

Table of contents

Chapter One	Page No.
INTRODUCTION	4
Background to the problem	4
Aim of the study	7
Research problem statement	7
Rationale for the study	9
Research question	11
Critical questions	11
Chapter Two	13
Theoretical framework	13
Chapter Three	23
Literature review	23
Chapter Four	56
Methodology	56
Research approach	56
Research methods	58
Chapter Five	67
Findings	67
School profiles	67
Chapter Six	98
Discussion	98
Chapter Seven	109
Introduction	109
Conclusion	109
Recommendations	110
References	114
Appendices	117
Appendix 1	118
Appendix 2	119
Appendix 3	120

Appendix 3 (Continued)	121
Appendix 3 (continued)	122
Appendix 4	123
Appendix 5	124
Appendix 6	125

List of acronyms found in the document

DOE	Department Of Education
GTC	General Teaching Council
HOD	Head Of Department
HR	Human Resources
LTSM	Learning and Teaching Support Material
MGSL	Mathew Goniwe School of Leadership
NCS	National Curriculum Statement
NCSL	National College Fro School Leadership
SAT	School Assessment Team
SMT	School Management Team
SBB	School Governing Body
USA	Unites States of America

CHAPTER ONE

INTRODUCTION

This chapter gives a background of what principals do as their role in managing teaching and learning, and also outlines the focus of the study. The chapter provides the aim and the rationale for the study and also highlights the main and critical questions that inform the study.

1.1 BACKGROUND

"Principalship is about providing leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning take place and which promote the highest possible standards for learner achievement" (Department of education, 2006). A study carried out by Sheppard (1996) shows that the two main factors influencing the quality of education are classroom practice and leadership, therefore principals can impact on classroom teaching by adopting a proactive approach in managing teaching and learning. Deventer (2003) states that proactive principals are those that do not wait for crisis to occur and react to it, but think in advance about the implications of various causes of action. The impact on student outcomes is likely to be greater where there is direct leader involvement in the oversight of and participation in, curriculum planning and co-ordination and teacher learning and professional development (Bush et al, 2008).

Bush and Glover (2009) state that the responsibility for managing teaching and learning is shared among principals; school management teams (SMTs), middle managers and classroom educators. As the principal and the SMT have a whole school role to play, curriculum management and implementation in classroom is a role played by educators with the help of heads of department (HODs), whose role is to ensure that effective teaching and learning takes place across their learning

areas. In managing teaching and learning, the principals play a role of setting the framework for effective teaching and learning, developing policies to address such issues and ensure that curriculum delivery is being implemented successfully. Principals create conditions and structures to support effective teaching and learning for all. Ideally, principals as heads of schools, share the overall responsibility for managing teaching and learning with SMTs, even though this seem not to be effective in the context of South Africa since principals in many schools work alone (Bush et al, 2008).

To be regarded as effective, according to Murphy et al (1985), the principal must ensure that other critical and contributing factors are put in place. The effective principal should, as part of managing teaching and learning, set an atmosphere of order, discipline and purpose, creating a climate of high expectations for staff and students and encouraging collegial and collaborative relationship as well as building commitment among staff and students to the school's goals. Duigman (1986) states that effective principals facilitate teachers in spending maximum time on direct instruction, encouraging staff development and evaluation being a dynamic instructional leader.

Hallinger and Heck (1996), claim that effective leaders manage teaching and learning by influencing teachers through modelling, monitoring and evaluation. They state that leadership centres not only on what people do, but how they do it. Spillane et. al (2003) argue that what matters in instructional leadership and student achievement is not that leadership is distributed, but how it is distributed. Barth (1990) states that traditionally, school leadership has been that of the top-down approach. True as it is that leaders inspire, motivate and make key decisions, it is unlikely that a single person can provide the necessary leadership for all issues. Lambert (2002), therefore states that instructional leadership must be a shared, community undertaking. As Barth (1990) adds, principals should develop a community of leaders by openly articulating the goal, relinquishing decision-making authority to teachers and involving teachers before decisions are made. Elmore (2000) says that the job of the administrator in distributive leadership is to enhance the skills and knowledge of the people in the organisation, use those skills and knowledge to create a common culture of expectations, holding the organisation

together in a productive relationship with each other and holding individuals accountable for their contributions to the collective results. In South Africa some state schools are often under-achievers in terms of results by learners precisely because of resource shortages and inexperienced personnel as well as the systems used to learn and teach, (Christie, 1998).

Principals, in managing teaching and learning, have a role to oversee the curriculum across the school and to ensure that lessons take place in classrooms. Principals are expected to develop effective schools, to assert a productive organisational culture and to get the best out of staff and students. Educative leaders, according to Peterson et al (1987), and Duigman (1986), are ones who communicate a sense of excitement, originality and freshness in an organisation. Their belief is that an educative leader is a person who challenges others to participate in the visionary activity of defining rightness and preferred ways of doing and acting in education.

Among the many activities that principals undertake to assure quality of teaching and learning include the aspect of evaluating learners' performance through scrutiny of examination results and internal assessments. This enables principals to intervene where and when necessary to assist educators and learners to maintain high standards of achievement. In addition to evaluation, principals supervise or monitor the work done by HODs to ascertain that the work is of good quality. Work done by learners should be of the accepted standard and show intended outcomes. This is done through scrutiny of the HODs' work plans and portfolios. In support of effective curriculum delivery, principals arrange programmes for class visitations which are usually followed by feedback to educators. Class visitations enable principals to tell if the educator needs development in the field of their expertise so as to enhance teaching and learning. Principals who do class visits are able to determine the extent to which teachers assess their learners and the kinds of tools used to assess learners' work (Bush and Glover, 2009).

1.2 Aim of the study

The aim of this study was to explore the role of the principals in managing teaching and learning in relation to the core purpose of the school. The study looked at the role played by principals in planning for the effective delivery of curriculum. Further, the study looked at evaluation and monitoring with regard to quality assurance in respect of teaching and learning as part of the role of the principal. Lastly, the study looked at the role of the principal in managing learner-teacher support material (LTSM).

While Davis (1996) states that principals are not prepared for their role in managing teaching and learning, Bush et al (2008) argue that principals confuse their role of principalship in general and their role in managing of instruction-giving. As a result of this confusion and misunderstanding of their role, a need arose to carry out a study on the role of the principal in managing teaching and learning.

1.3 Research problem statement

Research carried out by Bush et al (2008) indicates that a lot of school principals in South Africa, often deviate from their role as managers of teaching and learning, into performing other roles which, even though contributing to the functioning of the school, do not directly impact on effective teaching and learning. Davis (1996), however, states that British head teachers do not feel as if they were prepared totally for their posts as they simply had years of experience in roles similar to, but not the same as head teachers. Their American counterparts reported that academic pre-service training does not prepare them completely for their jobs. Davis (1996) therefore, concludes that the issue is not one of suggesting that one is prepared either by previous practice or by course. He says it is an issue of finding balance.

The reality in the context of South African schools, as indicated by Bush et al (2008), is that most principals lack the knowledge of managing teaching and learning as they have not had any training on how it is done. Bush et al (2008), state that principals lack the expertise of evaluating learner performance and that monitoring takes place in an inadequate manner as principals occasionally check heads of department's (HODs) workbooks and learners' work. The conclusion by Bush et al (2008), therefore, is that many principals feel ill-equipped to carry out their responsibilities hence they retreat into their offices, leaving the management of teaching and learning to their HODs who also do not know what to do. Bush and Heystek (2006) argue, that principals, particularly in South Africa, do not conceptualise their role as instructional leaders, as they are more concerned with financial management, human resource management and policy issues. It is therefore, a concern that principalship is confused with instructional leadership, where principals assume that if they generally manage the whole school; the results of the learners will automatically improve. In other words, instructional leadership is not taking the direction it should; that of managing teaching and learning.

Oduro and MacBeath (2003) in their research on leadership culture in Ghana found that the head teachers, as they call them, did not fully understand what their role was as they found it difficult to describe what they do as leaders. In the context of South Africa, according to Bush et al (2008), principals often perform administrative tasks more than they manage teaching and learning, yet in Ghana head teachers often do the actual teaching in classrooms and also try to manage teaching and learning. Nevertheless, head teachers in Ghana supervise teachers as they do class visits to find out if teachers are teaching and children are learning. The findings by Oduro and MacBeath (2003) reveal that head teachers in Ghana appear to have an idea of what principals do even though they feel that they need to be professionalized to enhance the level of understanding of their role as managers of teaching and learning. The acknowledgement by Oduro and MacBeath (2003) is that in Ghana, as is the case in South Africa, principals are appointed without any form of training. They therefore, point out that there is a need for more careful selection but for a more sophisticated approach to recruitment and to allied professional development as is the case in the UK. The concern raised by Oduro and MacBeath though about Ghanaian head teachers, is that all that they do is in self defence ensuring that

policies of the Ministry of Education are respected and carried out. In other words, Oduro and MacBeath (2003) recommend that the head teachers should invest their endeavours in their role not because they want to please the Ministry of Education, but because of the well-being of the learners.

In England, the solution to the problem of head teachers not being able to perform their roles was addressed through projects that would assist in training them (principals). Even though in South Africa there are few schools of leadership, such as Mathew Goniwe School of Leadership, a lot still needs to be done to professionalize principals so that they appropriately execute their role as managers of teaching and learning. According to Ofsted (1995), in England the facilitation of school-based management training was pioneered and launched for those in their first two years of headship. It was followed by a mandatory National Professional Qualification for aspirant heads (NPQH). As stated in Ofsted (1995), in England national standard for head teachers was set out in a document which effectively provided a set of strategies which heads could accommodate within their schools even though the strategies were subject to change depending on the needs of education.

The National Curriculum Statement provides guidelines on what has to be taught, but a focus on how this should be done is required. Leaders are therefore, required to carry out the task of improving the quality of teaching and learning. According to English NCSL (2005), educators work directly with learners in the classroom, leaders, therefore, should influence indirectly by performing the task of modelling, monitoring and dialogue.

1.4 Rationale

This research is informed by the ineffectiveness and inefficiency observed in many schools in delivering the curriculum and ensuring that teaching and learning takes place (Bush and Glover, 2009). The DoE (2004) defines effectiveness as ensuring appropriate systems, structures, processes and methodologies are in place and

utilised to enable the specific strategic goals and objectives of the individual schools and education systems to be achieved. Efficiency, in the context of the role of the principal in managing teaching and learning is defined as managing available resources and information at least cost and to the best effect to improve performance at all levels (DoE, 2004). As studies conducted by Bush et al (2008) indicate, monitoring and evaluation is not happening in schools, particularly in South Africa, hence learners' performance is not good. Bush et al (2008) point out that in some schools they visited in Mpumalanga, learning material was available but was not used optimally as there was no one to ensure the proper and efficient use thereof. It has been stated by the Department of Education (2004) that education management and leadership development can play a key role in developing the capacities of organisations to ensure the appropriateness and effectiveness of their structures and systems. In addition, the DoE (2004) believes that leaders and managers can only perform well if the leadership and management structures within which they work are effective.

Bush (2006) argues that even if the most function of schools is to promote teaching and learning, evidence from research he carried out in some of the Mpumalanga schools is that principals do not regard themselves as instructional leaders. Bush and Joubert (2004) are of the idea that exemplary case studies of effective schools are required to establish whether and how instructional leadership contribute to their success. Of concern also, is the degree to which the principals understand and execute their role in managing teaching and learning. It is for the above reasons that the study is conducted. Principals, as the Department of Education (2006) stipulates, should carry out the task of leading teaching and learning as their core purpose in schools so that learner achievement can be made better.

The significance of the study, therefore, is to determine the extent to which learner achievement can be attained with principals performing their role as instructional leaders. As Bush et al (2005) state, it is increasingly recognised that managing teaching and learning is one of the most important activities for school leaders, particularly where learner achievement is concerned. The study also highlights the need for more research on matters relating to the role of the principal in managing

teaching and learning as few direct studies of this important phenomenon actually exist. The research on managing teaching and learning will be vital in assisting the vision of the DoE (2005) of attaining more effective teaching and learning to come true. According to the DoE (2004) appropriate policies, strategies and structures to support the growth and professionalisation of principals are needed.

Fullan et al (1994) point out that, while it is broadly agreed that the quality of teaching strongly influences levels of pupil motivation and achievement, 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. Day et al (2000) adds that effective leadership today, seems to demand a clear set of core values and the ability to exercise a balance in practice between a sense of vision, high achievement expectations and a commitment to capacity building among staff. Siegel and Byrne (1994, p.52) argue that it is one thing for a leader to have the vision; it is quite another for that vision to guide the behaviour of an entire organisation.

Bush and Glover (2009) argue that principals should monitor and evaluate work done by heads of department so that they know what is happening in class. However, Davidoff and Lazarus (1997) claim that in order for all the aspects of school to function, principals should plan for effective delivery of curriculum. Davidoff and Lazarus (1997) also concur with Bush and Glover (2009) that when planning, principals should accommodate learner-teacher-support materials as this becomes very essential in the successful curriculum delivery. The critical questions of the study are built upon the notion that planning, monitoring and evaluation as well as learner-teacher-support materials form the frame within which successful curriculum delivery is based.

1.5 Research question

The main research question in the study is 'How do principals manage teaching and learning in inner city secondary schools'?

Critical questions

In addressing the research question in the study, the focus will be on the following three critical questions:

1. How do principals plan for effective delivery of curriculum through effective teaching and learning?
2. What is the role of the principal in managing learner-teacher support material (LTSM) towards effective teaching and learning?
3. How do principals evaluate and monitor the work of HODs to assure quality?

Chapter summary

This chapter has highlighted the aims of the study and has laid a foundation on which the study will be developed. The chapter has defined 'Principalship' within the context of a school as learning and teaching organisation. The chapter has pointed out the distinction between principalship in general and instructional leadership; which seems to be confusion to principals. The chapter has also outlined the research problem statement as this forms the backbone of the study and without which the study cannot be pursued. Briefly, this chapter has dealt with the following aspects:

- a brief definition of Principalship and the roles of a principal
- the definition of instructional leadership; which the study is about
- the aim of the study
- the research problem statement
- the rationale of the study
- The research question and the critical questions that address the main question and provide the basis for more inquiry through reviewing the literature; which is in chapter three.

The next chapter provides the framework upon which the study was built.

Chapter Two

THEORETICAL FRAMEWORK

Introduction

This chapter aimed to develop a theoretical framework for understanding the role of the principal in managing teaching and learning. The chapter drew from three models of leadership articulated in Davidoff and Lazarus (1997), Bush and Glover (2009), and the Department Of Education (2009). This chapter on the theoretical framework began by revisiting the research questions:

- (1) How do principals plan for effective delivery of curriculum through effective teaching and learning?
- (2) What is the role of the principal in managing learner-teacher support material (LTSM) towards effective teaching and learning?
- (3) How do principals evaluate and monitor the work of HODs to assure quality?

These models will be discussed in relation to the research questions according to their relevance to the study on the role of the principal in managing teaching and learning.

Framework used to understand the role of the principal in managing teaching and learning.

In the framework proposed by Davidoff and Lazarus (1997), in relation to the role of the principal in managing teaching and learning, four elements are discussed. Davidoff and Lazarus (1997) mainly argue the role of the principal in the context of

elements and aspects that make up a school and those that assist schools and their leaders to pursue their goals. Below are some of the elements of school leadership they point out and they will be briefly discussed and along with others (such as vision, accountability and quality assurance), they will be discussed further in the literature review chapter:

- culture
- planning
- resource management
- structures and procedures

School culture

Davidoff and Lazarus (1997), propose a framework for understanding schools. In this framework they see school culture as central to understanding schools as learning organisations because it determines and reflects how the other elements of organisational life develop. As they state, the culture of the school comprises the values, the underlying norms which are given expression in daily practice, the overall climate of the school, Davidoff and Lazarus (1997).

In some of their examples, Davidoff and Lazarus (1997), provide aspects of school life that reflect its overall culture. The following aspects, among others, reflect the overall culture of a school:

- the general attitude towards teaching and learning
- the approach to discipline
- punctuality
- missing classes

The aspects above are directly linked to the role of the principal in managing teaching and learning in that if they are managed properly it is possible for a school to accomplish its goal; which is effective teaching and learning. Failure to manage the four aspects of the school life could result in learning and teaching not taking place in the way it is intended to.

In the context of the role of the principal in managing teaching and learning, Davidoff and Lazarus (1997), point out that the culture of society which pervades the culture of the school invades all other aspects, and unless people are made aware of the aspects of culture, it is unlikely that attempts to improve the school will be successful and sustainable. In other words, Davidoff and Lazarus (1997), are saying that the importance of culture in a school is to enable the principal to hold the organisation together so as to achieve the set goals of the school. They further elaborate that culture gives the school a direction or a way of doing things as it comprises the daily practices that translate to what the school stands for.

It is important that culture be seen as a central thread that runs through other elements that make up a school as an organisation (Davidoff and Lazarus, 1997). They further state that, as part of the school culture, teacher and student motivation plays a major role in the successful running of the school as it determines a general attitude towards teaching and learning. They also note that a school culture determines the extent to which the staff development is fostered and supported. Moreover, Davidoff and Lazarus (1997), point out that the school culture also reflects a gap between management (the principal in particular) and the staff as a whole. It is therefore, important to understand issues of culture in relation to the role of the principal in managing teaching and learning. As Hargreaves and Hopkins (1972) argue, it has been shown by numerous studies of both business and school that culture is the main determinant of effectiveness. According to Hargreaves and Hopkins (1972, p.237), culture impacts on teaching and learning when a principal plans how to improve a school.

Planning for effective delivery of curriculum

Even though the model adopted for understanding planning as part of the role of the principal in managing teaching and learning is from Davidoff and Lazarus (1997), limitations have not been made regarding other models that may have similar or differing views about planning. However, the framework by Davidoff and Lazarus (1997), is particularly useful as a basis for strategic planning; which forms part of this study. They state that very often, planning at schools consists of deciding on a timetable, days for outings, sporting and cultural events, staff meetings and so on.

The argument is that planning which does not support a particular vision or identify the need for restructuring to support the realisation of such a vision or take into account the current capacity at the school or the capacity building required will not help the school to move forward significantly.

Planning is a process by which stated areas of achievement or goals is conducted (Davidoff and Lazarus, 1997). According to them, the process of setting goals, planning action steps to achieve the goals and ensuring that the process is evaluated in an ongoing way is known as strategic planning. They argue that through strategic planning, strategic-decision making is possible where all other aspects in the school are directly related.

While Davidoff and Lazarus (1997), state that goals set need to cover the different tasks of the school, including all aspects of the curriculum, Knight (1997), concurs that strategic planning refers to the long-term future of the organisation and not to activities which are directed to its achievement of current objectives. Knight (1997), explains strategic planning as planning which does not relate to the short term or the incremental. His argument is that planning should be strategically capable for school leaders, to explore a range of ideas and techniques which they can deploy to achieve strategic overview of their school. "Managing in times of continuing change has become one of the central focuses of organisational leadership for heads and principals as much as for the leaders of any other type of organisation", (Knights, 1997). It is therefore vital, as schools are organisations whose core business is learning, that the process of continual adaptation to changing circumstance which is required in order to manage effectively in times of continuing change is very akin to learning (Knights, 1997).

While Knight (1997), believes that the types of strategic planning process which are most likely to be effective are those which mostly closely follow the patterns which can be discerned from successful learning experience, Bush and Glover (2009), claim that a principal focussed strongly on managing teaching and learning would undertake, among others, activities such as:

- Oversee the curriculum across the school.
- Ensure that lessons take place.

Arrange a programme of class visits followed by feedback to educators.

Robinson (2007, p.21) stresses that the “impact on student outcomes is likely to be greater where there is direct leader involvement in the oversight of, and participation in, curriculum planning and co-ordination and teacher learning and professional development. In contrast to Robinson (2007, p.21), MacGilChrist (1995) argues that in the past, plans have tended to concentrate on management arrangement with the result that, for many schools, the plan had little significant impact on pupils’ learning. She states that the planning focused on staff activities rather than student outcome. At the heart of planning is the pupils’ progress and achievement, supported by the quality of teaching and learning in the classroom (MacGilChrist, 1995). In contrast to MacGilChrist (1995) Bush and Glover (2009), argue that learning is inhibited by a serious shortage of learning and teaching support materials. It is, therefore important that when principals plan, they also consider the procurement and management of books and stationery (LTSM).

Availability and management of resources (LTSM)

Even though the study specifically addresses the aspect of the availability and management of learner-teacher-support material (textbooks in particular), it is imperative to understand the aspect of resources from a broader technical perspective. This is so because if one were to isolate the management of finances in a school, it would be difficult to even start talking of acquiring other resources such as textbooks and other learning teaching materials, which facilitate the interaction between the learner and the teacher.

Access to, and control of resources is of central concern to any organisation (Davidoff and Lazarus, 1997). As part of the principal’s focus, Bush and Glover (2009), point out that in the context of South Africa, he/she should ensure that appropriate learning and teaching support materials (LTSM) are available. As is argued by Davidoff and Lazarus (1997), the availability of learning materials is not enough on its own, but access to the material and the management thereof also become pivotal. They emphasise on the issue of equal distribution of resources so that all learners in the school derive the same satisfaction. As was noted by Bush

and Glover (2009), in some of the studied schools in Mpumalanga, learning materials were available, but were not efficiently used and in some classrooms learners were without teachers. This therefore, reveals that learning was not taking place at all. It is for this reason that other resources such as human resource development should not be ignored since the skill of the teachers is needed to carry out the task of teaching. As Davidoff and Lazarus (1997) argue, human resource development includes area of staff development which usually refers to teacher or professional development. They further argue that staff development incorporates education and training opportunities through various forms of in-service training programmes. They also claim that without ongoing programmes and processes to encourage and support staff development, schools become out of touch with educational trends and teachers lose the sense of renewal and inspiration which is an essential part of a meaningful education.

Davidoff and Lazarus (1997) further state that in order for the school to function effectively, principals should create structures and procedures that support the functioning of the school.

Structures and procedures

Structures and procedures, according to Davidoff and Lazarus (1997) provide the basis for how systems interrelate within the school and between the school and its broader environment. They argue that structures and procedures allow the different aspects of organisational life to interrelate in a coherent way. Of importance is the role of that structures play in allowing individual and team contribution in the running of the school. According to Davidoff and Lazarus (1997), structures consist of lines of responsibility and authority, of units and departments and how they relate to one another. Structures also consist of lines of communication and accountability which is key to the role of the principal in managing teaching and learning since the he/she does not run the school alone. In addition to structures, are procedures that outline the rules, regulations and methods whereby the structures relate to one another, (Davidoff and Lazarus, 1997).

Structures and procedures assist the principal and the school to develop rules and methods that provide the framework for making decisions around various tasks of the school (Davidoff and Lazarus, 1997). Structures and procedures also give an understanding of who of the members of the staff makes decisions and how those decisions are being made, as well as their contribution to the successful running of the school where teaching and learning take place.

As part of the organisational structure, decision-making determines the extent to which democracy is being integrated into the school's structures and procedures. Davidoff and Lazarus (1997) conclude that decision-making structures and procedures relate very closely to issues of control and management of the school and are therefore central when considering the developing of a democratic organisation. As schools are not run by the principal alone, it is important that along with decision-making, accountability be seen as crucial in the context of South African schools. Accountability refers to fundamental responsibilities and reporting systems (Davidoff and Lazarus, 1997). Therefore an understanding of who is accountable to whom and for what is important but also the context within which accountability operates.

The importance of structures and procedures in a school is also to provide information flow or formal communication, as Davidoff and Lazarus (1997), call it. They argue that information flow provides a link between the different aspects in the organisation. Access to information is a way of bringing about a shared ownership of decisions on the part of all concerned. Commitment is encouraged by shared ownership and decisions are likely to be seen through as people are empowered by their knowledge of the situation and participation of the decision-making process. As Ali and Botha (2006) argue, if teaching and learning are to improve significantly, HODs will have to spend much more time in supervising the teaching and learning activities that occur daily in their subject or learning areas.

Evaluate and monitoring of the work

A model provided by Bush and Glover (2009) for understanding monitoring as part of the role of the principal in managing teaching and learning is adopted. Bush and

Glover (2009), indicate the importance of monitoring and evaluation as well as providing feedback on the teaching and learning process. They also outline ways and procedures in the way in which principals are to execute this process.

The role of principals is leading learning and teaching, while the heads of department, working with the staff and governors, create the conditions and structures to support effective learning and teaching for all. Heads of departments are directly responsible for the quality of learning and teaching and for pupil's achievement. They are responsible for setting high expectations and monitoring and evaluating the effectiveness of learning outcomes (Bush and Glover, 2009). In managing teaching and learning, the principal has an overall responsibility to oversee the curriculum across the school and evaluate examination results and internal assessment (Bush and Glover, 2009). The principal also monitors the work of HODs through scrutiny of their work plans and portfolios. In concurrence, Southworth (2004), state that monitoring involves visiting classrooms, observing teachers at work and providing feedback. While the Ofsted (2003), claim that there is a strong link between very good monitoring and good teaching, Southworth (2004), states that monitoring is a widely distributed role, including head teachers, deputies and heads of department. It is therefore argued by Spillane (2005), that effective leaders enhance the performance of their schools by providing opportunities for staff to participate in decision-making about issues that affect them and for which their knowledge is crucial. In this way, leaders help others to shape the school in ways that can accomplish shared goals and address individual concerns as well.

The core purpose of principalship

The core purpose of principalship is to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning take place and which promote the highest possible standards of learner achievement (Department of Education, 2006).

The DoE (2006) developed a framework for understanding the core purpose of the principal in managing the school in general. Within the framework, there are six key

areas that enable the principal to lead and manage the school. However, of the six, only two key areas are adopted for this study. Because of their relevance to the study, the following key areas will be discussed:

- Leading and Managing the Learning School
- Assuring Quality and Securing Accountability

Leading and Managing the Learning School

The principal has many roles to play in a school, including the promotion of quality teaching and learning. However, the leadership and management of the learning school focuses directly on the principal's responsibility for the creation and maintenance of a learning culture for all learners and staff (DOE, 2006). According to the DOE (2006), at the heart of the principal's role is a fundamental responsibility for the management of the curriculum, the enhancement of the quality of teaching and learning and raising levels of learner achievement. Therefore, the principal should set high levels of expectations which are supported through ongoing monitoring and evaluation of learning outcomes and a commitment to continuous improvement.

Leithwood et al. (2006, p.5) argue, there is not a single documented case of a school successfully turning around its pupils achievement trajectory in the absence of talented leadership. In concurrence with Leithwood et al. (2006), Hoadley (2007, p.1) states that, in the context of South Africa, there is a consensus around the importance of leadership to improved student outcomes. However, Bush and Glover (2009) claim that in order for the principal to improve the outcomes of learners and teachers, he/she should assure quality by visiting classes to see what is happening between the teacher and the learners.

Quality Assurance

The DOE (2006), states that the principal need to have knowledge on various practices and procedures related to quality assurance and evaluation and performance management. Even though less is said about how assuring quality of

learning and teaching should be done, the DOE (2006), however, outlines that in assuring quality, the principal should work with school management team and others to carry out this task. However, it is argued by Bush and Glover (2009), that classroom observation is mandated for South Africa's Integrated Quality Management System (IQMS), but also occurs in some schools as a monitoring device.

The next chapter provides the literature review of the study.

CHAPTER THREE

LITERATURE REVIEW

INTRODUCTION

This chapter reviewed literature on the role of the principal in managing teaching and learning, with more emphasis on the critical questions addressing the role of the principals in managing teaching and learning. This chapter set to address some of the previous studies conducted in the field of managing teaching and learning with the aim of determining what the findings were and where necessary, what the researchers advocated on the topic at hand. The chapter further aimed to identify differences and similarities between local and international norms regarding the management of teaching and learning. Therefore, the chapter looked at theories and ideas that inform the management of teaching and learning.

As Christie (1998) states, many schools in South Africa are dysfunctional, mediocre or underperforming. Debates about such schools address questions around the role played by principals in managing teaching and learning, even though Christie (1998), believes that apartheid, which is not within the scope of this study, has a role to play in the dysfunctional status of the South African schools. The role of principals in managing teaching and learning in this study is not necessarily directed at schools that are dysfunctional, but to schools in general. In this regard, the role of the principal in managing teaching and learning will now be explored with more emphasis on planning, monitoring and evaluation as well as resource management.

Role of the principal in managing teaching and learning

The core purpose of principalship is to provide leadership and management that enable quality teaching and learning to take place and also promoting the highest possible standards of learner achievement (DOE, 2004). It is argued by Robinson (2007, p.21) that in order for students to achieve greater outcomes the principal has to be directly involved in the oversight of, and participation in, curriculum planning and co-ordination and teacher learning and professional development. According to Parsard (2002), curriculum delivery is the core function of educational management; therefore, the principal should be hands on in the management and leadership of teaching and learning in order for the goals and aims of the school to be accomplished.

Instructional leadership, as it is called in the USA, is about managing the technical core of the school. The core purpose of any school is effective teaching and learning. According to Looock (1995, p.176), the role of the principal, as a leader, is to create a sense of purpose and direction aligning people behind the organisation and inspiring them to make it become a reality. Looock goes on to say that the principal should have the capability and expertise to identify, present and interpret information used for formulating strategic planning and controlling activities, decision-making and optimising the use of resources. In concurrence with Looock (1995, p.176), the DoE (2006) adds that it is the role of the principal to embrace both the curriculum and human resource management as these are the pillars of any school. Bennett (2003), argues that attention needs to be paid to the effectiveness of those leading at the top of the organisation in order for the work of talented teachers to be noticed. The question to be asked is “How effective are those that lead from the top of the organisation?” Rhetoric as this may sound; principals can only be effective in their role if they fully understand what their role is (Bush, 2009).

In response to the role of principals in managing teaching and learning, Bush et al (2009), in their findings on the research done in Mpumalanga schools, indicated that four principals did not adopt a proactive management role in the area of managing teaching and learning as they regarded their leadership style as *laissez faire*.

Variations were evidenced in the role of managing teaching and learning as the study indicates that some principals in the province did one thing and others did another. This variation brought Bush et al (2009) to a conclusion that generally, managing teaching and learning appear not to be a central role for most of the studied principals. In other words, principals do not carry out their role of instructional management. They tend to focus more on administrative tasks and ignore the core purpose of the school

Caldwell (2002) and Hart (1995) though, state that the role of the school principal has changed over the past years and the emphasis is more on leadership. In other words, the qualities of principal leadership that reflect the principal's values have changed which result with a major effect on the new principalship and which also makes a way for new professionalism for school principals. Hill (1996b, p.7), claims that the central role of principals in previous times was improvement of teaching and learning, but now principals should spend more time establishing the appropriate preconditions and following through with interventions aimed at improving teaching and learning. However, Hill (1996b, p.7) points out that in order for principals to assume their appropriate roles, they need to be experts in a variety of areas. Suggesting what principals should do and discouraging what they should not get too involved with, Hill (1996b, p.7) states that knowledge about the individual and collective progress by learners should be acquired by principals. He says that in order for the principal to understand and establish an environment that facilitates learning and teaching, he/she should be less of an administrator and be more orientated toward being an educational leader in the sense of being an expert in teaching and learning.

According to Davidoff and Lazarus (1997), principals should be strategic in planning for the management of the curriculum. They state that strategic planning and strategic decision-making is possible where all other aspects in the school are directly involved. As stated by Bush and Glover (2009), the principal of the school should perform the duty of overseeing the curriculum across the school and ensure that lessons take place in classes as well as arranging programmes for class visits followed by feedback to the teachers. This, according to Davidoff and Lazarus (1997) can be achieved through planning strategically. They also see planning as

one of the roles of the principal in managing teaching and learning and that attention has to be drawn to it.

The next section discusses planning as one of the roles of the principal in managing teaching and learning.

Planning

Planning is the managerial process of deciding in advance what is to be done and how it is to be done (Davies, 1990). Davies defines planning as a broad process which involves the establishment of objectives and the formulation, evaluation and selection of policies, strategies and actions needed to achieve the objectives. In order to meet organisational goals, gather, translate and communicate information so that decisions can be made. In concurrence with Davies (1990), Clarke (2008) states that planning is the best way to prepare for a successful school year as it needs to start well before the start of the year. Even though some schools wait until the year starts, others prepare year plans long before the current year ends and distribute copies of the plan to all staff members so that when the following academic year starts, they get down to work with no delays..

According to Clarke (2008), of critical importance is that the principal should prepare the timetable for the school year to ensure that optimal use is made of the skills and qualifications of teaching staff so that they teach the subjects, grades and phases for which they are best qualified. Not only do principals need to allocate teachers according to their qualifications and expertise, but as a supporting measure, they also need to monitor and review performance of learners quarterly against the established benchmarks to determine the extent of effective teaching and learning. This also assists in determining the efficiency and effectiveness of the systems and procedures used to collect, collate and compile the information needed to produce reports.

Morton (1994), states that leaders should have various ways in which they prepare themselves and their organisations for different possible and, as yet, uncertain future. He states that as schools are organisations whose core business is learning,

a process of continual adaptation to changing circumstance is required in order to manage effectively in times of continuing change as it is akin to learning or at least to learning in the experiential sense. Davidoff and Lazarus (1997) state that planning is done to achieve goals that have been set and these goals become an important set of activities. According to them, plans done by principals should be implemented so that evaluation relating to goals set can be conducted. Joyce (1991) describes planning as one of the key 'doors' to school improvement. Hence Davidoff and Lazarus (1997), see strategic planning as important as it plans for long term.

Strategic planning

Planning should be strategic so that the school leaders can understand and monitor changes in their environments and anticipate future trends so that new and appropriated aims and goals can be set (Davidoff and Lazarus, 1997). They define strategic planning as receiving and developing the school's identity and culture and also incorporating the development of procedures and structures to support the set goals. In developing both technical and human resources, the leader aims to achieve the goals and also to cover the different tasks of the school, including all aspects of the curriculum (Davidoff and Lazarus, 1997). Therefore, planning should be a long term task that also leaves room for contingencies. Knight (1997) argues that a lot of managers or school leaders plan for immediate term and for what they know is going to happen. His concern is that long term planning is never thought about hence very little time or no time is allocated to it. Knight (1997) is of a belief that principals who only plan for short term goals are those that did not get adequate training on how to do their jobs. He is more concerned about planning being done for immediate implementation and not for future occurrences. Knight (1997) concludes that planning should be such that it allows for new developments and changes that have impact on the performance of the learners.

Development plan

According to Hargreaves and Hopkins (1991), development planning begins with an internal audit of strengths and weaknesses. In other words, individual schools do a swot analysis to determine their position in terms of their needs. The internal audit,

according to Hargreaves and Hopkins (1991), enables the school to identify priorities for improvement and to construct a development plan. Gray et al (1998), add that once a school has prioritised its needs and goals, it translates the priorities into specific targets and an action plan gets established to achieve the targets set.

Hopkins and MacGilchrist (1998), argue that schools that use development plans raise student achievement through focusing on the quality of teaching and learning in classrooms, and the management arrangements that support it. Their argument is that effective teachers and effective schools take seriously the link between classroom practice and student learning outcomes, particularly in terms of what the child learns, how the child learns, the pace of learning and the high expectations existing in the classroom. MacGilchrist et al (1997), state that school evaluation should ensure that the school's plan is based on reality rather than aspiration, through, for example the school's own student evaluation and monitoring processes. They argue that monitoring and evaluation should be linked to implementation.

Sammons et al (1997), argue that in schools that are improving, the activities of management are strongly directed at classrooms and, in secondary schools, subject department. While they state that energies in such schools are concentrated on developments related to improving the quality of teaching and learning and to the raising of expectations, Hopkins (1997), states that schools that have identified clear learning targets for pupils use development planning to achieve these targets by concentrating simultaneously on related improvements inside and outside the classroom, in particular, teaching and management arrangements. School leadership places particular emphasis on the content of teachers' planning and on the type of teaching strategies that will enable the learning goals for students to be achieved. Hopkins (1997), also states that medications that are needed in management arrangements are identified, for example the timetable, the budget, staffing and staff development. School leadership, according to Hopkins (1997), plans for any changes and schemes of work and assessment arrangements that may be needed.

The DoE (2006), states that the principal has overall responsibility for the development and implementation of plans, policies and procedures that enable the school to translate its vision and mission into achievable action and outcomes. In managing teaching and learning, principals regulate time that has to be spent on instructional giving and do monitoring of curriculum planning and delivery (Hoadley, 2007). Monitoring of curriculum is mostly done by heads department to enhance the quality of teaching and learning. This, according to Bush and Glover (2009) assures that teachers are giving instruction of good quality to learners.

In the next section, monitoring and evaluation is discussed under quality assurance.

Quality Assurance

A study by McEwan (Global learning communities, 2000) shows that an instructional leader, called the principal, in South Africa, has to have certain qualities and behaviours in managing teaching and learning. The study found that in Illinois schools, principals evaluated staff performance and set high expectations for students and staff. This was done through monitoring and evaluation.

Monitoring and Evaluation for quality

Even though it is not widely practiced in South Africa, the advocacy by the Department of Education (2006) is that monitoring, evaluation and modelling should take place in schools. The goal of quality in teaching and learning is a high priority for all educators. Quality, according to Northfield (1992), is related to the values of learning outcomes and also the process by which the outcomes are achieved. Bush and Heystek (2006), in their baseline research for Mathew Goniwe School of Leadership and governance (MGSLG), state that principals do not conceptualise their role as instructional leaders, instead, they are much concerned with financial management, human management and policy issues. However, Southworth's (2004), research findings show that in England and Wales, modelling, monitoring and professional dialogue and discussion were effective in ensuring quality teaching and learning. According to National Assembly for Wales (2005, p.3) leaders have a direct responsibility for the quality of learning and teaching for pupils' achievement.

Principals can only set high expectations if they monitor and evaluate the effectiveness of learning outcomes.

Bush et al (2008), state that a principal focussed on managing teaching and learning ensures that the curriculum instructed to learners is of quality and that lessons take place in classrooms. The advocacy by Bush et al (2008), is that principals should do class visitations so that they can know what is happening in classrooms. In their study, Bush et al (2008) noticed that evaluation of learner performance was very limited. This goes against the role of the principal in ensuring that quality is maintained. As noted by the DOE (2006), it is the role of the principal to put strategies in place for the effective monitoring and evaluation of performance in relation to the National Curriculum Statement. The DOE (2006), advocates that the principals use evidence derived from research and practice to inform the improvement of teaching and learning and the enhancement of a learning culture.

For the principal to assure quality of teaching and learning, he/she should demonstrate and model a personal commitment to learning and the maintenance of high standards (DOE, 2006). The principal should make it his/her role to challenge underperforming, ensuring appropriate corrective action and follow-up and also facilitating the ongoing monitoring and evaluation of all classroom practice. According to Clarke (2008), quality assurance is about performing to an agreed standard. He says that quality assurance is not only about marks or results, but should cover every aspect of the school. The senior management of the school can come up with a strategy to test its performance. The concern, though, is that a lot of times schools put less time into teaching and learning and spend more time into administrative and organisational tasks which may facilitate opportunities for good teaching and learning, but are not drivers of quality.

Clarke (2008), states that good teaching and learning is about the quality of what happens in the classroom and in the interaction between the teacher and the students. The challenge, according to Clarke (2008), is that the principal who is not intellectual enough will not know what is happening in class between the teacher and the student. Clarke's advocacy, therefore, is that principals should do class visits and observations so that they are aware of what happens between the teacher and

the student. The idea is that a principal who visits all classrooms frequently can improve teachers' classroom performance by looking for instructional best practice and give teachers specific positive feedback about what was observed.

As McEwan (2000), states, research indicates that evaluating staff performance is critical to success in the principalship. The DOE (2006), concurs with McEwan in that principals should ensure that sound data at class and school level is collected and used to inform the continuous monitoring and evaluation of teaching and learning together with learner progress and achievement. In the context of South African education system, there has not been a national framework in place to guide education management and leadership. It is the vision of the DOE (2006), though, to provide ongoing support to schools and providing development of leaders and also assisting consultants who offer development in managing teaching and learning.

The DOE (2006) requires that in order for the principal to assure quality in teaching and learning, he/she should have knowledge of practices and procedures related to quality assurance systems, including whole school review and evaluation and performance management. In education, quality assurance examines the aims, content, resourcing, levels and projected outcomes of modules, programmes and course (Doherty, 1994). Doherty (1994) further describes quality control as a system based on feedback and a means of gaining information so that errors can be corrected. In education, according to Doherty (1994), quality control entails requiring feedback from staff, students and ideally, employers. He further states that quality control requires monitoring and review of modules, programmes and causes.

Sallies and Hingley (1991), argue that quality is made up of many features and standards. They state that quality is a totality of the organisational structure, responsibilities, procedures, processes and resources for implementing quality management and assurance. They define totality as everything that affects the quality of a product or service. They therefore, conclude by stating that TQM (Total Quality Management) requires that there is top-down commitment and strategic plan with goals and objectives which are understandable and possessed by all staff.

Sallis and Hingley (1991), further state that TQM requires identification of resources to deliver the plan and that regular review of the training plan be done so that training and development throughout the employees' entire career can be maintained. Not only should training programmes be put in place, but they should also be evaluated and audited (Sallis and Hingley, 1991).

While Seddon (1991), describes quality in education as willingness to make things happen, taking risks, developing trust, clarity of mission, roles and communication, Alston (1991), argues that ensuring quality entail that the curriculum is delivered at an appropriate level for individual pupils and that there is a clear and agreed policy about the function of monitoring, recording and assessment procedures. Alston (1991), further argues that quality assurance is about ensuring that monitoring, recording and assessment are incorporated systematically into teaching and learning strategies.

Theron and Both (1990), state that evaluation is the key to part of didactic structure which attempts to establish the degree to which an objective has been achieved and where improvement can be made. They further point out that the prime purpose of staff evaluation is the improvement of the educative system. Cawood (1973), states that when making classroom visits, the headmaster must ensure that he is present at the beginning of the period to observe how the lesson is being introduced and also to avoid disturbing the teacher. He further states that the follow-up discussion should be informed and open-hearted and that the teacher should be given an opportunity to put his/her side of the case and make recommendations with regard to his/her duty.

Motala (2001) argues that in order to enhance quality in teaching and learning, certain strategic areas have to be adhered to by leaders. She states that there is a need to foreground teaching and learning so that quality teaching and learning can be realised. By foregrounding teaching and learning, Motala means that a closer observation has to be done with regard to teaching and learning. She further claims that, teachers, even though neglected, are an important resource as they are the ones who spend a lot of time with learners in classrooms. Her conclusion on the

matter is that the achievement of quality education continues to be an enormous challenge in South Africa, therefore the restoration of a culture of teaching and learning becomes increasingly urgent. In response to Motala's (2001), argument, Kruger (2003), states that one of the major problems facing principals in assuring quality, is the creation of a sound culture of teaching and learning in which effective teaching can take place. In his research, through interviews, observations and documentary analysis, Kruger (2008), argues that lack of discipline; low educator morale and other educational problems contribute to poor matric results and other weak educational outcomes. Smith and Ngoma-Maema (2003), then advocate whole-school evaluation. According to the DoE (2006), it is the role of the principal to encourage the development and maintenance of an ethos of collective responsibility for assuring quality, and ensuring accountability within the school's community.

Research carried out by Sadler (1989), pointed to the importance of developing appropriate approaches to feedback within formative assessments. Sadler's (1989), argument is that not only should assessment be done of learning, but should be done for learning. This means that formative evaluation and classroom assessments are an essential part of teaching and learning and that it involves students in learning goals, self-assessment and identifying progress. Black and William (1998b), believe that providing feedback benefits students and teachers as this is grounded in a belief that all students can improve. In concurrence with Black and William (1998b), Dayle (2003), states that studies have suggested that using data to inform instruction and learning goals has the potential to increase student performance. Bush (2009) then argues that while the principal sets high expectations for learner performance, the involvement of teachers and other stakeholders is needed as the principal cannot do it alone. This, according to Bush (2009) means that schools should practice culture of shared leadership.

The next section discusses the importance of shared leadership to enhance quality and learner achievement.

Shared leadership

According to Bush et al (2009), the responsibility of managing teaching and learning is shared amongst principals, school management teams, heads of departments and classroom teachers. Even though it is so, the principal, as the leader of the school is the one who puts structures and systems in place to enable the facilitation of the process. While Bush et al (2009) state that it is the overall role for principals to manage teaching and learning in South Africa, they point out that because principals believe that everything should be done by them, they often miss out on the expertise that their personnel has.

Blasé and Anderson (1995), even though in the context of heads of department, state that a leader's role is to foster collegiality within the group by shaping and establishing a shared vision. While Kelly and Moon (1995), state that emotional intelligence is key to decision-making, Blasé and Anderson (1995) argue that a good leadership style is one that empowers others and using power through other people to generate collaborative organisational cultures. They further argue that leadership style should be people-oriented and be such that it helps other people to transform their feelings, attitudes and beliefs. As Leithwood et al (1999:10), state, leadership should be about influence rather than authority. They further argue that leaders are expected to ground their actions in clear personal and professional values.

The South African standard for school leadership (2006), states that at the heart of the principal's leadership and management of the school, are core societal and educational values, which underpin all that happens in the school. In other words, this means that in order for the school to work effectively towards the achievement of its vision and goals, the principal should allow participation by other stakeholders. Even though the Department of Education (DOE 2006) states that the principal has a responsibility to manage the curriculum and the enhancement of the quality of teaching and learning as well as raising the levels of learner achievement, it is argued by Spillane (2005) that leaders do not single-handedly lead schools to greatness. The point put forward is that leadership involves an array of individuals with various tools and structures.

According to the study by McEwan (2000), the principal does not only manage the curriculum, but in order for effective teaching and learning to take place he/she has

to create a shared vision that carries the mission and goals of the school. This, according to the study, assists the principal to maintain positive interpersonal relationships as there is also a safe and orderly environment. Fullan (1991), argues that all major research on innovation and school effectiveness shows that the principal strongly influences the likelihood of change. In addition, Berman, McLaughlin and associates (1979), state that principals determine whether a change is to be taken seriously and to support teachers both psychologically and with resources. The argument by Fullan (1991), though, is that the principal is the person most likely to be in a position to shape the organisational conditions necessary for success, such as the development of shared goals, collaborative work structures and climates and procedures for monitoring results.

Where there is shared ownership, according to Davidoff and Lazarus (1997), there is likely to be encouraged commitment to seeing decisions through because people have been empowered by their knowledge of the situation and participation of the decision-making process. The argument put forward by Davidoff and Lazarus, is that information sharing establishes transparency in the school, thereby bringing about a sense of shared ownership of decisions on the part of all concerned.

In the study conducted by the General Teaching Council (GTC) (2001), “a learning-centred leadership”, it was found that leaders shared an explicit orientation to the learning process. Leadership was distributed across the school and leadership time and energy was mainly focussed on various aspects of learning and teaching. The study also found that school leaders believed that it was important to develop good relationships characterised by mutual respect in order to promote learning and effective leadership. The study findings also indicated that the leaders created school culture by translating principles and aspirations into practice and making culture creation an integral part of their role. Not only did head teachers/principals create culture in the school, but they also played an important role in initiating and sustaining change. They also shared leadership in an attempt to sustain learning-centred leadership.

Even though Budhal (2000:14) believes in the traditional role of the principal as that of a manager or administrator, the DOE (2006) states that the principal should have

knowledge on ways in which shared leadership, participation in decision making, team-building and effective teamwork may be encouraged, promoted and implemented. The DOE (2006) also emphasises that the principal should be knowledgeable in matters concerning enhancing motivation, morale and job satisfaction.

In South Africa, leadership has, for years, not been seen as interaction between leaders and followers, but one man phenomenon. This has been due to the fact that leaders, particularly principals led schools as they saw fit with no formal leadership training (Botha, 2004). Bradshaw and Buckner (1994, p.79,) state that school demands and achievements can only be attained through devolution of power and through shared decision making that encourages people to change and to address educational problems. Although this study is not about the role of HODs it is imperative to acknowledge the role they play in assisting the principal with his/her role of managing teaching and learning as they are much closer to the staff than any one else in the school.

The DOE states that principals should work with all in the school's community to ensure that the vision and mission of the school is translated into agreed goals and operational plans, designed to promote and sustain ongoing school improvement. The principal manages teaching and learning by ensuring that school policy is developed and implemented with due regard to educational legislation and policy (Doe, 2006). The advocacy by DOE (2006), that principals should lead by example as they model the values and vision of the school in everyday work and practice, is good and appropriately articulated, but in the context of South African educational system, this poses problems as the principals have limitations with regard to their creativity. This means that principals in South Africa plan, implement and deliver curriculum according to pre-specified protocols of the Department of Education as is the case in studied countries such as Ghana where the Ministry of Education determines what has to be taught and how it should be taught.

Allen and Glickman (1994), argue that the initial reaction many teachers have to the idea of shared governance is scepticism, where they wonder if they will really be allowed to make decisions or if the principal will exercise a veto if things do not go

his or her way, reducing their participation to 'mock democracy. While teachers have such concerns, principals too are concerned about teachers not seeing the big picture and that they might make decisions that are not in the best interests of the school (Allen and Glickman, 1994). Blasé and Blasé (1994), respond to these concerns by pointing out that without trust, people are likely to close up, to keep to themselves, to even close ranks in cliques or special groups. They add that without trust, issues are seldom discussed and never resolved. They emphasise that without trust, a school cannot improve and grow into the rich, nurturing micro-society needed by children and adults alike.

Blasé and Anderson (1995), argue that leaders who focus on moral values try to use power with, or through other people, rather than exercising control over them. Harris (1998) states that research in the UK suggests that heads of department can make a difference to departmental performance in much the same way as head teachers contribute to overall school performance.

Contribution of Heads of Department in managing teaching and learning

The principal, according to Pondy (1978, p.94), is able to clearly reflect to the subordinates that he/she is not alone in the process of managing and leading the school, but does so with the help of all that are not in formal positions of leadership. Heads of department encourage a group of staff to cohere and develop a group identity, (Blasé and Anderson 1995). The role of the heads of department in assisting the principal in managing teaching and learning, as stated by Blasé and Anderson (1995), is that they foster collegiality within the group by shaping and establishing a shared vision. Further, Blasé and Anderson point out that an important dimension of the heads of department's work is to shape and manage departmental culture, which will eventually translate into the real potential of organisational change and improvement. As much as the principal shapes the direction and development of the school, the heads of department help instilling the same vision within their departments in an attempt to inspire and motivate all who work in and with the school. As the DOE (2006) believes that the principal alone cannot successfully handle the school and all that is happening in it, it advocates that the principal should have knowledge of creating relationships between performance management,

continuing professional development, and sustainable school improvement. According to Davidoff and Lazarus (1997), the principal has the power to create a culture for the school. The culture of the school assists in transmitting the vision of the school to all involved.

School culture

Research conducted by Van Velzen et al (1985), indicates that there has been an increasing emphasis within school development upon links between leadership and the culture of the organisation. Duignan and McPherson (1992), argue that leadership has the potential to alter the cultural context in which people work. They further state that transformational leadership focuses on the moral values and value-laden activities of a leader and how these are disclosed to other colleagues. Schein (1988:15), argues that effective leaders create culture for their schools thereby determining the criteria for leadership. He states that it is the unique function of the leader to perceive the functional and dysfunctional elements of the existing culture and to manage cultural evolution and change in such a way that the group can survive in a changing environment. While Schein (1988:15), argues that the leader should be capable of choosing the culture that meets the needs of the organisation by first, assessing its weak and strong aspects, Hargreaves (1995), advocates that practitioners should explore their own school's culture so that they can enhance its effectiveness and improvement. Hargreaves (1995), further states that the school leader has three major tasks in relation to school culture. He states that the three tasks faced with the leader are diagnostic, directional and managerial. He emphasised that if the leader understands the present culture of his/her school, he/she can decide on the direction and ways in which the culture changes.

Pondy (1978, p.94), argues that the effectiveness of a leader should lie in the ability to make activity meaningful and not to change behaviour but to give others a sense of understanding of what they are doing. He says that the leader should make clear the meaning of activity in the school by posing and securing answers to questions such as: 'what are the purposes of our school?', how should we as teachers, work with students to reflect our purposes? , what should be the relationship between our

school and its local community?' In this way, the principal of the school is able to build a culture by which the school is going to be identified.

According to Hargreaves (1994), in order for the school to make appreciable progress in teaching and learning, there has to be a common vision of education and shared governance. Fullan (1991) cautions that developing and forming as well as shaping and reshaping a vision is a constant process, therefore, the excitement that comes with starting something new needs to be substantiated with a larger vision to keep the school and staff moving and excited. While Hargreaves (1994), believes that a common vision is built as people have on-going dialogues focused on school-wide issues of teaching and learning, Fullan (1991), argues that information distribution is a key factor in developing trust, understanding and vision. Rosenholtz (1984), concurs with Fullan (1991), by stating that learning enriched schools value information and go out of their way to gather it and make it available to teachers. In addition, Todd (1994), in his study of how four League school used information to facilitate their implementation of the framework, found that information can lead or entice teachers to become active participants in the change process. He further points out that he found that information helps teachers to begin to work together by providing a stimulus for collective reflections.

In response to visionary principals, Fullan (1992), critically argues that visionary leaders may damage rather than improve their schools. He states that vision can blind leaders in a number of ways; the high-powered charismatic principal who radically transforms the school in four or five years can be blinding and misleading as a role model in that when he/she leaves the school can decline. He further states that principals are blinded by their own vision when they feel they must manipulate the teachers and the school culture to conform to it. Bolman and Deals (1996), though, argue that leading and management are distinct, but they are both important. They state that organisations that are over managed but under led eventually lose any sense of spirit or purpose. According to them, while the leader visualises about the future state of the school, strategises and influences others to share the vision, a manager ensures that all runs smoothly and done in the right way. Their argument is that the challenge of modern organisations requires the objective perspective of the manager as well as the brilliant flashes of vision and commitment wise leadership

provides. Bush et al (2005), add that while preparing middle and senior leaders is important, it seems evident that the wider issue of leadership development for school improvement needs more attention.

Challenges faced with principals in managing teaching and learning

Rutherford (1985) acknowledges that certain factors are holding principals back. Factors such as lack of skills and training as well as lack of support from superintendents and school boards are referred to by Rutherford as holding back the effectiveness of principals in schools. This also applies in the context of South African schools as research shows that a lot of times, schools that are underperforming or ineffective are as a result of principals who are either incompetent in their job or lacking departmental support. In her article, 'Schools as (Dis) organisations: the 'breakdown of culture of learning and teaching in South Africa', Christie (1998), addresses prominent and problematical legacy of apartheid education in South Africa. She refers to this legacy as the 'breakdown of the culture of learning and teaching. Her argument is that the apartheid era left a legacy of poor functioning of a large number of schools in South Africa, particularly the black schools. Nevertheless, she still believes that there is something that can be done about the disputed and disrupted schools of our country.

As she refers back to apartheid times, Christie (1998), states that appointment of school principals and senior staff were often politically influenced. She therefore, suggests that building leadership and participatory management be a priority. Her advocacy is that leadership and management potential need to be an important criterion in appointing new principals.

The pressures on leaders in managing teaching and learning are often intense. Responding to a variety of frequently conflicting demands is not easy when decisions must be made. Attempting to persuade others on matters of policy and practice are made all the more difficult when lack of time and resources curtail opportunities for discussion and negotiation (Walker, 1992). In the context of the South African

schools, certain roles played by principals in managing teaching and learning can be a challenge as there are diversities and complex issues impacting upon the roles of principals. The challenges faced with principals among others, are cultural diversities and compliance to the needs and policies of the Department of Education. However, the challenge of culture and compliance is not unique to South Africa. A study carried out by Oduro and MacBeath (2003) shows that in Ghana principals comply with what the employer (Ministry of Education) expects of them. These challenges impinge on the visions the principals may have for their individual schools since they do not emerge through personal critical analysis of situation or through any collaborated efforts with their teachers. Bush (1996) states that the challenges faced with principals can be split into two:

-In a democratic system the goals are negotiated where the head is an equal partner with other staff in decision making and organisations outside the school can negotiate their own involvement in corporate goal setting. In a political system the coalitions within the school dictate goals.

The next section highlights the need to professionalise principals and teachers as Bush et al (2009), state that principal do not conceptualise their role as that of managing teaching and learning as they often retreat into their offices and perform administrative tasks which have little to do with instructional leadership.

Professional development for teachers and principals

The core purpose of teaching and learning should be made explicit through professionalising principals so that the culture of teaching and learning becomes common to all, with similar kinds of goals and expectations (Bush et al, 2009). In my view principals that enter into principalship should have a clear and properly structured picture of what the expectations are of them so that they are on par with the expected standards. It is vital that in trying to align principals to their role, consistency is maintained by those who steer principals to the direction desired. Precisely, the Education Department (2006), has a major role to play in as far as bringing principals to required level of managing teaching and learning. Not only does the DoE have a role to train principals on their role, but also to provide

sustainable support to principals ensuring that ongoing workshops are provided and attended. If possible, the DoE could have foreign trainers whose schools are doing well to share their expertise with local principals as measures to bring the level of principalship in South Africa on par with international standards.

Oduro and Macbeath (2003), citing a Ghanaian experience on headship, state that in the UK certain existing programs on headship are functional and competent. Oduro and McBeath (2003), believe that since their own headship system is not functioning properly, as a result of culture and too much interference from the Ministry of Education as well as lack of training for principals, it would be prudent that they borrow some ideas from UK and elsewhere to go down a well trodden competencies route. They acknowledge the flaws in some of the policies of other countries and they do not intend to repeat those, but learn from them and make a positive out of them. Maybe one of the lessons to be learnt from UK by Ghana and South African educational systems, along with other affected countries is the factor of planning and consistency. This is informed by the fact that in Ghana, as is the case in South Africa, department officials often visit schools unannounced thereby interrupting the planned schedules of individual schools.

Kelly and Moon (1998) argue that teaching and leadership of any sort require emotional intelligence as it predicts positive relationships and work histories. They define emotional intelligence as aptitudes that are primarily intrapersonal and enable one to take constructive action with respect to both people and tasks. They further state that they believe that personal talents include both affective processes and aptitudes and connative processes and aptitudes, such as volitions and self-regulation. Kelly and Moon (1998), argue that affective processes and aptitudes and connative processes aptitudes help an individual develop self-awareness, capitalise on personal strengths, minimise personal weaknesses, make effective life decisions and set and achieve goals.

The emphasis is on acknowledging the endeavours by the DoE (2006), in introducing National Qualification for School Leadership (ACE) in response to the outcry of lack of training by principals. It is shocking though that in South Africa the debates on professionalising principals only took place in 2007 when countries such

as the United States of America had their talks on principalship some two hundred years ago.

As times change, school principals are being alerted to the vital need of developing themselves so that they perform in the function aligned to their role. The Mathew Goniwe School of Leadership and Management in South Africa is one school that work towards professionalising principals so that they fully understand their role in schools. I believe that once principals know their role they will start moving towards interdependency as they interact with all that work in the organisation and other stakeholders in general. The movement towards interdependency is likely to indicate signs of a collective practice for monitoring and evaluating teaching. According to Barth (1990), the traditional top-down model is ineffective and too unprofessional as problems become too big and too numerous for one person to address alone. The argument is that if teachers and principals are to effectively lead together, there must be a substantial change made by the way they think and feel about their personal and shared leadership responsibility in the school. Hence training thereof is crucial.

Smith et al (2001), state that in many countries little formal training is provided prior to an initial appointment as administrator, however in countries such as the United States and Canada, pre-service programmes are run by universities and usually take the form of graduate or post-graduate degrees. In South Africa, a principal is appointed if he possesses a minimum three year degree commonly known as Relative Education Qualification Value 13 (REQV13). A highlight made by Donahue (1997), is that there has to be proper training of aspiring principals so that there is understanding of the role to be played. McEwan (cited in the Global Learning Communities, 2000), states that research that has been done on effective schools, even though different set of descriptors that characterise effective or excellent schools were generated , one variable always emerges as critically important. She says that the leadership abilities of the building principal in instructional leadership is always a variable that emerges as key to a successful school. With regard to leadership, McEwan, (2000), argues that leadership has never been a problem for researchers and theorists, but discovering how to create or produce leaders has

been a little difficult. She points out that in a recent study of over five Illinois school principals certain behaviours, tasks as well as skills were identified as being most critical to success in the principalship. Her argument is that for a principal to be effective he/she should know her/his role.

Christie (1998), like other researchers, such as Donahue (1997), and Rutherford (1985) sees the need to professionalise principals so that they fully understand and perform their role. According to Van der Westhuizen and van Vuuren (2007), South Africa is one of the few countries that do not require compulsory and specific qualification for principalship. Nonetheless, after the introduction of a National Qualification for School Leadership in the form of an Advanced Certificate in Education, South African principalship seem to be on the way to becoming a fully fledged profession with a unique career path. In their view, Van der Westhuizen and van Vuuren (2007), the performance of the school principal is always scrutinised when learner-performance drops or is not satisfactory. They borrow their assumption from the publication of the 2006 Grade 12 results, which were not good and the focus was on schools that did not perform satisfactorily academically and the principals' competence was questioned. The problem of principals not performing well is not unique to South Africa as Chicago once threatened their heads that if no improvement is seen in schools, they would be released from their duties (Chicago Tribune, 2007).

In recognition of the lack of a co-ordinated system to meet the needs of education, the DoE (2004), developed a South African Standard for Principalship that fully defines the roles of principals and the key aspects of professionalism and expertise required. As Brown (2005), points out, in the United States and other international states principalship and the professionalisation of principals has been in the spotlight for almost two hundred years already. Probably the argument by Christie (1998), would be that principalship in South Africa was held back by political issues that prevailed in the country just over fifteen years ago. Even though the study is not necessarily focused on the period principalship was brought to the fore in South

Africa, it is imperative that reasons for it to be brought up be discussed and outlined to determine the link between professional leaders and the performance of learners.

According to the DoE (2004), principalship development and training is designed for the benefit of the learners and the quality of the education service as a whole. Although shared leadership is not the best part of this study, the DoE (2004), states that it is also part of the reason principalship is being professionalised, the emphasis and the belief of the DoE is that good principals do not work in isolation, but lead and manage their schools democratically and in ways which are grounded in and embrace the principle of Ubuntu. In concurrence with the DoE (2004), Johnson (1997, p.81), states that principals should act as transformational leaders. He defines a transformational leader as a person who is not only focused on a culture of learning and teaching, but who is also future orientated, responsive to the changing educational climate, and able to utilise the symbolic and cultural aspects of a school to promote, above all, a culture of excellence. Black (1998, p.35), adds that principals involve educators, learners, parents and others in adapting to new challenges, solving problems and improving learners' performance. However, Portin et al (1998, p.6), argue that principals who have trained under power-centred role expectations often lack the skills and knowledge necessary to practice facilitative leadership. According to Van der Westhuizen and van Vuuren (2007), the department of education believes that there is an imperative to establish a mutually agreed understanding of what the country's education system expects of those who are entrusted with the leadership and management of its schools. Their assumption though, is that currently, there is no understanding of what the expectations are of the school leaders in the context of South Africa. They further state that the South African Standard for Principalship (SASP) intends to define the role and key aspects of professionalism and expertise required for principalship in South Africa.

As the DOE (2006), states that the principal, working with school management team and others, has a primary responsibility to promote a successful learning culture within the school and to develop the school as a learning organisation, it is

therefore, imperative for the principal to know critical aspects of principalship to enable him/her to effectively carry out his/her role of managing teaching and learning. The DOE (2006), points out that the principal should have knowledge of the National Curriculum Statement (NCS) and the values and goals which shape it. The knowledge of curriculum, according to DOE (2006), is not enough if proper implementation is not practiced by the principal to ensure effective teaching and learning. It is also the role of the principal to build and develop nurturing and supportive environments for effective teaching as well as having approaches and current trends in building and developing the school as a learning organisation.

Rayner (2007), states that leadership requires continuous learning and management of knowledge as part of its operation. He says that in managing teaching and learning, the leader needs to understand, facilitate and evaluate structures and agency and realise a preferred outcome. In concurrence with Rayner (2007), the DOE (2006), states that the principal should ensure that the vision and mission of the school is shared, understood and acted upon by all in the school community.

The next section discusses school structures and procedure in relation to the role of the principal in managing teaching and learning and also as a tool by which the aims and objectives of the school can be achieved.

School structures and procedures

Davidoff and Lazarus (1997), argue that in any organisation there has to be structures and procedures that allow different aspects of organisational life to interrelate in a coherent way. They state that structures consist of lines of responsibility and authority. According to Davidoff and Lazarus (1997), in managing teaching and learning, information flow provides a link between the different aspects in the organisation.

Caldwell (2002, p.34), argues that any nation that seeks to improve the quality of learning should partially decentralise responsibility for education to lower levels in

the hierarchy. Even though Caldwell (2002, p.34) argues the notion of decentralising responsibility in the context of departments of education to school heads and principals, Glatter (2002), believes that principals and their senior teams have greater scope for action coupled with stronger accountability pressures. Glatter's (2002), argument is that the scope for self-management is mainly about implementation of government policy. He further states that school leaders and managers are able to choose how to carry out a new policy, but not whether to do so.

In response to Caldwell's (2002, p.34), notion of decentralising responsibility, Sarason (1995), argues that teachers should be placed at the centre of school change as they dictate what happens in classrooms. Sarason (1995), further argues that if teachers are not provided stimulating conditions that nurture their growth and learning, they will not be able to create rich learning environment for their students. Before instruction is affected, teachers must become part of a community of learners that shares a common vision of what could be for students and is continuously seeking to develop new skills and understanding to bring that vision to life (Peterson, McCarthy & Elmore, 1996). According to Newman and Wehlage (1995), high performance on the part of both students and teachers is found in schools that use their organisational structures of shared governance, site-based decision-making and action research to influence democracy throughout their normal, routine activities.

While Allen and Glickman (1994), state that democracy is predicated on philosophical and psychological assumptions about humans that every individual as an active, curious learner who, given information, materials and directions, will be able to utilise learning in meaningful ways, to see connections and to discover applications and to participate with others, Rayner (2007), defines inclusive leadership as a professional activity and a form of learning necessary at every level of provision in a learning organisation and school community. In his definition of inclusive leadership, Rayner (2007), argues that focus is upon ways in which culture, ethos and milieu can be shaped and enhanced so that effective and successful

learning can take place. He further states that leadership requires continuous learning and management of knowledge as part of its operation.

As explained by Spillane (2003), leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction. In addition Spillane (2003), argues that leadership is a function more than a role. He distinguishes a function from a role as a set of functions that may be performed by different persons in different roles throughout the school although leadership is often invested in or expected of persons in position of formal authority.

A study carried out by GTC (2001), although it was based on small secondary schools, found that leaders were hands on, accessible and knew what was happening in the school, but the practical workload made it difficult to find time for strategic planning and thinking. The study further shows that leaders had to balance many different responsibilities and experienced task overload. Even though the schools were small in size and quantity of learners, communication was more personal and informal. Leaders needed to develop a wide knowledge of educational issues, but there were fewer departmental role models for emergent leaders, so professional development was crucial.

A study called the Coleman Report (1966), which was commissioned by the US Congress; found, among other things, that the feature of schooling to have the most significant effect on achievement for all students was good teachers. The Coleman Report (1966), state that there is a need to invest in upgrading teacher quality so as to have the most effect on achievement, especially in underprivileged areas. This idea is advocated by Sergiovanni (1994), when he states that community advocates believe that given the opportunity and the right conditions and the right leadership as well as training, direction and support, teachers will make the right decisions. Sergiovanni (1994), expresses the need for the school to become more of a professional community where everyone cares about each other and help each other to learn together and lead together. The Coleman Report (1966), responds to this notion by revealing their findings on why African American (then called Negro), students were performing poorly in school achievement tests. Their findings were

that students' personal and family characteristics had the most influence on their performance. They reported that the inequalities imposed on children by their homes, neighbourhood and peer environment were carried along to become the inequalities with which they confront adult life at the end of school.

Even though the DoE (2006), does not necessarily respond to the Coleman Report on social inequality which impinges on learner performance at school, it outlines how the principal, through his or her role, can make an impact on the successful performance of learners. The DoE (2006), states that schools exist within particular social and economic communities that have influence on and may be influenced by the school. It further states that the principal should work with the School Governing Body and the School Management Team to build collaborative relationships and partnerships within and between their internal and external school community for the mutual benefit of each.

As the Coleman's Report (1966), shows, schools make a difference particularly for disadvantaged students; hence a suggestion was made that provision of good teachers and upgrading of teacher quality would likely to improve student achievement. The report also points out that education systems could make a difference through supplying well-prepared teachers, especially to disadvantaged schools and supporting them to do their work. The DoE (2006), concurs with the Coleman Report (1966), in that school improvement and community development are often interdependent processes in that the wider community that the school serves can provide a source of support and resources for the school and the school itself can play a vital role in its well-being and the well-being of its wider community.

The argument by the DoE (2006), is that in working with and for the community, the principal need to know about the socio-economic, political and cultural characteristics of the wider community. Bourdieu (1976), argues that middle class students come to school with cultural resources of all sorts that give them advantages at school. It is therefore, stated by the DoE (2006), that the principal has

a role to acquire knowledge about current issues and possible future trends which affect the school community. The principal, according to the DoE (2006), should have knowledge on the curriculum opportunity; formal and informal, which lie in the wider community. As Bourdieu (1976), states, the cultural heritage, which differs from both points of view according to social class, is the cause of the initial inequality of children when faced with examinations and tests and hence of unequal achievement. The DoE (2006), therefore, advocates that the principal should play a role of finding ways in which parents and other carers in the community may be encouraged to support children's education and overall well-being. This, according to the DoE (2006), can be done by the principal through ensuring that teaching and learning in the school are linked into and related to the school's wider community. As stated by the DoE (2006), the principal should build and maintain effective, collaborative relationships and partnerships with other agencies in the community which are concerned variably with the well-being of children and their families.

A study conducted through interviews in Australia by Newport (1994), found that although teachers believed that parents should be informed about changes in school policies and curriculum developments, most teachers did not believe that parents should be involved in the decision-making process. Newport (1994), argues that central to teachers' resistance to parental participation in school governance are their beliefs and definitions of teacher professionalism. In other words, Newport (1994), meant that teachers' beliefs in 'teacher-as-expert' created a perceived hierarchy of knowledge, value and status that affected some teachers' collaboration with parents as equals in the process of educating children. The conclusion drawn from this belief is that there is insufficient teacher training in the knowledge, skills and attitudes needed to facilitate the development of effective partnerships between schools, families and communities. Therefore the principal should be able to notice this inadequacy and provide training to teachers so that they understand and see the need to work with parents for the benefit of the learners.

As stated by Hallinger and Heck (1997), school leadership effects account for about three to five percent of the variation in student achievement across schools. It is

therefore, vital that school leadership support good teachers as they are a more significant variable. In addition, Hallinger and Heck (1997), believe that classroom practice is more significant in a school more than anything else. The advocacy by Hallinger and Heck (1997), is that, to ensure the efficacy of leadership, it is best to ensure that leadership is focused on classroom learning rather than being obsessed by budgets and Human Resource practices. Bredeson (1996), states that leadership can and do positively affect schools and students outcomes. In addition, Bush and Jackson (2002), argue that generations of research on school effectiveness show that excellent leadership is invariably one of the main factors in high performing schools. Although Gray (1990), believes that the importance of the head teachers' leadership is one of the clearest of the messages from school effectiveness research, he is of the view that leadership is not the same across cultures. According to Gardiner (1996), even though Western beliefs and practices are in existence, South Africa and Ghana, as they are still in transition from a tradition to a modern democratic society, adhere to traditional African behaviours, beliefs, practices and attitudes. Head teachers in South Africa and Ghana, according to Gardiner (1996), operate within a sharply contrasting and often conflicting arena in the course of conceptualising and carrying out their leadership tasks.

In distributive leadership, schools share a commitment to embrace change and to aim for continuous improvement. Leaders use a variety of strategies to help them involve more staff in the leadership of the school by establishing an extended leadership teams. They also support and enhance the role of middle managers, (known as Heads of Department in South Africa), as key players in school improvement (GTC, 2001). GTC (2001), also points out that leaders in schools extend the range of professional development opportunities by training leaders and their subordinates. In their study, GTC (2001), found that after training, teachers were able to share information with parents, who expressed very positive views on the detailed information they received from staff about their children's progress.

The next section discusses the acquisition and management of learner-teacher-support materials.

Learner-Teacher-Support- Material (LTSM)

Taylor (2006), states that, the interactions between students and teachers with materials determines the success of learners in schools. Nonetheless, it is the responsibility of the principal to ensure that the available learning materials are adequately utilised in classrooms to enhance learner achievement. As Bush (2009), points out, some schools have enough resources, but the use thereof is not effective and efficient hence principals should visit classrooms to monitor what is happening and how the resources are being used. In their research, Bush and Glover (2008), found that most schools that had limited learning materials did not achieve good results. They all pointed to the benefits of good learning and teaching support materials (LTSM) including a computer culture and other equipment.

Bush et al (2008), indicate that the availability of adequate learning material enhances the quality of teaching and learning as it allows for concisely structured ways and methods of teaching and learning. Even though the concern raised by Bush et al (2008), that in their study of some Mpumalanga schools learners were without an educator in classrooms; it is still crucial that learning material be provided to and be managed by schools. Resource management involves maintaining the flow of resources into the school. Effective resource management requires allocation of resources to provide a curriculum which achieves the school's aims to the best extent possible given resource limitations.

Of importance, according to Davidoff and Lazarus (1997), is that schools have proper procedures of acquiring and allocating resources, as it is sometimes not done properly.

Acquisition and allocation of resources (LTSM)

Learner-teacher-support material (LTSM) is among the many resources that the principal may have to manage. As such, school leaders have a role in acquiring resources such as textbooks, stationery and other learning material. Even though South African public schools receive certain amounts of money from the Department of Education (DoE) for LTSM, individual schools are required to make other means

to acquire resources. Not only do schools have a responsibility to acquire and manage resources, they also have a greater responsibility to distribute the learning materials according to the learning areas available in the school.

In South Africa schools are ranked in quintals; with quintal five being no fee schools. Any school that falls below quintal five is a fee paying school, meaning that they are not entirely dependent on the Department of Education for financial needs of the school. Such schools, therefore, have to raise funds to buy resources and other aids for the school. This also means that school leaders have a responsibility to acquire, allocate and manage resources.

Distribution and retention of books

Taylor (1999), argues that what makes a difference to students' learning outcomes is the interaction between students and teacher with materials. In concurrence with Taylor (1999), Davidoff and Lazarus (1970), state that resources should not only be taken care of, but should also be distributed fairly so that all learners benefit from the use thereof. In addition, Chisholm and Vally (1996, p.13), state that adequate and decent facilities and equipment create a positive environment in which effective teaching and learning can take place. Having stated the importance of the availability of learning material, Chisholm and Vally (1996, p.13), go further to emphasise that management of existing learning material is an important issue and that the principal should make it his/her priority to carefully manage these resources so that better performance can be achieved. In addition, Clarke (2008), states that textbooks form the single biggest budget item and yet in these same schools there is a significant shortage of textbooks because the retention systems to recover them from students at the end of each year is inadequate. Clarke further states that the total cost to the economy, not only as a result of the loss of the textbooks, but also that resulting from inadequate teaching and learning because students do not have textbooks is significant. He therefore, advocates that school principals, their management teams and governing bodies should make the retention of textbooks a major priority.

My belief, supported by Davidoff and Lazarus (1970), is that principals should have knowledge of taking care of the resources that are available, be able to acquire more and also be in a position to understand how to distribute them. Taylor (2003), argues that among other factors, the management of textbooks and stationery is crucial in optimising learning and in enhancing and improving school results.

Even though financial management is not part of the study, it is crucial to discuss and point out its importance in acquiring the learning and teaching materials. Therefore, the next section discusses the aspect of financial management.

Financial management

Even though financial management is not part of this discussion, it is essential to emphasise that the acquisition of LTSM calls for proper management of finances as it is the means through which LTSM can be acquired. As Bush et al (2005), point out that South African school leaders are more interested in administrative roles than instructional roles, it is crucial that a balance is struck between managing teaching and learning and resource management as this is a direct component of effective teaching and learning. Without learning materials the core purpose of the school becomes invisible. The argument is that if finances of the school are not properly managed, learning material cannot be acquired; leading to shortages and ineffectiveness of curriculum delivery.

Chapter summary

This chapter has addressed the role of the principal in managing teaching and learning with particular reference to planning, monitoring and evaluation as well as management of learning and teaching materials. The chapter acknowledges the role played by all stakeholders within and out of the school as an organisation of teaching and learning. The chapter looked at the structures that enable the principal to carry out the task of managing teaching and learning. The culture of the school has also been dealt with, particularly when the principal plans for a successful school. The

influence of outside stakeholders has been taken into consideration as this impact on the duties and responsibilities of both principals and their subordinates.

Even though financial management was not part of the study, this chapter discussed its importance in the role of the principal in managing teaching and learning as it was noted that it is a resource through which learning and teaching materials are acquired.

A critical engagement with literature on the role of the principal in managing teaching and learning has been done, and advocates from consulted theory have been adhered to. Theoretical debates on the role of the principal in managing teaching and learning have been taken into consideration as they serve as a yard stick with which empirical study is conducted, analysed and gauged. Moreover, the three critical questions of the study have been addressed in this chapter. The chapter also looked at the challenges that principals encounter as they carry out the task of managing teaching and learning. As per the literature, the chapter advocated the training and development of principals as it was noted that this is lacking in some way.

The following chapter of this report presents the methods and approaches used to carry out the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The chapter sets out to discuss and outline the methods and approaches used to carry out this study. In this chapter the relevance of the methods and approaches chosen is discussed in relation to the study. Some of the methods and approaches in this study were informed by previous and successful researchers on the role of the principal in managing teaching and learning, therefore, it is hoped that similar or even improved outcomes will be achieved. The chapter also acknowledges the importance of ethical conduct as the researcher executes the study. The size and choice of the sample to be used in the study are discussed in this chapter.

The aim of the study was to understand the role of the principal in managing teaching and learning in inner city secondary schools. The researcher chose to focus on inner city secondary schools because of their vicinity to the researcher and the methods used to collect data, which required closer monitoring. The methods used to collect data and the approach adopted is discussed below:

4.2 Research approach

This study adopted a qualitative approach, focussing on two inner city secondary school principals. A qualitative approach was chosen on the basis of its strengths in providing reasons for people to think and do the way they do (McMillan and

Schumacher 2010). The study looked at what the role of the principal is in managing teaching and learning with particular reference to planning, monitoring and evaluation as well as how learner-teacher-support-material is managed. It was therefore, important to address the role of the principal using first hand information so that the researcher and the participants have interpretations that have mutual meanings and they both agree on the description or composition of events and especially on the meanings of the events. In this study the researcher observed the behaviour of the principals as it occurred so that their role could be better understood and also how this role is executed. It was also important that the researcher observed the principals as they carried out their role so as to avoid any constraints that could have been imposed on the participants thereby getting the results at their natural best.

Case study

The case study design allows the researcher to uncover the interaction of significant factors of the phenomenon. Yin (1994) states that case studies is a design particularly suited to situations in which it is impossible to separate the phenomenon's variables from their context. The importance of a case study in this study is that it revealed the daily practices of the principals in their role as leaders and managers of teaching and learning as they were closely observed for three consecutive days. As principals were both studied through observations and interviews, the researcher was able to compare data from these sources to ensure the validity of the data gathered.

A case study was chosen because it provides limitations in terms of the number of people who are observed and interviewed, yet providing reliable information (McMillan and Schumacher, 2010). Hence Merriam (2001), states that a case study is a thing, a single entity, a unit around which there are boundaries. In this study the focus was on how inner city secondary school principals manage their role in teaching and learning. The decision to focus on qualitative case studies stems from the fact that the researcher was interested in insight, discovery and interpretation rather than hypothesis testing.

Stake (1981), states that case studies illuminate the reader's understanding of the phenomenon and study. He further states that case studies can bring about the discovery of new meanings, extend the reader's experience or confirm what is known. The aim of the study is to understand the role of the principal in managing teaching and learning. Therefore the relevance of the case study in this study is to allow for the possible discovery of new meanings and also to extend the researcher's and the reader's experience as well as confirming what is already known about the role of the principal in managing teaching and learning through literature reading. Stake (1981, p.47), states that previously unknown relationships and variables can be expected to emerge from case studies leading to a rethinking of the phenomenon being studied.

In this study, the principals and studied were representative of other principals as attention was concentrated on the way principals in inner city secondary schools carry out their task. As Shaw (1976, p.2) explains, a case study is important in that it reveals the phenomenon and it is also representative as it specifies and concentrates attention on the way particular groups of people confront specific problems and taking a holistic view of the situation. It is noted by the researcher though, that case studies have their limitations. This is emphasised by Yin (1994, p.9), where he states that 'In educational case studies, there has been opposition on the grounds of lack of rigor and little basis for scientific generalization. Case studies also take too long and they result in massive, unreadable documents'.

Research methods

In this study a qualitative data collection method was adopted. Qualitative data collection has five major methods for gathering data, namely: observation, interviews, questionnaires, document reviews and use of audio visual materials. For the purposes of this study two methods were used:

Interviews with principals – this was done to provide an overview of leading and managing teaching and learning and also to establish whether and how the principal executes his/her role in managing teaching and learning.

Interviews with heads of department – this was done to get the views of heads of department on how the principal manages teaching and learning in school. It was also done to validate the data gathered.

Non- participant observation – this was done to see and hear what was occurring naturally in the research site so that there could be enhancement in the validity of the information.

A discussion of the two methods is provided below:

Type/ kind of interview

The study adopts a semi-structured interview. However the researcher acknowledges the presence of other types of interviews that may be used to carry out a study. These are:

- structured interview
- semi-structured interviews
- non-directive interviews
- focussed interviews

For the purposes of this study, a semi-structured interview is discussed below with reference to its relevance to the study, particularly with more emphasis on the three critical questions that inform the study:

- How do principals plan for the effective delivery of curriculum through effective teaching and learning?
- What is the role of the principal in managing learner-teacher-support material towards effective teaching and learning?
- How do principals evaluate and monitor the work of HODs to assure quality?

Semi structured interview

The semi- structured interview was chosen for this study because of the belief that it is an informed and a systematic discussion about a particular issue under research McMillan and Schumacher (2010). During the interview an explanation of why and how certain things were done by the principals was provided. In this case, the interview was arranged, recorded and analysed carefully according to the needs of the topic in question. An interview schedule was used to get responses from participants on their role in managing teaching and learning in their respective schools.

The design of the interview schedule was such that participants found it comfortable to answer the questions with ease yet adhering to the aim of the questions. This, according to Smith (1995), was done to probe the interviewee's understanding of the situation at hand using a conversational technique. In this study it was important that the participant felt at ease so as to freely provide as much information as was needed by the interviewer. More elaborative responses were obtained from the participants as freedom was granted to the participants/interviewees in their answering process. Even though this was the case, the interview was still carefully planned to serve the purpose for which it was intended; which was to address the needs of the above three critical questions.

The choice of a semi-structured interview was influenced by Oduro (2003), whose study on 'Cultural and Political Factors that influence School Leadership practices in Africa' reveals that semi-structured interviews were successfully used and it was agreed that interviewing makes clearer the meanings people attribute to a given situation and helps the researcher see situations through the eyes of the participants. Oduro's (2003), interviews comprised of twenty (20) head teachers and he states that the interviews were a very convenient strategy for data collection even though he felt that interviews on their own were not sufficient as some participants tended to talk about general notions of good practice as about what actually happened. He therefore, points out the importance of observation as the focus for a

semi-structured interview. Oduro (2003), states that using observations assists researchers to gain rich information about how participants think.

Oduro's (2003), choice of the semi-structured interview was influenced by a critical review of Southworth's (1995), qualitative study into primary headship in England. He further states that Southworth (1995), whose main purpose was to investigate and produce a grounded picture about what a non-randomly sample of ten experience primary school head teachers had to say about headship, used semi-structured interviews in collecting data for his work. Southworth (1995), did not only use the semi-structured interviews, according to Oduro (2003), also used focus groups, visits, semi-systematic observations and documentary analysis as supporting tools. The reason for using more than one technique was because data collected solely through interviews may not always reflect the realities of what prevails on the ground and may not therefore provide the researcher with an in-depth understanding of the phenomenon being studied (Drever, 1995, p.8).

Piloting the interview schedule

To avoid making mistakes that could cause discomfort to the participants or even getting undesired responses, it was necessary that the researcher consulted with at least two school principals requesting them to answer the same questions that were used in the study. Oppenheim (1966, p.3), in the context of questionnaires, states:

‘Fact gathering can be an exciting and tempting activity to which a questionnaire opens a quick and seemingly easy avenue: weaknesses in design are frequently not realised until the results have to be interpreted, if, then’.

Piloting was mainly done to eliminate ambiguity in the questions and also to keep questions as brief as possible and also as relevant to the study as possible.

The next section discusses observation.

3.2.1 Observation

Observation was done in this study because of its strength to allow the researcher to see the participants performing their duties. The researcher also had the opportunity

to hear what principals said as they were interacting with their subordinates during their time of duty. As McMillan and Schumacher (2010) state, by observing naturally occurring behaviour over many hours or days, the researcher hopes to obtain a rich understanding of the phenomenon being studied.

In this study, two school principals were each observed for three consecutive days. The three day observations were conducted to determine the trend and the pattern that principals followed each morning they started their day at school.

The researcher was a non-participant observer so as to get a chance to fully observe and take notes on what was happening. The researcher could have been a participant observer and took part in what the participants did so that he got first hand information, but this would have consumed more time and probably disallowed the researcher a chance to remember all that was observed during the action.

The form of observation was also chosen on the basis that it allowed the researcher to closely document every action of the participant. It also assisted the researcher in not getting engaged in the activities that would have removed the focus from the principals under study. Because of the validity and reliability aspect, the researcher chose not to participate so as to allow for the uninterrupted observed daily practices by the principals. The researcher figured that if he had participated, there would have been adjustments made to suit the prevailing situation (creating space for him, thereby disturbing the genuine daily practices of the participants). The decision not to be a participant also stemmed from the fact that the researcher wanted to avoid any disruption that would have been a hindrance from obtaining facts raw as they were.

Designing the observation schedule

The observation schedule was designed to be used during the three day observations for each principal. The schedule was aimed at establishing the principals' actions and reasons for the actions in managing teaching and learning particularly with regard to planning, monitoring and evaluation as well as learner-teacher-support-materials.

Sampling

For the purposes of this study two school principals and two heads of department were selected as they were hoped to be informative about the topic being investigated. They were chosen on basis that they were hoped to provide informative data as they were from the same geographical location. In other words the principals and heads of department may have similar ways or procedures of executing their duties as they are from the same cluster of meetings and they discuss more or less the same issues in their cluster meetings according their unique school needs.

The two school principals were selected with regard to their level of expertise which linked to the dynamic ways they manage teaching and learning and their good performance in matric results. They were hoped to provide informative data as they had both previous experience and contemporary experience in leading and in managing teaching and learning. By previous and contemporary experience, the researcher means that the principals have had exposure to both previous and existing kinds of curriculum. These principals have also had the opportunity to attend some of the departmental meetings where policies had been discussed. The choice of the two heads of department was based on the hope that they have drawn knowledge and experience from their principals as they spend longer periods with them and they also get feedback from them on their role as heads of department.

Because of the years of experience, expertise as well as knowledge, the researcher believed that participants were rich with data and would be representative of other principals on the topic at hand.

This study adopted a purposeful sampling for data collection. According to MacMillan and Schumacher (2010), purposeful sampling is used by the researcher to select particular elements from the population that will be representative or informative about the topic of interest. In this study, a purposeful sampling was used because the participants targeted were likely to provide relevant information needed to complete the project. According to Chein (1981), purposeful sampling is based on the assumption that the investigator wants to discover, understand and gain insight

of the topic being investigated; therefore he/she must select a sample from which the most can be learned.

At the end of the study the objective was to develop a better understanding of the role of the principal in managing teaching and learning in inner-city secondary schools. Even though they were a small sample, the researcher believed that rich information would be gathered from them and also that there were many others who possessed the same qualities, but could not all be studied because of time constraints and the scope of the research as well as approaches used for the study.

3.4 Results or Data analysis

Interviews and observations were used to get information from the participants. After obtaining data, it was necessary to create a coding system based on the patterns revealed in the responses. Data was then arranged according to the question order in the interview schedule and also the order in which the observation schedule was designed. As McMillan and Schumacher (2010) state, 'More than likely, the researcher has some initial ideas for organising the data; from either his/her work in the field or preplanning. In this study the research question and sub-questions were used to organise data into manageable units.

The data gathered from the interviews and observations answers the three following questions on the role of the principal in managing teaching and learning:

- 1 How do principals plan for the effective delivery of curriculum through effective teaching and learning?
- 2 How do principals evaluate and monitor the work of HODs to assure quality?
- 3 What is the role of the principal in managing learner-teacher-support materials towards effective teaching and learning?

Data analysis is defined as a summary of findings on what was being studied, (McMillan and Schumacher, 2010). The results should be presented objectively, discussing and summarising what was found. Once data has been gathered (interviews and observations) an explanation is provided of the differences and similarities between literature and what the field study shows about the role of the principal in managing teaching and learning.

After data was collected, organised into few workable units, patterns and relationships were identified. A qualitative data analysis was adopted for this study. According to McMillan and Schumacher (2009), qualitative data analysis is an inductive process of organising data into categories and identifying patterns and relationships among the categories. They explain inductive analysis as the process through which qualitative researchers synthesise and make meaning from the data, starting with specific data and ending with categories and patterns.

As the study involves four participants (two school principals and two heads of department), who were interviewed and observed, the technique of comparing and contrasting was adopted so as to identify similarities and differences. The following steps were used to analyse data as recommended by McMillan and Schumacher (2009):

As this study adopted interviews and observations to collect data, transcription of data was done. McMillan and Schumacher (2009), define transcription as a process of taking notes and other information collected during interviews and observations and converting them into a format that will facilitate analysis. Because this study used audio taping, notes were typed to prepare data for visual review.

The next section discusses the legal and ethical requirements to carry the research.

3.5 Legal and Ethical consideration

This study focused on school principals and their school management teams, therefore ethical procedures were highly considered. According to McMillan and Schumacher (2009), educational research focuses primarily on human beings;

hence the researcher is ethically responsible for protecting the rights and welfare of the subjects who participate in a study. In this study informed consent was obtained from the participants through writing a consent requesting letter. A letter was sent to the participants requesting their consent to engage in the research. In the consent requesting letter sent to the participants, confidentiality in terms of data collected was guaranteed. Participants were assured that their names and those of their schools would not be made known. Fictitious names were used to protect the rights of participants and their schools. Data collected is kept confidentially as per the specifications of the University of Wits. The objectives of the research were made clear to the participants. Participants were also made aware that they may, at any point in time, withdraw from participating as they were not obliged to engage in the research.

The consent letter specified that participants were requested to engage in interviews where dates and times would be scheduled according to the convenience of the participants. The preferred times though, were lunch hours where interviews would have less interference with the participants' working time. Based on the length of time allowed by the participants, the maximum number of interviews per participant were two, where each interview session extended to forty-five minutes with a total of ninety minutes per participant.

Chapter summary

This chapter looked at the methods and approaches used to carry out the study. The chapter drew much attention to the methods used by previous researchers to collect data for their studies. An explanation of what each of the methods and approaches chosen for this study was provided as per the definition of different researchers and theorists. As such, reasons were provided for choosing some methods and not the others, as not all the methods could be appropriate for the study because of their meanings and their significance.

The chapter provided the sample size and gave explanation of the choice of the participants. Ethical considerations were dealt with in this chapter

The next chapter discusses the findings on the role of the principal in managing teaching and learning.

CHAPTER FIVE

Findings

INTRODUCTION

This chapter presents the findings of the research study on two inner-city secondary schools in Gauteng. Principals and heads of department of both schools were interviewed on the role of the principal in managing teaching and learning with more emphasis on planning, monitoring and evaluation and the management of learner-teacher-support-material. The chapter also provides findings of the observations on the two schools, where two principals were observed.

The profiles of the two schools are provided below in a tabular form to give a picture of the size of the school and the number of learners as well as the number of teachers the principal is managing. To protect the identity of the participants and their schools, the schools are labelled as 'school A' and 'school B'.

Table 1 below provides data about the composition of School A

Number of learners in school	972
Permanent teachers	33
SGB employed teachers	05
Deputies	02

Heads of department	06
classrooms	26
Additional classrooms (used as laboratories)	08

Table 1: Profile of School A

Interpretation of the table

According to principal A, the number of learners is determined by the department of education based on the size of the school. This is also determined by the number of classrooms the school has. At school A, the number of learners was also influenced by the number of teachers the department allocated to the school. The department of education, according to the principal, expects each teacher to at least have thirty to thirty-one learners in class. However, for the purposes of better delivery of curriculum, the School Governing Body employed five more teachers.

At this school the department of education allocated two deputies to assist the principal and also allocated six heads of department because of the variety of school subjects available.

The next section is on the interview with principal A.

Interview with principal A

Introduction

The interview took place in the afternoon when the school was out. This was as per the agreed arrangement with the participant and it took place in the principal's office. The arrangement for conducting the interview was done a week before the date so that the participant could have enough to prepare themselves and also to allow for any other plans that the participant could make.

The first question to be asked was on the role of the principal in management teaching and learning.

When asked to explain the role of the principal in managing teaching and learning the principal responded as follows:

‘My first role in managing teaching and learning is an informal one because I serve as a father figure. When and if there is something happening in the school, I am the first to be consulted’.

Being a father figure, according to his explanation, meant that he is seen as the head of the family by those who are involved in the school, particularly the learners and the teaching staff. In other words, the principal is seen as a source of inspiration and hope since teachers and learners look up to him for their strength in what they do in school.

‘My second role is that of a manager because I oversee what is happening in the school’.

He elaborated on his second role in managing teaching and learning by saying that he is responsible for all that happens in the school. The principal meant that he is accountable for both good and bad things that happen in the school. This could mean that the principal is seen by the subordinates and maybe by the department of education as the person who is knowledgeable than the others.

He further stated that he believes that a good principal should acquire experience as no one is born with any. Even if this was not directly related to the question asked, the principal still gave his view on what he needs in order to run the school successfully.

‘My role in managing teaching and learning requires that I acquire certain skills such as communication and managerial skills’.

In response to the questions on planning, particularly on designing the academic year, the principal said that the academic year officially starts with preparing for examinations, excluding the holidays but including winter classes and summer

classes. The principal stated that the school has a way of catering for learners that struggle with the curriculum. Therefore, in order to bring these learners to the same levels as others, the school included them in the planning process.

‘The school sets aside specific time for individual learners with learning difficulties. Any time spent on curriculum forms part of the academic year’.

The way in which the principal designs the academic year is influenced by the structures supplied by the National Department of Education in form of school terms. The principal then said that the school’s unique needs and requirements are fitted into the structures provided by the Department of Education (DoE).

‘ By school needs, I mean that there should be provision for tasks, adequate teaching time, marking of scripts and extra teaching during informal times’.

The design of the academic year, according to principal A, includes taking into consideration individual teachers’ capabilities (strengths and weaknesses), especially when allocating subjects and numbers of learners to them. The principal does this to maintain discipline in classes and the whole school.

‘The most difficult learners are grades 8 & 9. Even though this may sound gender categorising, I use male teachers in grades 8 & 9 because they are much respected than female teachers’.

His justification for using male teachers in lower grades is that they lay a solid foundation for later grades. He concludes by saying that some teachers are better suited to teach certain groups.

On decision-making, the principal stated that decisions are made earlier i.e. before the start of the academic year. Pertaining to decision-making, the principal said:

‘Each manager or principal has his/her own style. A balance has to be struck between democratic, too democratic and autocracy’.

Nevertheless, he pointed out that the leader cannot lead in isolation, as he/she needs the SMT and the teachers to successfully lead the school. He further said that if a leader is too autocratic, he/she may alienate good staff:

‘E.g. doing this your self, people feel left out’.

‘I involve the whole staff and learners in decision-making, even though not all feedback can be used but sifting needs to be done carefully to allow for practically possible ideas to be implemented’.

He further stated that he communicates with his staff and other stakeholders on matters relating to the academic achievement of the learners and about matters relating to the running of the school.

The principal responded by saying that the decisions they make are informed by the needs of the school and stated that the needs of the school take priority in the decisions made about the academic year.

‘The needs of the school range from the curriculum of the school, such as subjects offered at school and the capabilities of the learners. Needs of the learners take presidency in all that we plan to do in the school’.

The principal pointed out that the socio-economic circumstances of learners are borne in mind as decisions of the academic year are being made. This meant that certain learners come from disadvantaged backgrounds; therefore in their planning they should be considerate of such learners so that the school is not seen to be creating inequalities among learners.

‘My school accepts learners within and out of the school’s feeder area, which therefore, influences the decision to look at each child’s affordability to pay school fees and buy school uniform. The school then has to exempt certain learners from paying school fees.’

The principal responded on accountability by saying that any manager cannot be everywhere at once, therefore, like other managers/principals; he takes the risk of delegating.

‘when delegating the task, the ultimate accountability still rests with me as I still have to oversee all that is happening in the school’.

He goes on to say that delegating specific tasks to members of staff depends on the knowledge of staff and their abilities (trust). He also states that delegation depends on unique talents and interests of each staff member.

‘I delegate in such a way that staff sees and experiences it in a positive light’.

The principal said that one of the ways to monitor and evaluate work of the teachers is using Integrated Quality Management System (IQMS), which he says it will be replaced by something else soon from the Department of Education.

‘This system is one of the external forces that impact on the running of the school as it is imposed on schools by the Department of Education (DoE)’.

Another way of measuring performance of teachers and learners, according to principal A, is the end-product. By end-product, the principal means the achievement of learners at the end of each year.

‘The end-product is looked into thoroughly as it indicates the value of the teacher and the overall performance of learners. Even though matric results are not a good indicator of learner and teacher performance, it is nevertheless used to gauge /measure performance of learners by the National Department of Education’.

He said that the higher the percentage of matric results, the higher the success of the teacher in delivering the curriculum. He concludes though, by pointing out that

some teachers end up with weak learners in class who fail at the end of the year and reflect badly on the teacher.

The principal said that the school has facilities, even though not the best to enhance best teaching and learning, but they make a big difference in enhancing teaching and learning.

‘We have photocopying machines, overhead projectors, and visual aids. Teachers should have the best facilities to keep them on a positive note. If the principal keeps saying ‘No’ to teachers, it will make them think negatively (teacher motivation and encouragement)’.

In responding to the question on the challenges that he faces in managing teaching and learning, the principal said that some learners who come from primary schools without proper secondary school preparation. This, according to the principal, poses challenges on the way he runs the school, particularly on learner achievement because communication becomes difficult. He stated that vast amounts of time are wasted on trying to bring these kids on par with the rest of the kids whose background is far better.

‘The standard of education learners receive from different primary schools makes it difficult for them to cope in high school as some of them cannot read and write’.

He pointed out though that most city school learners are much better than those from rural schools in terms of grasping knowledge content. The examples of learners that cannot read and write as they arrive at high school mostly come from KwaZulu Natal, according to the principal.

When responding to the question on monitoring and evaluation, the principal said that monitoring and evaluation are very important because they assist him to pick the

problem at an early stage. He says that once the problem has been picked, parents of learners can be invited to school to discuss the progress of the learner. Even though he stated that he does not regularly do class visits, he, however stated that heads of department do class visits and report back to him so that necessary procedures can be taken to look at the situation.

When talking about the work done by teachers, the principal said:

‘SMTs and HODs are responsible for specific subjects which they have to monitor. SMTs and HODs are my biggest helpers as they do class visits and report back to me’.

He said that he visits classes once a year. The principal also pointed out that knowledge of one’s teachers is important as it allows one to understand their weaknesses and their strengths. The principal elaborated on the role of the SMTs and HODs as very important, but pointed out that previously they were not really involved as decisions were taken without them, but said that has changed as management is now shared among the SMTs and HODs.

‘In my school, the SMT is a mix of strong and weak ones as well as the inexperienced ones, but the weak ones need to be encouraged and the inexperienced ones will get experience as they get involved in the running of the school’.

He concludes by stating that his SMT is not where he would want them to be, but with delegation they will get there. By this, he meant that some of heads of department had been recently got promoted, therefore, they do not have much experience in carrying out their duties and responsibilities.

In response to the question of learner-teacher-support material, the principal said that text books are very essential as a lot of work is going back to textbooks.

The principal pointed out that the school acquires teaching and learning material from the budget allocated to them by the department of education. Some of the

funds they use to acquire the teaching and learning material come from the school fees that is paid by learners.

‘We do not ask learners to buy their own books as this could cause delays and confusion as to what kind of books should be bought’.

Nevertheless, the principal stated that at the beginning of the year, books that have been acquired are handed out to the heads of department to distribute them to their teachers. This is what he said is their method of handing out the books to the learners:

‘The books are stamped and given a number which is used to trace who keeps it so that at the end of the year collection becomes easy. The head of department and his/her subordinates become responsible for the safe keeping of books’.

In ensuring that the books and other learning material is used efficiently, the principal stated that every Thursday teachers give learners home work that encourages learners to use their text books. Teachers also draw most of their input from the textbook; which makes the use of books essential.

‘When teachers prepare their lesson plans, they are guided by the learning outcomes and the assessment standards in the books. Books are written in such a way that they outline what topics should have been covered by when. This assists teachers in doing proper preparation’.

The next section provides the profile of school B and its interpretation, followed by the interview with principal B

School B: profile

Number of learners	900
Teachers	38
SGB Employed	06

Deputies	02
Heads of department	05
classrooms	28

Interpretation of the table

According to principal B, the number of teachers employed by the department of education is determined by the number of learners available in the school. The department expects the school to enrol at least nine-hundred learners. In this school each teacher has a class of between twenty-eight and thirty learners. This means that if learners enrolled for a particular year are less than nine hundred learners, the teachers lose their post and probably get deployed to other schools as substitute teachers. This deploying of teachers, according to the principal, causes problems as some deployed teachers bring new and maybe undesirable cultures, which may, in a long run, distract the visions and the aims of the school.

The School Governing Bodies employed six teachers to assist so that class sizes become reasonable small so that each learner can be given the attention they want. According to the principal, learners learn better when they are fewer in each class. This, according to the principal, allows the teacher to reach every child in class, including those that have learning difficulties.

The deputies and the heads of department are allocated to the school by the department of education according to the subjects offered in the school.

The following section provides the interviews with principal B

Interviews with principal B

Introduction

Interview dates with the principal were arranged a week before the interview took place. This was done to allow the participant time to decide if they were willing to participate. The participant was then reminded two days before the interview and

she was still willing to participate. The interview took place after school to avoid interfering with school times when the principal would have been busy. The duration of interview stretched over a period of one and a half hours, even though it was scheduled for at least an hour. This happened because the principal was willing to give more information.

The first question that was asked was on the role of the principal in managing teaching and learning.

The principal defined her role of managing teaching and learning as follows:

‘The role of the principal is very wide, but in managing teaching and learning I share the work with subordinates. My two deputies and five heads of department are the ones who are hands-on in the running of the school as they report back to me after certain tasks have been accomplished. I call meetings once a week with my staff where learning matters are discussed’.

She further elaborated that information is shared amongst HODs, Deputies and Principal. She also mentioned that they work as a unit than her (principal) giving orders. Even though she claimed that they work as a unit, it sounded as if less of teacher interaction was mentioned during the interviews.

On the question of planning, the principal responded by stating that the academic year starts on the first day of the school year and ends when the final examinations of the year are finished. She said that it is different for grade twelve at her school because planning has to take into account the preliminary examinations and the final examinations as they take place before the other grades.

‘Planning for the academic year is done before the current year so that work starts on the first day of school without any delays’.

When asked how she designs the academic year, she said that they take into consideration the tests and other activities that should take place in class.

‘A cycle test (controlled test), is usually written on the third week of the first term to test the learners’ understanding, but it is also a formal assessment required by the National Department of Education’.

Along with the cycle tests that are written almost every term, are other activities referred to as School Based Assessments (SBA) required by the Education Department, which the school has no objection against, but to make space for in their timetabling system.

‘In our planning for the academic year, we also have to leave room for moderation of work, which is mainly done by the departmental heads (HODs). School Based Assessment is structured by the DoE to be used by schools as formal assessment for the year’.

In planning for the academic year, she said that moderation of work done in the school by teachers is also catered for particularly by departmental heads as they are the ones who are hands on.

‘At the beginning of the year much attention is focussed on language capacity of grades eight and nine learners as most of them struggle with reading and writing as well as speaking. Language classes are timetabled for twice a week to enable learners to practice’.

The principal said that when they make a timetable, supervised periods are also catered for so that learners can practice reading and writing with the help of their form teachers.

‘When we design the academic year, we cater for staff meetings every Tuesday and a School Based Support Team meeting once a month where learners with emotional problems are identified through discussion with the staff’.

She said that learners who need constant monitoring are identified during the meetings that she holds with the staff. She elaborated by saying that she had a mentoring teacher in the past years that helped learners but now she has a guidance teacher who works with children who need assistance, particularly on matters concerning their performance at school.

‘We have a mentoring system where the guidance teacher speaks to the learners about their academic life and offers help where necessary’.

The principals also said that they reduce contact periods by five minutes to accommodate the study period which is monitored by the teachers. This, according to her, gives learners an opportunity to do their homework in class.

When designing the academic year, the principal and the SMT do it in such a way that participation and commitment of parents in their children’s learning is realised.

‘We allocate specific days on which parents meet with the principal and the whole staff to discuss the progress and performance of their individual children.’

The principal stated that dates of the meetings are put on the school’s year plan which is also handed out to all learners at the start of the academic year to show to their parents.

‘Inviting parents to the meetings also helps us to maintain discipline as parents know what is happening in their children’s academic life and academic growth’.

The principal further elaborated that discipline has the ability to create a feeling of unity and a feeling of working towards a common goal. She concluded by saying:

‘Discipline accumulates to a successful completion of a specific academic year’.

On accountability, the principal said:

‘Formal accountability is done through moderation of work done by teachers. Teachers work together so that they can give each other information and best practice as they also mark together’.

She emphasised that all that the teachers do is for the benefit of the learners. Talking about accountability, the principal said that one teacher becomes the subject preparer and share the content with the others. The work that has been prepared by the teachers should then be handed to the HOD who assures the quality and the standard of work.

‘At my school team work is practiced to ascertain the same pace adopted by teachers who share the subject. At the end of each term, the HOD hands to the principal a table that indicates the average got by each teacher in each grade. The table is then discussed at the School Assessment Team to determine the pace to be used’.

The principal further said that if there is a problem in the work done by the teachers, it escalates to the HOD, deputy and to her (principal). She says this is done to indicate that people are on board not for policing purposes.

The principal responded on measuring performance by stating:

‘In measuring performance, teachers work together in their departmental groups. IQMS makes teachers want to go an extra mile since they are measured in scores they obtain’.

She went ahead to mention that in her school, teachers share the best practice and encourage one another that the job of teaching is for the learners.

‘Monitoring of learners’ work is done by team testing and printing reports every term. Meetings with parents are called once every term, but over and above that, the HOD of the subject communicates with learners whose

performance is not satisfactory to determine the cause and possible solutions’.

The principal said:

‘Teachers refer matters of discipline to grade tutors and matters of non-performing to subject heads’.

In order to enhance teaching and learning, the principal said that more teaching and learning time is needed on the subject than doing administration. In other words, the principal takes cognisance of her role in managing the actual instruction-giving than spending a lot of time in her office looking at administrative task.

‘Curriculum meetings are held to improve skills of teachers’.

However, the principal pointed out that in order for learning and teaching to be achieved, learners also need to show commitment and dedication to their work.

This is what she said when she responded to the question of ensuring that learner performance is enhanced:

‘Kids are lazy’.

She said there are few learners who are intrinsically willing to learn, but they try to motivate them by having top-ten learners getting certificates. Her concern though, is that so much time is spent on weak learners.

When asked to elaborate on the impact of monitoring and evaluation, the principal responded by saying that the impact of monitoring teachers’ work is good and makes teachers want to share, but her concern is that teachers in most instances want to defend their territories. By defending their territories she meant that teachers would not be honest with what they do in class with learners and how they have reached a certain point in terms of the content covered. However, she said that when monitoring is done properly it makes teachers want to set high standards for their

learners and learners will reach them. She once again raises a concern that teachers tend to lower the standard. This is what she said she meant by lowering standard:

‘A good example was the expectation by the DOE that grade six should rise from 19% to 60% in three years; which meant an increase of more than 15% per year and was a shock to teachers as they thought it was impossible to reach’.

On questions about learner-teacher-support materials the principal stated:

‘Good contact between the teacher and the learner is facilitated by learning material or else there will not be order in the way the curriculum is structured’.

When asked how they obtain learning and teaching material she responded by saying that senior learners buy some books even though some of them do not buy which affects learning negatively. She says in their school they are striving to acquire their own books and learning material so that learners can buy from the school. She mentioned though, that there are three ways in which learning material is acquired:

- ‘-sixty percent of their schools fees go to the learning material (books).
- Provision by the government (delays)
- Learners provide their own’.

In managing the learning and teaching material, the principal responded by saying:

‘Management of the learning material (books) has been centralised in one room with one of the deputies in charge’.

She says management of material used to be decentralised to HODs, but there was not sufficient accountability. With other learning aids such as audio-visuals, DVD etc, there is still decentralisation as HODs are still in charge of them

To ensure that acquired learning and teaching material is efficiently utilised, the principal said that she encourages teachers to give learners homework so that books can be used efficiently. In addition, she said that teachers need to encourage learners to keep their books as neat as possible so that they can be used in the future.

‘At my school, a R200 refundable deposit is paid by each learner who receives a book. Depending on the state of the book when being returned at the end of the year, refund of the deposit paid is determined. More than anything else, we want learners to utilise the books to their benefit as books carry valuable knowledge that learners need for their success’.

The next section discusses the interview with the head of department A.

Interview with Head of department A

Introduction

The head of department was interviewed on the role of the principal in managing teaching and learning in relation to planning, monitoring and evaluation as well as the management of learning and teaching materials. The head of department was interviewed on different days from the principal to allow for analysis of data. The interviews were conducted over a period of two hours even though they were scheduled for an hour. They were held in the head of department’s office. To avoid disrupting the plans for the day, the interviews were held in the afternoon when the school was out. Prior arrangements were made a week in advance to allow for any change in plans. t

The head of department defined the role of the principal as overseeing what is happening in school particularly in terms of the curriculum delivery. She stated:

‘Teachers and learners look up to the principal for anything that happens in the school. If a school does not perform well in terms of the result produced by learners, the principal is held accountable’.

In response to the question on planning, the head of department said:

‘Planning in our school is done before the end of the current year in preparation for the coming year. Teachers give their planning to heads of department, who pass it on to the deputies and the deputies hand it over to the principal. Planning is done for the whole year’.

According to head of department, planning is done before the end of the current year for the coming year so that delays are avoided.

In response to the designing of an academic year, the head of department said that the year includes planning for specific learning areas within the school. She said:

‘Assessment, recording and reporting of learner performance forms part of the academic year. When we design our academic year, we consider things such as meetings in the broader context (parents meetings, cluster meetings), prize giving ceremonies and moderation meetings’.

The head of department stated that the principal meets with the whole school management team (SMT) to discuss issues relating to the successful running of the school. According to the head of department, decision-making is facilitated when the whole staff takes part in the running of the school.

‘The principal collaborates with the whole SMT to get their input on how the year can be made a success. This is done with the hope that heads of department would have spoken to their subordinates in their relevant departments. Therefore communication becomes direct, not general’.

The head of department stated that the needs of the learners inform their decision of the academic year. She also said that diagnostic analysis assists them to determine the level of competence of learners as well as their readiness. She added by stating that the current issues that youth faces plays a major role in preparing for the academic year.

‘School Based Assessment (SBA) document guides us on how we should plan for the academic year. Each learning area has a program of assessment which guides the educators on what should be done and by when it should be done’.

The head of department also stated that it is crucial that learner-teacher-support-material is made available right from the beginning of the year so that learning and teaching commence as soon as the school starts.

‘Availability of learner-teacher-support-material should be a priority as learning becomes impractical without this’.

The head of department, together with his/her subordinates work together to compile documents that assist the principal to perform his role. The head of department stated:

‘The principal expects to receive learning area programmes of assessment and work schedules for the next year from the heads of department. They should also provide the principal with the minutes of meetings that are held in their departments’.

The head of department concluded by stating:

‘Learner-teacher-support-material should be prepared for the coming year before hand’.

When asked about quality assurance, the head of department by saying that the performance of learners is very crucial as this is the reason schools exist. She stated:

‘Quarterly reports are sent in to the department of education at the end of each term. In order for the principal to prepare the quarterly reports, 450 meetings (support meetings) should be held to determine learners that have difficulties grasping the contents of the lessons’.

The head of the department elaborated by stating that heads of department hand in the reports to the principal about teachers in their departments which they obtain through class visits, mentoring and support.

‘Integrated Quality Management is a tool used by the department of education to measure teachers’ competence and for support, e.g Personal Growth Plan (PGP) and score sheets which reflect the strengths and weaknesses of the educator’.

When asked how the principal holds others accountable, the head of department responded by saying that the principal is always open to suggestions.

‘One on one meeting is held with principals to assess and assist as well as develop teachers so that they deliver on their task as teachers’.

On the question of challenges that the principals comes across, the head of department stated:

‘Yes, the principal encounters challenges as he tries to maintain learner-achievement in school’.

The head of department further explained that not all teachers are willing to exert themselves as they are less committed. She also pointed out that learners are not always doing what they are supposed to do in school (learning). In other words the

head of department concurs with principal B when she said that learners are lazy as they are not doing their school work. However, she did not explain how the principal ensures that learners are made to see the need to do their work. She also stated:

‘Influx of foreign learners, particularly in grade 8 and grade 10 make it difficult to produce good results’.

The main concern from the head of department is that the school is not allowed to screen learners as they accept learners into the school. This according to the head of department poses challenges in the successful running of the school as some learners get left behind and eventually they give up (learners) and drop out.

‘Language difficulties impinge on learner performance as many of the learners are not exposed to the English language which we use as the medium of instruction. The high rate of teacher and learner absenteeism imposes lots of challenges as the principals tries to maintain good performance of learners’.

When asked about monitoring, the head of the department pointed out that monitoring and evaluation is crucial as it informs teachers to prepare in advance. She stated that monitoring assists teachers to keep their records and files up to date as they will be checked by the head of the department at some stage.

‘Teachers and learners get motivated as their work is checked and signed by the head of department and the principal. The principal also gives feedback to the teachers on their performance thereby giving them the opportunity to rectify their mistakes and learn new things that will enhance their performance and also maintain their confidence’.

It was not very clear at first if the only reason for teachers to keep their files up to date was that they will be checked by the heads of department or they did it because that is how quality is assured. However, as the head of department explained further, it was evident that other reasons were attached to the benefits derived by both learners and teachers in terms of their development and enhancement.

On questions about learning and teaching material, the head of department responded by saying that the principal of the school values the learning material greatly as he provides required learning material without any hesitation.

‘The principal provides financial backing to the teachers who need new learning material’.

The head of department stated that books are given to schools by the department of education for each learning area. The school also buys learning and teaching material. She further stated as follows:

‘Restrictions on what learner-teacher-support –material money should be used make it difficult to meet the needs of the school’.

On how learning and teaching material is managed and distributed, the head of department responded by saying that heads of department are given books for their learning area in different grades. They then allocate books to teachers for specific grades. She explained the process as follows:

‘At the end of the year teachers collect the books from the learners and return them to the head of the department. The head of the department checks the number on the book against the learner the book was given to. The head of the department then communicates the information to the principal’.

The head of department stated that at her school there are ways in which the use of the available material is monitored. She elaborated by stating as follows:

‘Moderation is done internally and externally to determine the quality of work and the standard set for the specific grades. Moreover, we use moderation to also check if learners do the activities in their text books as required by the school and the department of education’.

On how the principal ensures that books and other learning materials are used efficiently, she said that when heads of department do class visits, they check the work done by learners against the chapters that should have been completed in the text books. This, according to her, is a way of ensuring that books and other learning materials are efficiently utilised.

The next section provides the interview with the head of department B.

Interview with Head of department B

Introduction

The interviews were arranged two weeks before the day they were taking place. A day before the interview, the participant was reminded of the interview. This was done to avoid clashes with commitments the participant might have had. The interviews took place in the afternoon. This was done to avoid disruptions that could have been caused to the head of department.

The first question that was asked to the principal was on the role of the principal, (see appendix 4).

When asked on the role of the principal in managing teaching and learning, the head of department responded as follows:

‘The principal is the backbone of the institution. Schools should have principals in order for them to be managed successfully’.

The head of department elaborated that principals shape the direction of the schools since they lead the teachers, learners and other stakeholders.

On planning, the head of department responded by saying:

‘An academic year involves the year of learning and teaching’.

This, according to the head of department, means that the academic year starts when schools open at the beginning of the year when learners and teachers go back to school to either start new grades or repeat the grade because of not having performed well in the past year.

The head of department said that designing an academic year involves drafting a year plan where principals invite teachers to be part of the decision-making.

‘Any activities that teachers want included in the year plan, is discussed when the year plan is being drafted’.

The head of department stated that competent support team (SMT and other staff members) make it possible for the principal to make the right decisions.

‘The team discusses how timetabling should be done, and how work schedules should be presented by teachers to the heads of departments. Heads of department check the availability of lesson plans and implementation thereof.

In response to what informs their decisions, the head of department stated:

‘Teaching and learning should take place. This implies implementation of departmental policies as well’.

On accountability the head said that the principal holds the heads of department accountable by constantly reminding them of their duties. This is how the head of department responded to accountability:

‘Heads of department also check the work done by teachers and report to the principal’

On monitoring, the head of department responded by stating:

‘The yardstick used to measure performance is set of marks that are produced by learners. Monitoring is also used to determine if teachers are doing well or bad. The analysis of marks indicates if the teacher needs to be trained in accordance with his/her subject content’.

When asked what the impact of monitoring is in quality assurance, the head of department said:

‘IQMS is used as a strategy to improve teachers’ performance. This is done through class visits by heads of department and peer teachers. Moderation is also used to check learners’ work’.

About challenges that the principal encounters as he manages teaching and learning, the head of department stated as follows:

‘Yes, some learners are not doing well. The principal has to constantly talk to parents about the performance of the learners. Some teachers are not doing what they are supposed to be doing’.

The head of department said that principals are not equipped to determine whether the teachers’ knowledge is to be blamed in learners’ performance and that his principal is not a firm believer of teacher development and probably self development. This, according to the head of department, imposes problems on the way the principal leads for success.

The head of department stated that monitoring and evaluation of work improve the learners’ work, thereby changing the overall performance of learners.

‘Monitoring serves as motivation to all stakeholders and it also assist the school to maintain good results that can also attract and retain top learners in the school’.

When asked about the importance of learning and teaching material to the principal, the head of department stated:

‘The principal values learner-teacher-support-material. This is evident when the principal often talks of learner resources and whether they have enough learning materials at their disposal.’

When asked about the acquisition of learning and teaching material, the head of department stated that there are two ways in which learner-teacher-support-material is obtained:

‘The department of education gives use books and some learning materials. The school also buys some learning materials, through fees that learners pay to school’.

The head of department stated that computer software is used to record books that are given to learners so that collecting at the end of the year becomes easy.

‘Teachers collect books from learners and hand them to the heads of department who then put them on the system. If a learner loses the book he/she pays for it’.

On the question of ensuring the efficient use of learning and teaching materials, the head of department pointed out that teachers need to use the book suited for learners they teach. This is how he elaborated on what he meant:

‘For example, in one of my grades, I did not use the text book because I felt that it was not what I wanted for the learners’.

The head of department went on to say that heads of department do class visits and check if books available are used efficiently. This, according to the head of department, is done through checking the work schedules of the teachers to see if they match with what they do with learners in class.

‘Teachers also give learners home work as a means of forcing learners to use books. They also give learners projects which learners should use books to get some information’.

The next section provides observations on principals.

Observations

The two school principals were observed for three consecutive days. The findings of the observations are discussed separately. To protect the participants, schools are labelled as ‘school A’ and ‘school B’ and their responses are presented according to the order they appear on the observation schedule, (see appendix 6).

Planning

Principal A

The table 2 below shows the principal’s planning schedule:

Time the whole staff arrives	7:10 – 7:20
School starts	8:00 am
Mondays, Wednesdays, Fridays	SMT meetings at 7:30
Monday to Friday	Whole staff meetings at 7:45

Table2.

Interpretation of the table

The SMT meetings comprise of the principal, the two deputy principals and the six heads of department. In these meetings discussions about the issues of the day are held. Issues of the day include late comings of the staff and absenteeism of teachers and learners. Deputy principals and heads of department get a chance to report on matters that may have taken place the previous day or early before the meeting.

The principal starts planning for the day based on the information that he gets during the meeting. Such information includes absenteeism of teachers. The principal then has to do substitution for the relevant teacher's classes. Learners that have been reported to have difficulties in learning are discussed and the principal makes a schedule to have one-on-one meetings with them.

The principal then goes to the staff room where he addresses the whole staff about the same issues that emerged in the discussion with the SMT. He also listens to the issues that are raised by the teachers. At the start of the first period, the principal goes to his office where he mostly works on administrative tasks. The principal works on documents and directives that come from the department of education. He mostly works according to the information he obtains from the Institutional Development Support Officer (IDSO).

The principal keeps the year plan on the table under a transparent glass where he sees what should be done on particular days, e.g checking HOD's master files, dates of the IQMS. The principal relies on heads of department to carry out the task of class visits. The internal-whole-school-evaluation is done by the heads of department, assisted by the teachers. No evidence of class visits was observed on the principal's side. The principal sometimes leaves the office and go to the fields to supervise the ground staff. As he moves around the school, he stops the learners to ask them why they are not in class and sometimes demands to see their pass outs from the teachers.

When the principal goes back to the office, he sits with two deputies and analyse learners' marks that have been submitted by teachers. They check each grade to see the performance of learners (which is presented in a graph for each grade). This is how the principal and the two deputies use the information provided to them by heads of department to monitor the work.

Monitoring and evaluation

- The principal does not go to classes for visitations.
- He relies mostly on marks submitted by teachers to the HODs.
- He hosts meetings where he delegates tasks to the HODs who then carry out the task of monitoring what teachers do in class.
- The principal uses the HOD's master file to check on their planning for the academic year.

The files comprise of:

- teachers' timetables
- moderation schedules
- class visits schedules
- meeting schedules with teachers

These schedules have dates that assist the principal to know by when, what should be done and how it will be done.

When the principal wants to see one of the teachers, he requests the secretary to call them on the intercom which reaches all the classrooms and other parts of the school.

When teachers give learners tasks, they first take the task to the HOD, who checks if the task is of the correct standard. If the HOD is satisfied, he/she fills in a moderation form that reflects and assures that checking has taken place. The teacher then goes to the principal with a small slip to sign for copies of the task to be made. This is done to assure quality and also to keep control of tasks that have been done for term.

Principal B (planning)

staff arrives	7:00 am
Staff meeting	7:10-7:45 am
Assembly (uniform inspection and announcements)	7:45-8:00 am
First period starts	8:00 am

Table 3

Interpretation of the table

The first period starts at 8:00 am and runs for 40 minutes.

- The principal goes back to the office where she prepares for the day by checking her year plan and do things according to it.
- She gets directives from the department of education (particularly the IDSO).
- The principal goes in and out of her office quiet frequently.
- When she is out of the office, she checks on learners (particularly the one that bunk classes),
- She visits classes without an appointment
- The visits are informal since she does not carry any material for taking notes or writing comments on.
- When she gets in class she request few books from the learners and check them against the educator's file to see consistency and see if the books have been marked and signed by the educator.

Monitoring and evaluation

- she uses information provided by the HODs to determine the performance of the teacher and learners.
- she checks the master file of the HODs to see their planning for the year.
- class visits are done informally, where she just goes into a class without announcing and also without carrying anything to write on.

-HODs are requested to submit a statement that reflects the vision for their department and how they will use their departmental vision to complement the vision of the whole school.

Management of learner-teacher-support-material

Not much was observed from both principals as learning material is dealt with at the beginning of the year.

Chapter summary

This chapter provided the findings from both the interviews and the observations on the role of the principal in managing teaching and learning with regard to planning, monitoring and evaluation as well as the management of learning and teaching materials. Principals were interviewed as per the interview schedule (see appendix 4) and observed as per the observation schedule (see appendix 6). Responses of the principals and their heads of department were presented and analysed. In this chapter, times of the interviews were also outlined as well as the number of times interviews took place and the venue where the interviews were held.

The next chapter presents discussions of the findings.

.CHAPTER FIVE

Discussion

INTRODUCTION

This chapter discusses the interpretation of the findings on the role of the principal in managing teaching and learning in inner city secondary schools in relation to the central questions on which this study was based. The chapter discusses each question on separate paragraphs under specific subheadings as per the following critical questions:

- 1 How do principals plan for effective delivery of curriculum through effective teaching and learning?
- 2 What is the role of the principal in managing learner-teacher-support-material towards effective teaching and learning?

3 How do principals evaluate and monitor the work of Heads of Department to assure quality

The researcher interviewed two inner-city school principals and their two heads of department, who all agreed to give their view of what they perceive the role of the principal to be in managing teaching and learning.

Principals feel that their role is wide and a slight difficult to actually point to the exact role they should play in managing teaching and learning. Drawing from arguments put forward by Loock (1995, p.176), that the role of the principal is to create a sense of purpose and direction aligning people in the organisation and then to make it become a reality, the researcher is of the impression that even though interviewed principals did not explicitly express it, they are partially aware of what their role is. Although the principals believe that their role is to ensure that teaching and learning take place in schools and particularly in class, they still feel that most of what they do in schools comes from the National Department of Education. As Bennett (2003), argues that the attention needs to be paid to the effectiveness of those leading at the top of the organisation in order for the work of talented teachers to be noticed, principals in schools have assigned certain tasks to certain individuals ranging from post level one teachers to post level three. For instance, one of the principals stated that she has two deputies, of which one is a curriculum planner who oversees the effective delivery of curriculum in the school. She also stated that she has five heads of department who are also hands-on with the school work. Even though insufficient information was provided, the conclusion the researcher came to was that the skills of the staff members are utilised in these schools. One concurs with Pondy (1978, p.94), that leaders should have the ability to make activity meaningful and not to change behaviour but to give others a sense of understanding of what they are doing.

According to principal B, teachers become active when the principal involves them in the planning and execution of the tasks. This was also noticed in school A where the principal stated that all staff, particularly the SMT and the teachers get involved in planning for the next academic year.

Planning

Principals A and B believe that the academic year starts from the first day that schools open in January and run throughout the year until final examinations are over. Even though this is ideally the case, principals do acknowledge that different structures apply to matric learners since their time has to be adjusted in line with the requirements of the preliminary examinations that come before the final examinations. Therefore, when timetables are drawn, certain aspects have to be taken into account. Because of the dead log caused by primary schools of learners who go to secondary schools without being able to read and write, principals constantly have to cater for slow learners by providing classes that bridge the gap that exists between primary school and secondary schools.

Designing the academic year

As Clarke (2008), argues that the principal, as part of his/her role, should prepare the timetables for the school year to ensure that optimal use is made of time and other resources, the principals believe that timetables assist them in allocating relevant teachers to subjects that they are best suited. Although they believe that allocating teachers according to the subjects of expertise help in delivering the needs of the curriculum, one principal believes that in order to maintain discipline in lower grades (8 & 9), male teachers have to be used. On the one hand Robinson (2007, p.21), argues that in order for students to achieve greater outcomes the principal has to be directly involved in the oversight of, and participation in, curriculum planning and co-ordinating and teacher learning and professional development, and on the other hand, principals switch teachers' positions as a tool to maintain discipline and order in schools instead of doing workshops those that lack in discipline and equip them with the skill needed in maintaining discipline. Nevertheless, good practice is done by principals to prepare for the academic year as the formal tasks are given priority when the year plan is being made.

In their year plans certain tasks are indicated when they will be done e.g. handing of formal marks for processing and also when academic meetings are to be held. Principals are concerned that a lot of times, the interference of the Department of Education make it difficult to properly design an academic year that best suits their schools as individual schools have different needs. This, according to the principals, leaves less control in the hands of the principals. As one principal stated, 'the help of the DoE is needed, but sometimes it appears as if too much administration work is done by principals and their subordinates than the actual work of teaching and learning'. An example given by another principal is that sometimes school times have to be reduced by few minutes to release teachers earlier for the meetings that DoE calls during school times.

As the president of the country (Mr Jacob Zuma, South Africa 2010, State of the Nation) stated, teachers should be in class teaching for the duration of the time stipulated by the National Education Department, consistency should be maintained so that the learner's time is not compromised. The concern by principals is that meetings by the DoE are not planned for in advance; therefore they come as a surprise. Vital as these meetings are, they need to be catered for and, if possible, be out of school times. However, the DoE also works under pressure with the demands of the unions that stipulate the rights of the teachers concerning the length of their duty. Hopkins (1997), also believes that principals should have contingency plans where they plan for any changes and schemes of work and assessment arrangements that may be needed.

Schools incorporate language capacity building into their timetables as many learners that enrol in schools come from backgrounds where home language is different from the school's medium of instruction. By allocating time for more practice classes, they are hoping to bring all learners on par so that no child is left behind. Learners who struggle get identified quickly as regular meetings with staff are held to discuss matters of concern within the school as a learning environment. This brings the researcher to the conclusion that principals have knowledge of what their role is in managing teaching and learning, even though they sometimes get derailed by the demands of the department of education.

Accountability in school

Even though a clear procedure for holding others accountable was not stated, principals demonstrated an understanding of how the process is executed since they seem familiar with sharing responsibilities with subordinates so that a specific individual carries certain roles and ensure that they are successfully carried out. Of concern though, is the idea of delegating and bureaucracy which appeared to be common to both principals. Both principals pointed out that matters concerning learners and the schools in general get escalated until they reach them and that if they are not happy with certain roles and duties they call for a change or a stop to them.

According to Bush et al (2009), the responsibility of managing teaching and learning is shared amongst principals, school management teams, heads of department and classroom teachers. The contradiction is that on the one hand principals claim to be sharing responsibilities with staff and on the other they keep sounding as if they do everything themselves. This was observed when the principal just went into a teacher's class for a visit without notifying the teacher of her visit. Even though the principals are the ones who make final decision, it is vital that they wait for feedback from their subordinates as stated by Blasé and Anderson (1995), that HODs play a major role in assisting principals in managing teaching and learning by fostering collegiality within the groups by shaping and establishing a shared vision.

Even though principals state that decisions are taken/made after having consulted with the staff and the SMT, other stakeholders such as parents are not mentioned this may leave unanswered questions concerning the issue of shared leadership, which the literature found very useful in today's leadership. Lambert (2002), states that instructional leadership must be a shared, community undertaking. Barth (1990), therefore, adds that principals should develop a community of leaders by openly articulating the goal, relinquishing decision-making authority to teachers and involving teachers before decisions are made so that accountability becomes fair. It was noted though that both schools call meetings with parents once a term to discuss the performance of learner. The missing information though, was the response from the parents' side and also the degree to which their involvement is

shown. Principals in the schools that participated did not mention that time is allocated or funds are set aside for teacher development at their schools, yet they hold them accountable for having not delivered on time.

According to Robinson (2007, p.21), in order for students to achieve greater outcomes, the principal has to be directly involved in the oversight of, and participation in, curriculum planning and co-ordination and teacher learning and professional.

Monitoring and evaluation: measuring performance

Performance of both teachers and learners should not only be measured, but it has to be enhanced so that greater achievements are accomplished. The DoE (2006), states that for the principal to assure quality of teaching and learning, he/she should demonstrate and model a personal commitment to learning and the maintenance of high standards. The two school principals, each stated that apart from class visitations by the principals, teachers work with one another to learn from each other how certain standards can be reached. As one principal stated, the work that teachers hand into him gets discussed at the School Assessment Teams (SAT) to determine the pace adopted by each teacher. GTC (2001), concurs with the principals on this issue in that leaders in schools extend the range of professional development opportunities by training their subordinates, but most of all, they support and enhance the role played by middle managers (HODs) of improving the school. Bush et al (2008), though state that the findings of their study in Mpumalanga schools, was that evaluation of learner performance was very limited. Maybe this is also evident in this study as principals stated, in the interviews, that they visit classes once a year to check what teachers are doing with learners. In one school the principal was observed visiting classes, but she did not have tools with which to critic the teacher. This leaves a lot of questions as to how then does she remember all that happened in class during her visit if she did not take notes. Such actions brings the researcher to a conclusion that class visits are informal and do not contribute much to the development of teachers.

As Clarke (2008), argues, good teaching and learning is about the quality of what happens in the classroom and in the interaction between the teacher and the students. The researcher could then, conclude that insufficient monitoring and evaluation of the work done in class is taking place in the schools. This conclusion though, cannot dispute the findings by Southworth (2004), in England, which indicated that modelling, monitoring and professional dialogue and discussion were effective in ensuring quality teaching and learning. In the schools that were visited both principals stated that class visitations are mostly done by heads of department, who then report to them on the results.

As stated by Berman, McLaughlin and associates (1979), that principals support teachers both psychologically and with resources, it was discovered that schools have certain systems put in place for assisting teachers with matters concerning non-performance by learners and matters concerning discipline. Matters concerning non-performance of learners are handed over to the HODs and matters concerning learner discipline are handed to the grade tutor who is responsible for ensuring that such problems get solved. Fullan (1991), though, argues that the principal is the person likely to be in a position to shape the organisational conditions necessary for success, such as the development of shared goals, collaborative work structures and procedures for mentoring results. In one school the principal pointed out that teachers work together in their departmental groups and share best practices and also encourage each other to do the best for the learners. The principal mentioned that team testing is used to monitor and evaluate performance by learners.

Principals put measures in place to enhance quality of teaching and learning by allowing more learning and teaching time than doing administration work. Schools have demonstrated that there is a need for improving skills by having curriculum meetings where ideas are shared among staff pertaining curriculum delivery. As one principal stated, class visits seem to be an ideal phenomenon as the principal visits classes once a year and give feedback on matters that need attention and praise teachers where necessary. In the interviews that were held with two principals, the researcher did not come across anything that distinguishes one school from the other or the rest. Nor was there anything that explains the culture of either school. As GTC (2001), stated that in their study of learning-centred leadership, they found

that leaders created school culture by translating principles and aspirations into practice and making culture creation an integral part of their role.

Challenges that are encountered by principals in trying to maintain learner-achievement

Principals in both schools pointed out that they are faced with problems of language, particularly with learners that come from rural schools where most teaching and learning is done vernacular languages. Even though principals do not express themselves precisely about cultural challenges, Oduro and MacBeath (2003), point out that cultural diversities, which include language and contextual set ups as well as background, pose challenges in the way principals manage teaching and learning. As one principal stated, compliance to the policies and structures of the department impinge on their visions as principals. This has also been noted by Oduro and MacBeath (2003), when they stated that in Ghana principals comply with what the employer (Ministry of Education) expects of them.

In addition to what principals find to be a challenge is the shortage of learning material, which they feel that it would be better if they acquired their own and sell them from within the school to learners. The challenge with regards to books is that learners are compelled to share books because of the limitations in numbers. The challenge posed by shortages of books is that some learners tend to not do their home work with the excuse that they do not have books. As Bush et al (2008) argue, the availability of adequate learning material enhances the quality of teaching and learning as it allows for concisely structured ways and methods of teaching and learning. In contrast though to their findings, Bush et al (2008), in their study in Mpumalanga, found that even though the learning materials were available, teachers were not in their classes to use those materials to deliver the curriculum. Both heads of department interviewed pointed out that teacher and learner absenteeism poses challenges when it comes to the issue of maintaining high standards. The researcher also observed that principal often spend time drafting substitution lists because of teachers being absent. This was observed to be time consuming on the side of the principal and time wasting on the side of the learners who have to sit with the teacher who will not teach them.

One principal stated that few learners are intrinsically willing to learn as they achieve good marks and eager to get certificates which the school give to top achievers. Although some learners give it their best, so much time, according to principals, is spent on those learners who are weak and need specialised attention. Another challenge pertaining to maintaining learner achievement is the issue of matrics who complete at the end of the year with symbols that do not secure them space at university for studying further.

Learner – Teacher – Support - Material

The degree to which LTSM is valued

Principals both believe that textbooks are an essential resource in teaching and learning. Both principals made it clear that even though textbooks are vital, there are other learning materials that are needed and that add value as they assist in learners getting a better understanding of the work done by the teachers in class. Few resources that were mentioned include posters, overhead projectors and stationery etc as they facilitate the process of teaching and learning.

Principals pointed out that some of the learning material is provided by the Department of Education, particularly textbooks. Bush et al (2008), state that the availability of adequate learning material enhances the quality of teaching and learning, but the shortages of textbooks in particular, pose challenges as principals state that there are shortages of textbook supplies as the budget allocated by the Department of Education does not cover all the needs of the LTSM. Principals in both schools said that they buy some of the learning materials, including books that the department does not provide. The challenge becomes that not all learners afford school fees; therefore, learners end up borrowing books from others, which, in a long run causes discipline problems as learners misplace others' books. The researcher concludes that the DOE must take full responsibility in providing LTSM since one of its slogans is that 'No Child Should be left Behind'.

Procedure for managing teaching and learning

As part of managing teaching and learning, principals also have to have a way of managing their LTSM. The principals in both schools have procedures of retaining textbooks, even though it is not clear how unrecovered learning material is made up for. Principals stated that they collect books in particular from learners at the end of the year. One principal mentioned that a refundable deposit is paid by learners at the beginning of the year towards text books as they hand them out. When the academic year ends, learners are reminded to hand books back to school as they move to the next grade in the coming year. If the books are returned in order, then learners get their deposit back, but if not in good order, the deposit is taken by the school. What is not clear though is what happens to the deposit that the child has not got back. Also, the minimum amount of money that the learners pay as deposit does not make up for what the book actually costs.

Of concern also, is the issue of matrices who, for some reason, leave without having handed the books in to the school. It is a major loss since it is not possible to track them down and ask for textbooks. Besides, if a learner has lost the book, there is not severe punishment that forces them to bring the book back. Chisholm and Vally (1996, p.13), state, emphatically, that management of existing learning material is an important issue and that principals must make it their priority to carefully manage these resources so that better performance can be achieved. Principal B indicated that she centralises the management of learning materials to the deputy principal as heads of department have, in the past demonstrated the level of incompetence and inability to remain accountable in the management of learning materials, particularly books. One way or another, the principal seem to have lost trust in her heads of department by taking away the privilege of being in charge of their own teaching and learning material. The question that may remain is 'why does the principal not train or workshop her HODs and others concerned on how the management of these materials is done. The conclusion the researcher draws from this action is that staff development, even though claimed by both principals, does not cover all the facets of the school. As Davidoff and Lazarus (1970), argue that principals should have knowledge of taking care of the resources that are available and be able to acquire more as well as understanding how to distribute them, the issue could be that

principals themselves do not have the skills to manage LTSM. Therefore, they themselves need training on how this is done.

Efficiency and effectiveness in the use of LTSM

Principals concur with Taylor (2003), where he argues that among other factors, the management and use of textbooks and stationery is crucial in optimising learning and in enhancing and improving school results. Principals encourage teachers to give homework to learners so that textbooks can be efficiently used. Heads of department also stated that teachers are encouraged to use textbooks and other learning materials to their utmost ability so that they do not get wasted.

Hoadley (2007), states that in managing teaching and learning, principals have a role to procure and manage the learning material so that effective teaching and learning can take place. Even though principals in both schools mentioned that certain individuals are responsible for the management of the LTSM, centralising of the materials was evident as limited individuals are responsible for the task. That said, one principal stated that in his school, learning material has lately been decentralised to HODs as he found that it is much convenient to have more staff members handling the LTSM as it removes the burden off other people's shoulders. Irrelevant as this paragraph may sound, the principals discovered that if management of the materials is centralised in few individuals, equal distribution is not done as some books are held back so that collection becomes easy and convenient at the end of the year. In the interim the learners suffer as a result of certain individuals wanting to be rewarded for being good keepers of the learning material.

The next chapter provides recommendations on the role of the principal in managing teaching and learning.

CHAPTER SEVEN

Conclusions and Recommendations

Introduction

'What is the role of principals in managing teaching and learning in inner city secondary schools?' has revealed that certain aspects of management, particularly in teaching and learning, are ideally and others are practically possible. This has been demonstrated by what school principals know and do and what they read and get told to do, but find it impossible to do.

Conclusion

In this study the role of the principal in managing teaching and learning has been explored with more emphasis on the three aspects of school, namely planning, monitoring and evaluation as well learner-teacher-support material. These three aspects of school were seen as playing a pivotal role in connecting the instructional leader to classroom practices as they serve the purpose for which the school exists. The study has revealed that school principals spend most of their time doing administrative work and seldom visit classrooms to see what is happening between the teacher and the learners. If they do go to classes for visitations, they do it in an informal manner; which does not benefit the teachers and learners as feedback is very minimal. Monitoring of teachers' work is done by heads of department in most instances, who then give feedback to the principals. Even if it is the task of heads of department to monitor and evaluate, principals may often assure the quality of monitoring by visiting the classes themselves. This, according to Bush and Glover (2009), will allow principals to know what the teacher does in class with learners and also to know what kind learning materials teachers need to use in class for learners to perform better.

For effective teaching and learning to take place, it is crucial that schools get adequate learning and teaching materials suitable for all grades. Principals find it challenging to carry out their duty when there is lack of teaching and learning materials. They also find it unfair to hold teachers responsible for low performances of learners when there are no materials to use in class.

The study on the role of the principal in managing teaching and learning revealed that principals are facing challenges in terms of performing their task of leading instruction-giving in schools. It was discovered that principals, in most instances rely on the department of education for carrying out their task. This was evident when principals pointed out that they get directives from the department of education on what they should do. Principals, even though appearing to have a bit of an understanding of how to perform their duty, feel that they have not been equipped for their role. Their concern is that the directives from the department of education do not work for them as they only guide them on what to do but are not sustainable. Principals use their discretion to perform their role; which, for educational purposes

does not add much value to the outcomes and performance of the learners since not all that should be done by principals is done accordingly and appropriately. It is upon the findings that the recommendations of the study on the role of the principal in managing teaching and learning should be accommodated.

Recommendations

Based on the findings of the study on the role of the principal in managing teaching and learning, the following recommendations were made:

Training of principals on their role in schools

In this study and other studies conducted in the past, it has emerged that principals do and let others do things without a guide. As much as principals want to be creative and innovative, there should, at least, be training of some sort that serves as a guide to principals and that can be referred to when certain aspects of their role are forgotten. The only source of survival, in terms of information and training for principals to do their job is the DoE that constantly supplies policies and amended structures for principals to adhere to. Principals also use their discretion on matters relating to managing teaching and learning.

Support from DoE, with more emphasis on LTSM and curriculum development

There is evidence that the National Department of Education is not doing enough to supply adequate learning and teaching material to schools so that effective teaching and learning take place. The budget allocated to schools does not enable them to operate optimally in terms of supplying all learners with required learning material. This poses challenges to schools and principals as they are unable to carry out the task of teaching and learning without learning and teaching material.

Concerns are raised about curriculum development which appears to be a great need but not properly done. Principals and their teachers come up with structures within their schools to address the issue of curriculum development. Principals feel

that there should be more workshops and intensive training for teachers to keep abreast with the new ideas that emerge pertaining curriculum development. Unless extensive training is done, there will always be concerns in the way curriculum is handled or delivered. Principals are also concerned that policies on the curriculum design change time and time again; which leaves them with no knowledge of the new system that is introduced as they claim that workshops on these new policies are inadequate for teachers and principals to grasp and understand.

Maybe the DoE should work with private sectors to search for ideas that can link the educational curriculum with what is really happening in the world. Even though this is happening, schools need to keep up with the pace that is adopted with the outside world as they train learners to go and work in the world.

Autonomy of schools

Because school principals are able to come with ideas that are independent from the DoE's, maybe their ability to make internal decisions should be acknowledged and given platform. Schools, even though concerned with budget and other financial constraints, have the ability to outsource some of the tasks they cannot attend to within e.g. one of the interviewed principals for this study pointed out that he was organising a workshop for motivational purposes, particularly on how the achievement of learners can be improved and how teachers themselves can think better and memorise things. This was a good initiative, but sometimes such initiatives have to be first permitted by the department of education before they can be implemented.

Power-sharing instead of delegating responsibilities

Training is needed for principals to be aware that at some point delegation can get the job done but it does not encourage people to stand on their own and take initiative and pride in what they do. Power-sharing enables new ideas to surface and be seen through as they get to be nurtured by those who brought them to the fore. On the same note, principals also need to internalise the fact that they will not remain in position forever, therefore they have to train others who will succeed them when they leave the school. This has not been observed in the schools since interviewed principals and their heads of department did not even say anything about it.

Leadership styles

Leadership styles have the ability to either build or destroy the entire organisation. Principals must be careful of their leadership styles as these can be a detriment to successful management of teaching and learning. As much as principals believe that sharing of responsibilities encourage staff to work towards a common goal and vision, they have to be careful how these responsibilities are assigned and how feedback is being received. Unfortunately, in this study not much has been discussed concerning leadership styles, but hints have been provided from literature about how leadership can be carried through to success without offending those that are being led.

REFERENCES

Bassey, M. (1999). *Case study Research in Educational Settings*. Philadelphia and Buckingham: Open University Press

Blasé, J., Blase, J. (1999). *Principals' instructional leadership and Teacher Development*: Teacher Educational Administration Quarterly 1999, 35,348

Botha, RJ. (2004). Excellence in Leadership: demands on the professional school principal: SA Journal of Education. Vol. 24 (3) 239-247

Bourdieu, P. (1976). The school as a conservative force: Scholastic and cultural inequalities

Bush, T. (1998). National Standards and School management training

- Bush, T. (2008). Institution of education, University of Warwick, Coventry CV4 7AL, UK
- Bush, T., Glover, D., Bisschoff, T., Moloi, K., Heystek, J., Joubert, R. (2006). School leadership, Management and Governance in South Africa: A systematic Literature Review: Mathew Goniwe School of Leadership & Governance.
- Clarke, A. (2008). The handbook of School Management. Kate Macmillan South Africa, 2007
- Davis, B., Ellison, L., Osborne. A & West-Burnham, J. (1990). Education management for the 1990s: Longman Group UK Limited, 1990.
- Davidoff, S., Lazarus, S. (1997). The Learning School an organisational, development approach: Juta
- Department of Education (October, 2004). Education Management and Leadership Development. Directorate: Education, Management and Governance Development
- Department of Education (May, 2005). The South African Standard for Principalship
- Department of Education. (2006). Leading and managing South African Schools in the 21st century
- Deventer, IV., Kruger, AG. (2003), An educator's guide to school management skills: Van Schaik. Published 1064 Arcadia Street, Hatfield, Pretoria
- Duignan, P.A., McPherson, R.J.S (1992). Educative Leadership: A practical Theory for New Administrators and Managers: London. Washington D.C

- Elmore, R. (2000) Building a New Structure for School Leadership (Washington, DC, The Albert Shanker Institute).
- Hallinger, P. (1997). Exploring the principal's contribution to school Effectiveness: 1980-1995
- Hoadley, U (2007), Managing Curriculum and Instruction in South African Secondary Schools, paper presented at the Teacher Development and Institutional Change in an Evolving Education Context conference, Kopanong, May.
- Hopkins, D., MacGilchrist, B. (1998). Development Planning for Pupil Achievement. School Leadership & Management, vol.18, No. 3, pp. 409-424. School of Education, University of Nottingham, University Park, Nottingham NG7. Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, UK
- Kumber, M. (2002). Does size matter? Distributed leadership in small secondary schools. National college for school leadership.
- Knight, JM. (1997). Strategic Planning for School Manager: London Kopan page
- Leithwood, K. (2005). *Understanding successful principal leadership: progress on a broken front. Journal of Educational Administration vol. 43 no. 43 no. 6, 2005*
- McEwan, E.K. (2000). *Global Learning communities*
- McMillan, J.H., Schumacher, S. (2010). Research in Education: Evidence-Based Inquiry Seventh Edition Pearson
- Merriam, S.B. (2001). Qualitative Research and Case study Application in Education. San Francisco: Jossey – Bass, 26-66

Taylor, N., & Vinjevold, P. (eds.) (1999). Getting learning right. Johannesburg: joint Education Trust

Saunders, MG., Epstein, JLC. (1996). School-family-community Partnership and Educational Change: International Perspective

Smyth, J. (1981) (ed) Critical Perspective on Educational Leadership

Spillane, J.P (2003). Distributed Leadership. The Educational Forum-Volume 69. Winter 2005.143

Appendices

1. Interview schedules – Principals
2. Interview schedules – heads of department
3. Observation schedule - principals
4. Interview consent letter
5. Subject information sheet
6. Audio-recording consent form

Appendix 1

Interview schedule (semi-structured): principals

Planning

1. What is your definition of the academic year?
2. How do you design an academic year in terms of teaching and learning?
3. How do you make decisions around a successful academic year? What is involved in designing an academic year?
4. What informs your academic decisions? Please explain.
5. How do you hold others in the school accountable?

Monitoring and evaluation

1. How do you measure performance of learners and teachers in your school?
2. What strategies do you put in place to enhance quality of teaching and learning?

3. Do you encounter challenges in trying to maintain learner-achievements in your school? Please explain.
4. What is the impact of monitoring and evaluation in learner performance?

Learner-teacher support material (LTSM)

1. To what degree do you value LTSM? Please elaborate.
2. How do you acquire LTSM?
3. What is the procedure in managing LTSM?
4. How do you ensure efficiency and effectiveness in the use of LTSM?

Appendix 2

Interviews (semi-structured): heads of department

Planning

1. What is your definition of the academic year?
2. How does the principal design an academic year in terms of teaching and learning?
3. How does the principal make decisions around a successful academic year? What is involved in designing an academic year?
4. What informs your academic decisions? Please explain.
5. How does the principal hold others in the school accountable?

Monitoring and evaluation

1. How does the principal measure performance of learners and teachers in your school?

2. What strategies are put in place to enhance quality of teaching and learning?
3. Does the principal encounter challenges in trying to maintain learner-achievements in your school? Please explain.
4. What is the impact of monitoring and evaluation in learner performance?

Learner-teacher support material (LTSM)

1. To what degree does the principal value LTSM? Please elaborate.
2. How do you acquire LTSM at your school?
3. What is the procedure in managing LTSM?
4. How does the principal ensure efficiency and effectiveness in the use of LTSM?

Appendix 3

(Principal Observation schedule)

Planning

Decision-making for the day on teaching and learning:

Decision for curriculum delivery:

Accountability on curriculum planning and curriculum delivery:

Appendix 3 (continued)

Monitoring and Evaluation

Teacher and learner performance measurement:

Strategies used to enhance quality of teaching and learning:

Challenges encountered by the principal in maintaining learner-achievements:

Appendix 3 (continued)

Learner-teacher-support materials

Importance of LTSM:

Acquisition of LTSM:

Management of LTSM:

Efficient and effective use of LTSM:

--

Appendix 4: Consent letter to carry out a research and conduct semi-structured interviews with the principal in school

THE UNIVERSITY OF THE WITWATERSRAND
STUDENT NUMBER: 0115480F

Dear Sir/Madam

I Shaka Khumalo, a Master of Education student at the University of the Witwatersrand, am undertaking a small research project and hereby request permission to involve you and your school. The research is based on “The role of principals in managing teaching and learning in inner city secondary schools”.

Your participation is on a voluntary basis and you may withdraw at any time with no consequences. You may also decline to answer any question. All information obtained will be securely stored and be destroyed after a period of 3-5 years. You and your school will remain anonymous as fictitious names will be used in the research.

The objective of this research is to understand what the role of the principal is in managing teaching and learning and how quality is enhanced. The research is also aimed at gauging the degree to which principals perceive their role as instructional

leaders. On completion of the research, the end results will be reported to the University of the Witwatersrand's research committee and in conferences.

I will be grateful for your co-operation in assisting with this research.

Yours truly,

.....
Researcher's signature

.....
Date

.....
NB. Please sign in the space provided to give consent on the matter.

.....
Participant's signature

.....
Date

|

Appendix 5: Subject information sheet

The University of the Witwatersrand: Student number 0115480F

The role of principals in managing teaching and learning in inner city secondary schools

Research indicates that a lot of school principals in South Africa often deviate from their role as managers of teaching and learning into performing other roles, which, even though contributing to the functioning of the school, do not directly impact on effective teaching and learning. In South Africa, as in other parts of the world, principalship has not been thoroughly researched to determine what exactly the role of the principal is; hence principals have not had any training on how to manage teaching and learning.

My involvement in the study is to explore the role of the principals in managing teaching and learning particularly in secondary schools. Research shows that principal appointees are typically experienced teachers who have achieved a degree

of seniority and demonstrated competence in various teaching and administration structure areas; hence a shift of focus is needed so as to play a specific role of managing teaching and learning without compromising it. The significant of the study is therefore; to determine the extent to which learner achievement can be enhanced with principals performing their role as instructional leaders.

Two inner city secondary schools were chosen for this study on the basis of their performance and the experience of the principals taking into consideration the period they have been with the schools. Interviews will be conducted with principals of the selected schools, each lasting for at least forty five minutes. The interview will focus on the role of the principals in managing teaching and learning. Participants will be informed that participation in the study will be under conditions of anonymity and that the names of the schools will not be divulged to any other parties. The results of the study will be presented to the University of the Witwatersrand for examination, together with the research report.

If you have any questions please feel free to contact:

Shaka Khumalo

011 614 1457/083 481 0275 cliveshaka@yahoo.com

Appendix 6: Audio-recording consent form

The University of the Witwatersrand: Student number 0115480f

Dear Sir/Madam

I Shaka Cleopas Khumalo, a Master of Education student at the University of the Witwatersrand, hereby request permission to use an audio-recording machine during the interviews between the researcher and the participant. The importance of the audio-recording is that it will assist with all the information that would have been gathered during the interviews and also minimise the risk of omitting and forgetting some of the important information as data is analysed.

Information gathered through the use of audio-recording is only intended for accurate transcriptions. Guarantee is also given that no unintended use of the coding system will take place as confidentiality will be prioritised and maintained. Once the research has been completed, the data will be kept for a period of five years in the

University's archives, and then be destroyed. Your participation in the audio-recording, which will happen during the interviews, as stated in the interview request form, is voluntary and can be withdrawn at any time with no consequences borne by you.

Please indicate your willingness to participate in this recording by filling in the slip below:

Yours truly

Shaka Cleopas Khumalo

Participant consent slip

I, _____, as (position) _____ of
_____ school understand the nature and requirements of
participating in the recording, therefore consent is granted.

Signature _____

Date _____