing what your are doing and holding on things you value. Whereas management is totally about the functions, procedures and systems by which you realize the vision".

District official argued that:

"Leadership is about getting across to the staff where we are now and where are we going. It is not about the mechanism by which that vision is achieved – that is management. Leadership is also about knowing what to do and being able to raise the moral of the staff".

These well articulated statements about leadership clearly means that the heads are good at managing change. As a result of their ability to respond to change through a speedy process of planning and implementation, they become successful in managing change. These principals and district official recognized that part of the way in which heads manage would be via a process of delegation. It also means that vision building permeates the organisation with values, purpose and integrity for both the "what and how" of the improvement.

4.3.3.2.Communicating the school's goals

The individual vision and statements of each school were examined to determine their focal point. The responses of the principals during the interviews were then examined to ascertain whether the principals were actually working towards achieving the goals acknowledged in their vision and mission statements. Vision and mission statements indicated that their visions

were in keeping with vision of the Gauteng Department of Education (GDE) in that they were striving towards "quality education" and "developing "responsible citizens" who had "good work ethics, "good values" and "better chance of success in adult life".

The vision of school B was broad in that it contained two goals:

"*to ensure that very learner does well at school and leaves our institution with knowledge, skillsand qualification that will give them the best chance of success in adult life"*

However, it was difficult to establish whether the primary school principal B was in fact putting his vision to the test considering comments made by an IDSO that sometimes principals are not good managers.

The mission statements of Schools A, B and C were more precise and tangible. Responses of the individual principals during the interviews indicated that principals A and B reflected that their actions and perceptions were directed to a large extent by their mission statements. The following extracts were taken from their mission statements:

Primary School A

Empowering learners our school for the 21st century by:

Creating school climate which encourages adventurousness in learning through openness to new ideas and experiences. Embracing innovating methods to enhance creative thinking and problem solving skills. Providing a safe space and enabling culture where learners can develop their full potential.

This mission statement is supported by the dominant beliefs and values of society such as individual freedom, goodness of humanity, hard work amongst learners and staff, time consciousness, etc also influence the school culture. This is because the principal understands the culture of learners and has a strong belief in stakeholders.

Primary School B

"To ensure quality learning and teaching takes place in the classroom everyday".

The following extract was also taken from school C's vision statement:

"Ensuring that learners do well in their academic work and leave our institution with the knowledge, skills and qualifications that will enable them to realize their full potential and take their rightful position in our democratic South African society".

According to my personal understanding, the mission statement encapsulates the fundamental purpose of the school. It serves as guidance to the principal and the entire SMT, developing and coordinating the school's improvement processes. Furthermore, it serves to ensure that the vision and mission are shared with all stakeholders, the leader has to communicate the vision and mission to them and more importantly see to it that the vision is put into practice. In addition, vision should be an inherent part of principal's leadership relationship in that it helps them communicate a sense of direction for the school.

4.4. Chapter summary

This chapter has presented cross-case thematic analysis, themes and sub-themes emerging from data analysis. Relevant literature was also presented as a control tool to support the field research findings.

CHAPTER FIVE

FINDINGS OF THE STUDY

5.1. INTRODUCTION

This chapter of the study intends to outline the most imperative aspects of the research. A short summary of the study will be provided, followed by a discussion of the important findings from the literature review and empirical research. The interpretations of the findings as per theoretical framework "interpretive approach" on SDP will be provided based on cross-case thematic analysis (*see page 75 above*). Thereafter, the recommendations will be made and suggestions for further research will be presented

5.2. PRESENTATION OF QUALITATIVE RESEARCH FINDINGS

I started this research with the main research question which was later followed by sub-questions:

What impact do school development plans have on learner achievements in primary schools?

5.2.1 What was known before the research was conducted?

What I knew before the study was conducted is that the policy requires principals and SGBs to design and produce a productive school development plans indicating how they intend to improve learner performance in their respective schools. I knew that SDPs are not easy to design unless principals understand the nature of their school. I also knew that it was important for principals to understand the culture of their learners so as to plan based on their unique situations and use the available resources.

5.2.2 Findings of the research

5.2.3. What did the study find about SDPs in primary schools?

Table 5 Comparing the Participating Primary Schools

SIMILARITIES	*DIFFERENCES*
• All schools are the under the same district and circuit. • All schools are supervised by the same IDSO. • All schools are former Model C schools • All schools include learners from different parts of the continent. • All school principals have university certificates. • All school principals are teaching while managing their schools.	• Not all schools have sport facilities i.e. schools B & D do not have these facilities. • Not all schools have strong leadership. • Not all schools have SDP documents • The leadership experience of principals varies i.e. school A principal has more than two decades of management experience. • Three schools have male principals while one has female principal. • Only one principal has management certificate. • Schools A & B are situated in wealthy suburbs of Johannesburg while the other two are in inner-city. • School A has good reputation in terms of its academic performance compare to others. • School A has half-full enrolment of White South African learners • Schools B, C &D are now Black dominant schools

Table 6 Comparison of Qualifications and Teaching Subjects

SCHOOL	QUALIFICATIONS	Specializing Subjects
Principal A	*H. Dipl. Ed & Hons. BEd*	*Natural Sciences & Technology*
Principal B	*ETD & Hons. BA*	*Social Sciences*
Principal C	*Teachers' Diploma plus Additional Certificates*	*Social Sciences*
Principal D	*H. Dipl. Ed & Hons. BEd.*	*Mathematics*
IDSO	*Teachers' Diploma plus Additional certificates*	None (*Office based*)

Table 6 indicates that all participants have acquired some training in education. However, some have their training limited to teaching. The fact that they acquired training in teaching programmes does not make them good principals even if they were good teachers in their life times. Most people aim for management level in order to further their careers and earn more money. A good principal is, however, someone who oversees a school development and members of staff. This is a person who is responsible for getting the job done and motivating people whilst overcoming issues of limited resources and time. Good principals put the strategy in place to achieve the school's vision and missions. To do this, they must be able to plan ahead and looking at the bigger picture.

The study has found that the success of school principals in South African schools, including Johannesburg where the study was undertaken is influenced by many variables, including demographics. Amongst other challenges is a growing and tremendous increase in the number of children of Black learners in big cities' (former Model C) public schools. Adding to the problem is the manner in which principals are prepared for professional educational service. According to Gloom and Korvetz, (2001) historically most principals have served in an assistant principalship or resource teacher position for a number of years before stepping into the principalship. With the appropriate mental disposition, good mentoring, and a solid graduate program, those who serve for a few years in these roles amass many of the skills and much of the knowledge required to succeed in the principalship. However, due to the current shortfalls, there are often assistant principals and resource teachers who move into principalships after serving for relatively short periods of time in preparatory roles. Thus, the coping strategies and leadership skills they possess when assuming the principalship may be underdeveloped.

What I also found during this study is that school cultures and identities lay the foundation for the process of leading and managing school development. This study found that SDP does have positive impact on learner achievement; however, it depends on a huge number of factors such school size, class size, location, socio-economic status of the community it serves and quality of its leadership. Even so, in order to be effective leaders of schools, education leaders need to have a holistic understanding of their schools as organisations. The study also found that developing a positive identity involves strategic planning (i.e. SDP). This includes

formulating the vision, mission, goals and development plans of a school. The values and beliefs of the school community underpin how these are managed. Therefore, an understanding of the school's culture will facilitate a better understanding of how to assist the school in becoming more effective. These findings are consistent with literature used in this research.

From the data collection, it has emerged that management function is one of the principals' duties and as one of the themes. It was established that in all four primary schools, principals were aware of the fact that they had both management and instructional leadership roles to carry out. This is in line with Hallinger and Murphy's instructional leadership perspective (1985) and is put in a nutshell in proportions of managing instructional programme and promoting positive school climate. This was also evident in the SDP documents particularly for schools A & B. These schools highlighted the endorsement of quality teaching and learning as being their central job function. The study also found again that teamwork, communication and sharing of leadership roles via various committees/structures, motivate and empower teachers not only to become committed to learner achievement, but also to develop self-confidence to be able to do work on their own was also a priority amongst the principals. It was also interesting to note that principals had a view that involvement through teamwork and committees helps teachers feel that they are also part of the school, and promotes a sense of ownership among staff members by involving them in decision-making. In addition, their development plans (schools A, B & D) demonstrates the fact that SMTs expect all members of school communities to value, for instance, respect, honesty, kindness and commitment and, perhaps the belief in the limitless potential of people.

It was vital to note that balancing management, administration and curriculum changes was another theme of the study. The study again found that in school C & D, there is little going on in terms of curriculum management due to the fact that principals are trapped on their administration functions. The principals did not consider development planning as one of their duties. Amongst other challenges which were identified by principals as impediments to

their core objectives which is to help improve learner achievement were too much paperwork, too many changes on the curriculum while they are still trying to master the existing policies, numerous changes on particular documents by the district and unplanned day-to-day activities such as unnecessary principals meetings, parents demanding to see the principals for all different concerns and teacher absenteeism. These assertions deviates principals' focus from curriculum issues. This implies that principals have little or no influence on what is going on *inside* the classroom where instructional core takes place.

The principals participating in the study were of the view that their schools would be perhaps in better situation if they were consistently involved in curriculum delivery. They (principal C & D) also argued that even though research provides them with endless solutions, there is a surplus of work. In addition to that, principals agreed that staff development was important for both teachers and principals. An interesting thing to notice was that only two principals (female [A] and male [B]) were actively and personally involved in staff development. As noted above, this staff development was also in concomitant with Hallinger and Murphy's (1985) instructional leadership perspectives.

5.2.4. Chapter summary

Chapter 5 presented the data obtained from the findings of Phase 1 (questionnaires) and Phase 2 (interviews) of the qualitative inquiry. Both Phase 1 and Phase 2 dealt with the role of the principal in overseeing the planning and practice of SDP as reported by selected principals of primary schools and selected IDSO in the Johannesburg District East. The following and the final chapter will focus on giving the reader an overview of the study conducted, outlining the findings from the literature and those of empirical survey. It also provides suggestion for further research.

CHAPTER SIX

SUMMARY, CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 Introduction

This chapter presents the summary of the literature review, summary of findings, conclusion and suggestions for further research.

6.2 Summary of the Study Findings

6.2.1. Research Questions of the Study

This study sought to answer the following questions as stated in Chapter 1 and report on the subject of principals' views about the impact of school development plans in their primary schools.

- Main Research Question: **What impact do school development plans have on learner achievement in primary schools?**
- Guiding Questions:
  - Who is involved in the process of developing the SDP of the school and how do principals manage the process?
  - What are the debates that taking place in during SDP?
  - What impact does the SDP have on management of the school?

6.2.2. Summary of Literature Review of the Study

This study started by reviewing the literature on the subject of school development planning. It also looked at the origins of the school development plans, strengths and weaknesses, parental involvement and leadership. This study has revealed that development planning is much more complex than many of those advocating its use have recognised. Its complexity is, in many respects, a reflection of the complexity of the schools and change process itself. As alluded to somewhere else, the SGB is mandated to develop a mission statement for the school and by implication, the SDP. Unlike the situation in Britain, Wales and Ireland, the

requirement for school development planning is implied in the Schools Act by prescribing the development of a school mission (Juta, 2000; RSA, 1996). However, Hargreaves and Hopkins (1993:239) and MacGilchrist *et al*. (1995) stated that the 'advantage of school development planning is that it provides a means whereby knowledge about school improvement strategies can be put to the test'. Yet, this study has shown that SDPs can be used as a school improvement strategy.

As a strategy for school improvement, development planning attracted its fair share of critics in local and international literatures. The literature revealed that some authors (Smyth 1991; Hargreaves & Hopkins, 1991; Xaba, 2006; Prew, 2009) have been concerned about its apparently tendency to distort the nature of educational change and its hyper-rationality, bureaucratic and prescriptive character, its lack of a management and inclusive strategic dimensions, its inappropriateness to some school settings and certain types of change imperatives. The literature also shows that development planning is probably the most widely used strategy for school improvement in Australia, Canada, New Zealand, USA, England, Wales and Ireland at present.

One research study in particular (MacGilchrist *et al.,* 1995) has shown that schools that exhibit best practice in development planning now use it as strategy to enhance directly the progress and achievement of learners. It has also shown that development planning is rooted in the classrooms. The literature has shown that the focus of development planning is on the learners' learning, their progress and achievement, what is needed to improve it and how this is best supported. The local and international study shows that the plan begins with learning goals for learners.

Other research studies in South Africa, Africa (Kenyan) and other parts of the world indicates that the reform package of decentralized education policies and programmes through SBM with devolution of decision-making authority and responsibility from central government to school levels have created democratic principles in school decision-making processes. However, drawing on the studies of Spillane *et al*. (2001), Harris (2002) and also from Xaba (2006); MacGilchrist & Mortimore, (2008); MacGilchrist *et al,* (1995), Wanjaba & Rarieya

(2014); Bennis & Nanus, 1985, and deploying a qualitative case study approach in four primary school, this research has consistently argued that the work of principals has become unmanageable or difficult to manage due to the increased number of responsibilities. These have been brought about by dramatic changes of curriculum processes in the education sector because of a wide range of other government pressures and this has culminated weak leadership in schools. School-based decision-making, as a result of new education policy developments brought added responsibilities to school principals. The education policy development brought these responsibilities in such a way that principals are no longer able to adequately perform the core business of their schools. The literature has shown that school development plans were introduced as a means of exercising control over the work of schools. The responsibilities such as supervision and supporting the educative tasks of teaching and learning have often been sacrificed for administrative responsibilities and meetings.

Much of the research and literature on school development is characterised by the promotion of principal behaviour on planning as distinct from other members of school. It was noted that when schools change strategies, they need to start with the assumption that they are at different levels of development and are facing different types of problems. However, it is erroneous to assume that "disadvantaged" South African schools all face the same problems (Roberts, 1998). The strength of school development planning is that each school starts with an audit which will reveal the problems and issues which are peculiar to that school. However, this could also be a weakness if schools which are not at a place where they are ready to engage in school development planning are expected to do so.

Hopkins (1991) suggests that schools which already have some sense of internal coherence can best do development planning to use the typology discussed earlier in the literature review, schools which are "stuck" will find it most difficult to engage in school development planning. In the case of South Africa, many schools have little internal coherence and would probably need to have certain basics in place before engaging in school development planning. This study, however, focused on issues more to do with failure in the enactment and implementation of development planning as a school improvement rather than a primary analysis of the approach itself. The summary of the empirical findings is discussed below.

5.2.3. Summary of the Empirical Findings

The idea that school development planning as a tool could be used to improve schools and enhance learning outcomes has been part of the education field for the past three decades. In addition to specific school improvement projects that make use of school development planning as a tool for improvement, governments have tried to legislate or mandate its use as a system-wide effort to impact schools. This is the case in South Africa, as policy required that all school governing bodies develop school development plans with key school state-holders (SASA, 1996; GDE, 2008). This study aimed to contribute to the literature on how effective school development planning policy is in improving schools and enhancing learning outcomes. I did this by collecting information based on the above research questions from four urban primary schools in Johannesburg District East on how schools conducted their school development planning process, the role that the principal played in this process and the ways in which the school developing planning process contributed or failed to contribute to improved learner outcomes. The study built on a small body of research on school development planning both internationally and in South Africa on this subject by focusing on the impact it has on the management of the school as a whole.

Based on the study's objectives, the findings of this study were summarized below as per the objectives. The study revealed that majority of the respondents interviewed were Bachelor degrees holders while the rest had other qualifications such as Higher Diplomas in Education and other unspecified certificates. The study also revealed that while most principals are responsible for managing a school management team and required to make strategic decisions, they have never had any professional exposure to either.

In the case study interviews, principals shared a variety of view of the school development planning policy. A number of respondents believed that school development planning was introduced as an external requirement for the department of education and that the policy had little value to add to their schools. The study revealed that although school development planning was a valuable tool for school improvement, the majority of schools are only

meeting the departmental requirements. Moreover, the study revealed that the majority of principals were expressing their frustration with the arduous task of following the school development planning policy on top of numerous administrative tasks required by the department. Consequently, impracticable targets were set and this led to challenges in implementation, monitoring and evaluation process. The study has found that the majority of principals are unprepared to confront the challenges of an increasingly competitive school environment they find themselves in today, mostly due to the changing expectations of the National Department of Education. The study also found that once it was enough to be a competent 'people person' and represent the school well. Now school principals need to be experts in the whole suite of leadership, management and communication skills that did not even exist just few years ago. The study has found that SDPs requires that principals have to possess a huge suite of skills, many of which are learnt on the job out of necessity. It can also be argued that their training was typically in teaching, not strategic planning. Global pressures and the rise of economic demands have shifted the landscape significantly and as a result, education has become far more competitive. Furthermore, the study found that the majority of principals believe that their major role is the administrative function. It was also established that the majority of principals sampled believe that the curriculum changes and education laws create confusion and makes things difficult to work. The study established that school development planning was not substantively enacted and that it was not particularly popular with school leaders. Therefore, this study found that there is a variety of responses to school development planning, in some instances it gets enacted, and even here, there is little evidence of a link to improved learners outcomes. It appears that the majority of school have a negative experience of school development planning. As a result, principals in particular, view it as an additional administrative or bureaucratic burden. Therefore, school development planning itself or the way it has been implemented in the provinces has rendered its ineffectual for school improvement and learning improvement. In assessing the impact of any improvement on practice, in my opinion it is vital to distinguish clearly between the improvements itself, the purpose it seeks to address, and the settings in which it will operates and the outcomes associated with its use.

Furthermore, the study established that the average enrollment of students in the sampled schools was that, the school that had the lowest enrollment had 432 learners while the school with the highest enrollment had 1233 learners. Further, majority of the schools which were sampled had the majority of learners living in Hillbrow. The study revealed that half of the sampled schools were in quintile 4 while the other half were in quintile 5. It also found that the school with lowest number of enrollment had the highest number of GDE employed educators with lowest number of teacher-learner ratio. The study has found that the school with lowest number of learners and the highest number GDE employed educators is built in an affluent suburb of Johannesburg. This was the school that had a well constructed with time frames of the development in its development plan. On the basis of the research and experience reported in this study, there is clear evidence to suggest that school improvement is best achieved through the use of collaborative structures and networks, both within and outside the school settings. Lastly, the study found that the last two decades in South Africa has seen a number of fundamental changes in how parents select the best school for their children. The rise of internet and the commoditisation of education have led to a scenario where parents are very informed, and ready to exercise their ability to select and swap schools.

6.3 Summary of the Study

Based on this study, it was concluded that the study majority of the respondents interviewed need external support from the provincial and national department of educations in order to be able to construct development plans that will enhance the achievement of learners, development plans that will focus on the core business of schools, the quality of teaching and learning. As Hopkins and MacGilchrist (2008) once said ‘a school teaches in three ways: by what it teaches, by how it teaches and by the kind of place it is’. It is this that provides the focus for school development planning for learner achievement. Moreover, the majority of the sampled schools had school development plans.

The study also concluded that the majority of the sampled school principals do not have the relevant skills required for developing school development plans. Furthermore, the

study revealed that most of the sampled school principals rarely attends meeting where ideas on development of school plans were discussed. It is worth noting that the study established that the majority of the sampled school principals' lack of training in management and leadership of school development planning had negative impact on schools academic performance. Finally, the study revealed that the following were the challenges facing development of strategic plans in primary schools in Johannesburg District East: incompetent school management and inadequate strategic planning skills. Principals are professional educators – not strategic planners, which leaves then at a big disadvantage.

6.4 Suggestions for Further Research

The following areas need further investigation:

1. It is hereby suggested that many case studies could be conducted in other provinces, particularly in rural and township primary schools on a bigger sample to establish the replicability of the findings in this study. This should eventually culminate in a national study to further explore the school development planning practices of principals and their SMTs in all South African public primary schools and how this influences quality teaching and learning and the impact it has on learner achievement.
2. It is also suggested that further research needs to be conducted on the effects of school size on the effectiveness of school development planning in the South African context.

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APPENDICES:

APPENDIX A: LETTER REQUESTING ACCESS FROM SCHOOL

2521 Stanley Street
Naturena
Johannesburg
2095
26th June 2015

Dear Sir/Madam,

REQUEST TO CONDUCT A RESEARCH

The matter alluded to above refers.

I request permission to conduct a research in your school bearing the topic "**The Impact of development planning on learner achievement. A case of Johannesburg District East Primary Schools**". The research is a qualitative study and will require participants to respond to a small number of questions in an interview of between 10 - 25 minutes. The proposed study also involves documenting the analysis and I will be delighted to examine the school mission statement and school development plan, programmes for staff development and any other relevant documentation.

The gathered data shall enable me to write a Mini-Thesis that is required from me to complete an M.Ed degree in the School of Education at the University of Witwatersrand, Johannesburg. The data collection process from school will not disturb the smooth running of the schools' programmes.

The participants in this study will include the principal, deputy principal, HOD and four (4) teachers. As your participation will require your honest and sincere responses and all the information provided will be treated with the confidentiality that it deserves.

Thanking you in anticipation.

Yours faithfully

JAVIER NDAYENI

(NB: attached is a preliminary letters from Wits School of Education, Ethics Committee and GDE Research Unit.

APPENDEX B: GDE RESEARCH PERMISSION LETTER

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no: D2016 / 080
enquiries: Diane Buntting 011 843 6503

GDE RESEARCH APPROVAL LETTER

Date:	**13 May 2015**
Validity of Research Approval:	**13 May 2015 to 2 October 2015**
Name of Researcher:	**Ndayeni J.**
Address of Researcher:	**2521 Stanley Street; Naturena; 2095**
Telephone / Fax Number/s:	**011 484 5732; 083 946 7575; 011 484 2442**
Email address:	**javiern@webmail.co.za**
Research Topic:	**Development planning for learner achievement: A case of Johannesburg District East Primary Schools**
Number and type of schools:	**FOUR 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. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter;
2. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB);

2015/05/14

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

3. 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;
4. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, SGBs, teachers and learners involved. Participation is voluntary and additional remuneration will not be paid;
5. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage;
6. 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. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year;
7. 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.
8. It is the researcher's responsibility to obtain written parental consent and learner;
9. 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;
10. 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;
11. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management with one Hard Cover, an electronic copy and a Research Summary of the completed Research Report;
12. 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; and
13. Should the researcher have been involved with research at a school and/or a district/head office level, the Director and school 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

.....

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 2015/05/14

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX C: APPROVAL LETTER FROM WITS SCHOOL OF EDUCATION

Wits School of Education

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

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

25 August 2015

Student Number: 0304581E

Protocol Number: 2015ECE023M

Dear Javier Ndayeni

Application for ethics clearance: Master of Education

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

The impact of development planning on learner achievement: A case of Johannesburg District east primary schools.

The committee recently met and I am pleased to inform you that **clearance was granted.**

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

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

All the best with your research project.

Yours sincerely,

M Makgato

Wits School of Education

011 717-3416

cc Supervisor – Prof Brahm Fleisch

APPENDIX D: RESEARCH INFORMATION SHEET

RESEARCH TITLE: THE IMPACT OF DEVELOPMENT PLANNING ON LEARNER ACHIEVEMENT: A CASE OF FOUR JOHANNESBURG EAST DISTRICT PRIMARY SCHOOLS

Researchers surname: Ndayeni First name: Javier
Telephone number: 083 868 0055 Address: 2521 Stanley Street, Naturena

Dear Sir or Madam:

Description: I am a student at the University of the Witwatersrand, Johannesburg and would like to undertake a research project at your school in order to explore the impact of development planning on learner achievement in Johannesburg District East Primary Schools. I am interested in questions around school development planning, teachers and the supervision of teaching, as well as the monitoring and improvement of teaching and learning, different challenges that confront leaders. In order for the research to be effective, I am requesting that you assist me by agreeing to be part of the interview process. It will take you approximately less than 25 minutes to complete. The research will be conducted as from the second week of third term in 2015.

Risks: There are no foreseeable risks to you in participating in the study. Should you however experience any anxieties, you can approach either the supervisors of this project or me. Participation in the study will not disadvantage you or anyone in any way.

Privacy: Your individual privacy and that of your school will be preserved. In addition, information gathered from different participants in a school will not under any circumstances be shared amongst those participants. For example, responses from teachers will not be made available to principals, and vice versa.

Time involvement: The length of your participation in this study will be approximately twenty-five minutes in total.

Payments: You will receive no payment for participation in this study.

Participant rights: If you have read this form and have decided to participate in this study, please understand that your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions and your right will be upheld at all times. If you have any questions about your rights as a participant or are dissatisfied at any time with any aspect of

the project, you may contact, anonymously, if you wish – The University of the Witwatersrand, Johannesburg, Head of Educational Leadership and Policy Studies, Prof. Brahm Fleisch: (011) 717 3094 or by email: Brahm.Fleisch@wits.ac.za.

Yours sincerely

JAVIER NDAYENI

APPENDIX E: TEACHERS' CONSENT FORM

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:

I, _____ give my consent for the following:

Permission to be audio-taped

I agree to be audio-taped during the interview YES/NO

I know that the audio-tapes will be used for this project only YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to answer all the questions asked. YES/NO

Permission for questionnaire/test

I agree to fill in a question and answer sheet or write a test for this study. YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audio-taped.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX F: IDSO & PRINCIPALS' CONSENT FORM

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:

I, _____ give my consent for the following:

Permission to review/collect documents/artefacts Circle one

I agree that (Mission Statement & SDP documents) can be used for this study only. YES/NO

Permission to be audio-taped

I agree to be audio-taped during the interview or observation lesson YES/NO

I know that the audiotapes will be used for this project only YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to answer all the questions asked. YES/NO

Permission for questionnaire/test

I agree to fill in a question and answer sheet or write a test for this study. YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audio-taped.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX G: INTERVIEW SCHEDULE FOR PRINCIPALS

PART I: BIOGRAPHICAL DATA COLLECTION QUESTIONNAIRE

NO	ASPECT	RESPONSES
1	Name of School	
2	No. of Learners at the School	
3	Quintile Grouping of the School	
4	No. of GDE Employed Educators	
5	No. of SGB Employed Educators	
6	Language of Instruction	
7	How many principals has the school had in the last 20 years?	
8	No. of Management Members: Please indicate.	
9	SES of the majority of learners at your school	o Above average o Average o Below
10	No. of interviewees	
11	Gender	
12	No. of years in the school	
13	Highest Educational Qualification	o Matriculation (Grade 12) o Post school diploma/certificate o Teachers' Diploma/certificate plus additional certificate o Bachelor's degree o Honours o M.Ed/MA/MSc
14	Home language	
15	Do you speak any other language: Please specify	
16	No. of years in this position.	
17	ANA RESULTS FOR 2014 ACADEMIC YEAR	MATHS: GRADE 3 _____% GRADE 6 _____% ENGLISH: GRADE 3 _____% GRADE 6 _____%
18	Would you provide a copy of an SDP for 2012/15? If No, please give reasons.	

PART II: ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

Please circle the most appropriate number of each statement which corresponds most closely to your desired response.

NO.	Question	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
1	I am currently teaching while running the school as principal	**1**	**2**	**3**	**4**	**5**
2	We have a clear school vision and objectives	**1**	**2**	**3**	**4**	**5**
3	Our teaching staff has a critical role in creating them	**1**	**2**	**3**	**4**	**5**
4	Our teaching staff is highly motivated	**1**	**2**	**3**	**4**	**5**
5	I have a formal management style in to manage the school	**1**	**2**	**3**	**4**	**5**
6	I am highly involved in the curriculum design of the school	**1**	**2**	**3**	**4**	**5**
7	Our school has a stated policy on staff development	**1**	**2**	**3**	**4**	**5**
8	I play a significant role in the staff development of the school	**1**	**2**	**3**	**4**	**5**
9	I decide on how staff development budget will be spent on what course.	**1**	**2**	**3**	**4**	**5**
10	We, as principals have our own development opportunities	**1**	**2**	**3**	**4**	**5**
11	I am happy with the school's relationship with parents.	**1**	**2**	**3**	**4**	**5**

PART III: SCHOOL DEVELOPMENT PLANNING (SDP)

Please circle the most appropriate number of each statement which corresponds most closely to your desired response.

	Question	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
1	I am highly involved in developing an SDP of our school.	**1**	**2**	**3**	**4**	**5**
2	I believe that our school is effectively managing its SDP.	**1**	**2**	**3**	**4**	**5**
3	I believe that SDPs improves school effectiveness	**1**	**2**	**3**	**4**	**5**
4	We use analysis of results to improve learner performance.	**1**	**2**	**3**	**4**	**5**
5	Using SDP improves the quality of some tasks of my work in the school.	**1**	**2**	**3**	**4**	**5**
6	Our SDP is reviewed every year.	**1**	**2**	**3**	**4**	**5**
7	I believe that the written SDP is important to ongoing decision-making process.	**1**	**2**	**3**	**4**	**5**
8	There is a lot of wasted time in schools due to poor planning	**1**	**2**	**3**	**4**	**5**
9	I believe that our SDPs have all information our senior management require for decision-making	**1**	**2**	**3**	**4**	**5**
10	Management involves everyone in the process of developing the SDP in our school	**1**	**2**	**3**	**4**	**5**
11	Overall, I am satisfied working in this school.	**1**	**2**	**3**	**4**	**5**

PART IV: PERSONAL PERSPECTIVES / OPINION

4.1. What do you spend most of your time on in an average week?

_____
_____
_____

4.2. What is the major challenge you face as principal at this school?

_____
_____
_____

4.3. What do you think makes this a successful school? OR What are the main challenges for this becoming a successful school?

_____
_____
_____

4.4. If in any way, how do you think teaching and learning at this school has changed over the last few years?

_____
_____
_____

4.5. In your opinion, what do you think is the urgent area of development for a principal in your school with regard to SDPs?

_____
_____
_____

APPENDIX H: INTERVIEW SCHEDULE FOR THE IDSO

PART I: BIOGRAPHICAL DATA COLLECTION QUESTIONNAIRE

NO	ASPECT	RESPONSES	
1	Name of District		
2	No. of Schools in your Circuit		
3	Quintile Grouping of these School	• PRIMARY SCHOOL A	
		• PRIMARY SCHOOL B	
		• PRIMARY SCHOOL C	
		• PRIMARY SCHOOL D	
4	Your current position		
5	Gender		
6	Post Level		
7	Highest Education Qualification	○ Matriculation (Grade 12) ○ Post school diploma/certificate ○ Teachers' Diploma/certificate plus additional certificate ○ Bachelor's degree ○ Honours ○ M.Ed/MA/MSc	
8	Home language		
9	Do you speak any other language: Please specify		
10	No. of years in this position.		

PART II: ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

Please circle the most appropriate number of each statement which corresponds most closely to your desired response.

NO.	Question	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
1	I work closely with school principals in my circuit	**1**	**2**	**3**	**4**	**5**
2	I have a clear school vision and objectives with schools	**1**	**2**	**3**	**4**	**5**
3	Our teaching staff has a critical role in creating them	**1**	**2**	**3**	**4**	**5**
4	Our teaching staff is highly motivated	**1**	**2**	**3**	**4**	**5**
5	I have a formal management style in to manage schools	**1**	**2**	**3**	**4**	**5**
6	I am highly involved in the curriculum design of the schools	**1**	**2**	**3**	**4**	**5**
7	Our schools have a stated policy on staff development	**1**	**2**	**3**	**4**	**5**
8	I play a significant role in the staff development of the schools	**1**	**2**	**3**	**4**	**5**
9	I decide on how the staff development budget will be spent on what course.	**1**	**2**	**3**	**4**	**5**
10	We, as IDSOs have our own development opportunities	**1**	**2**	**3**	**4**	**5**
11	I am happy with the relationship I have with schools.	**1**	**2**	**3**	**4**	**5**

PART III: SCHOOL DEVELOPMENT PLANNING (SDP)

Please circle the most appropriate number of each statement which corresponds most closely to your desired response.

	Question	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
1	I am highly involved in developing SDPs of the schools.	**1**	**2**	**3**	**4**	**5**
2	I believe that the school are effectively managing their SDPs.	**1**	**2**	**3**	**4**	**5**
3	I believe that SDPs improves school effectiveness	**1**	**2**	**3**	**4**	**5**
4	Schools use analysis of results to improve learner performance.	**1**	**2**	**3**	**4**	**5**
5	Using SDPs improves the quality of some tasks of principals' work in schools.	**1**	**2**	**3**	**4**	**5**
6	Our SDPs are reviewed every year.	**1**	**2**	**3**	**4**	**5**
7	I believe that the written SDPs are important to ongoing decision-making process.	**1**	**2**	**3**	**4**	**5**
8	There is a lot of wasted time in schools due to poor planning	**1**	**2**	**3**	**4**	**5**
9	I believe that our SDPs have all information senior management require for decision-making	**1**	**2**	**3**	**4**	**5**
10	Management involves everyone in the process of developing the SDP in our school	**1**	**2**	**3**	**4**	**5**
11	Overall, I am satisfied working in these school.	**1**	**2**	**3**	**4**	**5**

PART IV: PERSONAL PERSPECTIVES / OPINION

1. PREVALENCE OF SCHOOL DEVELOPMENT PLANNING

1.1. Does your district have a policy that all primary schools should have SDPs?

_____
_____
_____

1.2. If so (i.e. if your district does have such a policy), when was this policy first implemented?

_____
_____
_____

1.3. What proportion of schools had SDPs for 2012/15?

_____
_____
_____

1.4. Has your district provided guidance to primary schools about the content or the process of SDP in primary schools? Please explain.

_____
_____
_____

1.5. Is there an expectation that any of the following should be included: Curriculum; staff; finance; organization; premises and context?

_____
_____
_____

2. INVOLVEMENT IN PLANNING

2.1. Is there a district policy that people in particular roles should be involved in the planning process with the principal?

_____
_____
_____

2.2. Do the plans have to be approved by the district? Explain why and how.

_____
_____
_____

3. ANALYSIS

3.1. Does the district collect the plans?

_____
_____
_____

3.2. Does the district analyze the plans?

_____
_____
_____

3.3. Are particular aspects analyzed?

_____
_____
_____

4. USE SCHOOL PLANS BY DISTRICT OFFICIALS

4.1. Do district officials refer to SDPs and/or planning processes:

- In their inspections?

  _____
  _____
  _____

- As part of their monitoring of schools?

  _____
  _____
  _____

- As part of their support of schools?

  _____
  _____
  _____

APPENDIX I: INTERVIEW SCHEDULE: TEACHING STAFF

The purpose of this interviewing schedule is to gather data from the relevant respondents for attaining the goals of the study on development planning.

INSTRUCTIONS

- Please answer all questions in full where possible.
- Provided information will be kept and treated as strictly and highly confidential.
- Be honest with yourself when responding to the questions.
- Note that there are neither right nor wrong answers.

I. PART: BIOGRAPHICAL INFORMATION:- Please circle - **M / F**

	Questions	Please circle the most appropriate number of each question which corresponds most closely to your desired response.			
1	How old are you?	**Below 35** **1**	**Above 35** **2**	**Above 40** **3**	**Below 40** **4**
2	What is your current position?	**Junior Phase Teacher** **1**	**Inter. Phase Teacher** **2**	**Acting HOD** **3**	**HOD** **4**
3	How long have you been working in this school?	**< 5 years** **1**	**> 5 years** **2**	**> 10 years** **3**	**< 10 years** **4**
4	What is your current post level?	**PL1** **1**	**PL2** **2**	**PL3** **3**	**PL4** **4**
5	What is your subject area?	**SOCIAL SCIENCES** **1**	**MATH** **2**	**ENGLISH** **3**	**OTHER** **4**
6	What is your latest qualification?	**M.Ed/MA** **1**	**HONS. B.Ed** **2**	**B.Ed** **3**	**OTHER** **4**

II. PART: SCHOOL DEVELOPMENT PLANNING

Please circle the most appropriate number of each statement which correspond most closely to your desired response.

	Question	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I am highly involved in developing an SDP of our school.	**1**	**2**	**3**	**4**	**5**
2	I believe that SDPs improves school effectiveness	**1**	**2**	**3**	**4**	**5**
3	We use analysis of results to improve learner performance.	**1**	**2**	**3**	**4**	**5**
4	I believe that our school is effectively managing its SDP.	**1**	**2**	**3**	**4**	**5**
5	Using SDP improves the quality of some tasks of my work in the school.	**1**	**2**	**3**	**4**	**5**
6	Our SDP is reviewed every year.	**1**	**2**	**3**	**4**	**5**
7	I believe that the written SDP is important to ongoing decision-making process.	**1**	**2**	**3**	**4**	**5**
8	There is a lot of wasted time in schools due to poor planning	**1**	**2**	**3**	**4**	**5**
9	Using SDPs is often frustrating.	**1**	**2**	**3**	**4**	**5**
10	Management involves everyone in the process of developing the SDP in our school.	**1**	**2**	**3**	**4**	**5**
11	Overall, I am satisfied working in this school.	**1**	**2**	**3**	**4**	**5**

III. PART: PERSONAL PERSPECTIVE / OPINION

3.1. What do you spend most of your time on in an average week?

3.2. Who writes the School Development Plans for the school?

3.3. What is the nature of the documents?

3.4. Are priorities or targets expressed and, if so, at what level?

3.5. What is the focus of the planning?

3.6. What are the review arrangements?

3.7. What is the major challenge you face as teachers/HODs of this school?

3.8. What do you think makes this school successful? OR What are the main challenges of this becoming successful school?

3.9. If in any way, how do you think teaching and learning in these schools has changed over the last few years?

3.10. In your opinion, what do you think is the urgent area of development for principals in your circuit with regard to SDPs?

SEMI-STRUCTURED INTERVIEW SCHEDULE WITH THE PRINCIPALS

1.1. Taking into account of your experience as a principal of a primary school, what would you say are the most important duties that a principal has to perform on daily basis?

1.2. What challenges and successes have you encountered in trying your duties especially in respect of:

1.2.1. Planning and Administrative work;

1.2.2. Monitoring and developing teaching and learning at your school;

1.2.3. Promoting Staff Development in respect of Curriculum issues

1.3. There is belief that principals are the key players in the development and maintaining academic standards in primary schools. What formal steps have you taken to improve the academic performance of your learners in your school, especially regarding Mathematics and English?

1.4. Have you submitted your SDP to the district for next three years?

1.5. Has your district provided guidance to primary schools about the content or the process of SDP in primary schools?

1.6. Is there an expectation that any of the following should be included: Curriculum; staff; finance; organization; premises and context?