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Abstract

Leading and managing teaching and learning is the core purpose of every school, especially where learner achievement is concerned. Therefore, this study explores the role of principals in managing teaching and learning in relation to learner performance. The study looks at how principals plan for the academic year, how quality of teaching and learning is assured as well as how provision and management of learning material is done. It points towards the school contexts, structures and cultures within which principals operate. The study considers the challenges faced with principals who get promoted because of experience and seniority without training, but it does not aim at pinning down the importance of experience in executing a task

The study concludes by suggesting that principals have a major responsibility for the creation and development as well as implementation of plans, policies and procedures that enable the school to translate its vision and mission into achievable action and outcomes. The study also recommends that courses and programmes to enhance professionalism in carrying out principal duties be made available and accessible. This should be done so that principals can have a better understanding of their role in instructional management above other general roles. It was noticed in this study, particularly in the literature review chapter, that many principals do not have a clear understanding of their role in instructional management and consequently confuse it.. Principals often perform other tasks other than the task of managing teaching and learning, hence they often confuse their role with the general role of principalship; which is a broad task performed by principals in general.

Declaration

I declare that this research report is my own unaided work. It is being submitted for the degree of Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.

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Shaka Cleopas Khumalo

Day of in the year of

Dedication

This report was written for my family:

Margaret – wise and dedicated mother

Son boy – my late brother

Mandla- my only surviving brother

Patience- my loving sister

Bongani Te- my little sister

And dedicated first;

To Glenda, my late sister, who always believed in me even when I thought I couldn't make it in academic life,

Second to:

My sons Tamsanqa and Ranga, who were patient with me when I could not spend enough time with them because of the studies,

And to:

All who believe in education as a transformational tool through which the world can be made better.

Acknowledgements

Writing is a solitary task, best performed alone. Converting the writer's words into a finished project, however, requires effort and assistance of other persons. In preparing this report, I have been assisted by a few numbers of dedicated, talented people. I cannot thank all of them here, but I do wish to express my appreciation to those whose help has been most valued.

First, I am full of gratitude for the University of the Witwatersrand for having given me the opportunity to take up a course in Master of Education and explored dynamic ways of carrying out a research design and report.

Also, I have no words to express my heart and appreciation for Zakhele Mbokazi for having been a wonderful supervisor since the beginning of the research till the end.

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