

**EXPLORING ORIENTATION SPEECHES OF SCHOOL PRINCIPALS:
INSPIRATIONAL INVITATIONS TO STUDENT TEACHERS**

BY

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DECLARATION

I, Somadhanum Naidoo, declare that:

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DEDICATION

This work is dedicated to:

My husband and soulmate, Suren, for sharing this experience with me. I was able to complete this mammoth task because you were at my side every step of the way. This is something else that we have achieved together. I am truly blessed to share my life with you.

My precious children, Joshen and Thirosha, I hope this serves as an inspiration to you.

To my beloved parents James and Dhanum Chengan, for the many sacrifices you made and for nurturing me with your love, kindness and humility. Everything I am today and all that I have achieved is because of you.

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ABSTRACT

The purpose of this study was to gain a deeper understanding of the messages conveyed by principals in one context, that of well resourced schools. The contents of the messages and how these messages are influenced by the context of the schools were interrogated. Also of relevance are principals presenting a desirably, inviting message about the teaching profession. This study is part of the TP120 project that is being conducted by the University of Kwa-Zulu Natal to evaluate the placing of context at the centre of a learning to teach approach. The school environment has become diverse and dynamic since the implementation of changes after 1994. Teacher training institutions are faced with trying to adequately prepare teachers to adapt and adjust. The thinking therefore, is to include diverse contexts as one of the major components in the teacher education curriculum. One initiative to achieve this is to enlist the help of principals, who are the experienced counterparts in schools, to assist university personnel with the training of student teachers. This is done when first year student teachers are taken to schools of varying contexts and where principals are given an opportunity to address these students. The belief is that, what principals say prepares students teachers for the world of work in a particular context. A case study using the interpretivist paradigm was conducted with the participants being principals in well resourced schools. The participating schools and the participants were selected by pre-determined criteria in keeping with the requirements of the TP120 project. The principals' speeches were recorded and transcribed. Thereafter a discourse analysis was embarked on. The theories that underpin this study are the invitational theory of Purkey and Novak (1996) and the learning to teach approach of Amin and Ramrathan (2009). The findings show that a well resourced context is established and maintained through hard work, dedication, commitment and support of all stakeholders. The messages conveyed by the principals prepare the student teachers for the teaching profession in general and for the well resourced context in particular. The main conclusion of this study is that principals can be an invaluable source of knowledge to student teachers and can assist in teacher training. They articulated a sense of purpose and direction and inspire the student teachers by motivating, encouraging, guiding and inviting them to the teaching profession. Recommendations of the study were that the universities should continue to provide student teachers with the opportunity of experiencing different contexts, principals can be provided with guidelines on what to talk about in their orientation speeches, student teachers should prepare questions to get clarity on issues in particular contexts and principals can be provided with professional development around communicating motivational and inspirational orientation speeches. Recommendations for

further research are that a variety of contexts be researched or the student teachers can be interviewed to gauge the exact message that they go away with.

ACRONYMS

CAD	Computer Aided Drawings
Ed. Com.	Education Committee
HOD	Head of Department
ICT	Information and Communications Technology
LO	Life Orientation
NGO	Non Governmental Organisation
PGCE	Post Graduate Certificate in Education
PTA	Parent Teacher Associations
RATES	Research about Teacher Education Studies
RSA	Republic of South Africa
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
UNITE	Urban Network to Improve Teacher Education

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THIS STUDY

1.1 INTRODUCTION

The implementation of changes after 1994 resulted in the school environment becoming diverse and dynamic. This had great implications for teacher training institutions as they had to keep abreast of these changes and produce teachers that are able to teach in this milieu. Schools now required a new breed of teachers that will be able to adapt and adjust to these diverse and dynamic contexts. Robinson and Zinn (2007) elucidate that teacher training institutions need to ensure that new teachers are able and willing to educate young citizens within a post-Apartheid Constitution (RSA,1996,p. 6) that deliberately “affirms the democratic values of human dignity, equality and freedom” thereby contributing to nation building. Teacher training institutions are thus faced with the problem of how to adequately prepare teachers to meet these new demands.

One such initiative introduced by the University of Kwa-Zulu Natal is called the TP120 project which includes diverse contexts as one of the major components in the teacher education curriculum. This study is part of the TP120 project and is located in the second of four parts which requires the students to go on a bus tour. The first year student teachers are taken on a bus tour to schools of varying contexts. This contributes to the student teachers being exposed to contexts that they have never encountered before. According to Amin and Ramathan (2009), contexts matter because of the wide range of contexts found in South African schools. It must be noted that the student teachers that were taken on this bus tour are first year student teachers. The bus tour was embarked on in the first semester by student teachers who have just finished their schooling and recently started their teacher training programme. The principals at these schools deliver orientation speeches to the students. The focus of this study is on these orientation speeches.

The TP120 project is striving to gain insight into what principals from different contexts, namely poorly resourced schools, high achieving schools and well resourced schools, tell the student teachers. This study contributes to the understanding of one context - the speeches delivered by the principals of well resourced schools. The student teachers that embarked on the bus tour visited two well resourced schools namely Diamond Secondary and Almond

Primary. This is not a comparative study as the purpose was to obtain the essence of what the principal in each school is saying to the student teachers and to note collectively what messages are conveyed to the student teachers, after listening to both these principals.

The TP120 project has identified principals as the key role players, who are at the coalface, in the education process. Having gone through all the stages in the teaching profession from student teachers, teachers, heads of department, deputy principals and now principals, they have the experience and are in the powerful position of informing these future teachers about the profession. There is thus great value in what principals are saying and will contribute immensely to teacher training, recruiting and sustaining the teaching profession. The goal is to enlist the help of leadership, who are the experienced counterparts in schools, to assist university personnel with the training of new incumbents. Principals are leaders and managers, and what they say prepares students for the world of work for a particular context.

1.2 RATIONALE AND MOTIVATION FOR THE STUDY

Principals, as leaders and the heads of the institutions, have to possess a myriad of skills in order to perform their functions effectively and efficiently, the most important being able to communicate effectively. According to Glover (2011) principals must articulate a sense of purpose and direction and inspire others to follow. Principals are expected to motivate, encourage, guide and be inviting to all those at school. This is done mainly through speeches during meetings, assemblies, orientations and workshops. Words, from this perspective, can be regarded as the most powerful weapon that principals have. The words that are used and the manner, in which they are articulated, convey so much more than merely what a person is saying. Veiled messages are carried and the speaker's own feelings, frustrations and thoughts about certain issues are betrayed. The principal's words have "discursive sources of power, dominance, inequality and bias" and they use this to "initiate, maintain, reproduce and transform" (Maree, 2007, p. 102) their agenda.

This issue has really captured my interest because of the words of a principal, when I was a student teacher. His words have stuck with me all these years. He said, "Of all the jobs in the world, why have you chosen to be a teacher?" The message from his tone and his words, made me feel very de-motivated and my heart sank. I remember wondering at the time whether I had made the right choice to become a teacher. I was left with a feeling that this

must be a dreadful job. But as a recipient of a bursary, I had to serve the Department of Education for four years. As the years went by I realised that this was my calling and I have grown to love this job. Now, 27 years later, I am Head of Department and a member of the School Management Team. I am glad that I did not give up after listening to the negative words of that principal.

In view of my own experiences, I have decided to explore what principals are saying to student teachers these days. Are they presenting a desirably, inviting message about the teaching profession? Are principals betraying their own frustrations and thoughts about this profession in what they are saying especially to prospective teachers? What influence does the context in which the principal finds himself/herself have, on what is said?

1.3 STUDY FOCUS

The focus of this study is the contents of the orientation speeches delivered by principals of well resourced schools to student teachers. These speeches will be analysed and in particular, it hones in on the messages conveyed in the speeches, what is said and how the well resourced context influences what is said?

1.4 PURPOSE OF THE STUDY

The purpose of this study is to gain a deeper understanding of the messages conveyed by two principals to the student teachers. Of relevance also is whether these messages are connected to the context of the school, in other words to interrogate the relationship between context and what is said.

1.5 SIGNIFICANCE OF THE STUDY

The findings may be useful to the Department of Education as it may contribute to retaining of new teachers.

The findings from this research may be useful to teacher training institutions that will be able to enlist the help of leadership at schools to assist in the teacher training curriculum. The

inspirational messages of principals will be useful to these teacher training institutions when they are preparing the next generation of teachers. This study is even more significant to the university, particularly as this study is part of the TP120 project which wants to evaluate this particular manner in engaging in teaching practice of including the student teachers experiencing schools in different contexts when they go on the bus tour.

It may also be useful to principals at schools in their preparation of the orientation speeches. It provides principals with the issues that they need to speak about.

It may also be useful to student teachers in that they will get messages that will be intentionally inviting and this will motivate them to be positive about this profession that they have chosen.

Very little research has been done in this area, therefore this study will add to the existing body of literature. The knowledge base on this topic will be enriched by filling the gap on what principals' say in their orientation speeches and also focus on first year teacher trainees and their preparations to teach in diverse contexts.

1.6 KEY RESEARCH QUESTIONS

The key research questions that underpin this study are:

- What do the principals say to visiting student teachers?
- How does context feature in what the principals say?

1.7 LITERATURE REVIEW

A literature review entails locating all the literature that has been written around this topic. Stuwig and Stead (2005) explain that a literature review involves reviewing relevant textbooks, reports, journals, newspapers, theses and dissertations all of which provides an overview of the problem at hand. It can also stimulate conceptual insights and provide ideas regarding approaches and techniques that can be used.

The purpose of the literature review in this study was to present the issues from previous research studies relating to the orientation speeches of principals of well resourced schools to

visiting student teachers. To this end a comprehensive search was embarked on of various national and international databases. Books and journals articles consulted were obtained from the libraries from various universities as well as various electronic databases via the internet.

1.8 RESEARCH DESIGN AND METHODOLOGY

In keeping to the “fitness of purpose” as espoused by Cohen, Manion and Morrison (2009, P. 78), this study is located in an interpretative paradigm, using a case study methodology within a qualitative approach.

As this study is part of the TP120 project, the participants for this study were selected according to pre-determined criteria. The aim was to gain insight into what the principals of well resourced schools tell the visiting student teachers therefore the participants in this study were two principals from well resourced schools.

Part of the TP120 project entailed, first year student teachers being taken on a bus tour to schools of different contexts. Using this opportunity, a sample was collected by recording the principals’ orientation speeches at well resourced schools. Transcriptions were made of these recordings and this formed the source of the data for this study. This data was then analysed using discourse analysis. All ethical, validity and trustworthiness issues were considered and adhered to and the limitations of the study were stated.

1.9 DELIMITATIONS OF THE STUDY

This study is restricted to two well resourced schools, principals and first year student teachers and therefore cannot be generalised to other contexts.

1.10 CHAPTER OUTLINE

This study consists of six chapters organised in the following manner:

Chapter One presented the background and orientation of the study which included the context, the rationale and motivation, the focus, purpose, key research questions, delimitations of the study and the chapter outline.

Chapter Two focuses on the literature review and the theoretical frameworks. The literature review, which provides clarity and a deeper understanding of what has been researched around the issues that are relevant to this study, will be discussed initially. Here a study of both local and international literature is presented. This will be followed by a discussion of the theoretical frameworks that underpins this study.

Chapter Three will discuss the research design and methodology employed to address the research questions generated in chapter one. The research design and methodology is outlined with specific reference to the research design, methodological approaches, a case study and the paradigms which includes the rationale for using the interpretivist paradigm. This is followed by a discussion of the data production, the data collection, the data analysing procedure and ethical issues. Finally, in this chapter issues of validity, trustworthiness and limitations of this study will also be addressed.

Chapter Four undertakes the presentation and analysis of the data. The data for this study has been obtained by recording the speeches of the principals. Transcriptions of these recordings will be interrogated and analysed in order to find meaning. These discourses will be arranged and discussed according to the themes that have emerged from the data.

Chapter Five evaluates the data to provide the findings. Corroboration with literature and the theoretical frameworks will be discussed. Careful consideration of the data will result in certain findings that will emerge with regard to the messages that have been conveyed to the student teachers from the principals' speeches. This will provide insight into what the student teachers have gained from the bus tour.

Chapter Six presents the summary of the study, the conclusions of the study and finally, certain recommendations are suggested.

1.9 SUMMARY

This chapter presented the background and orientation of the study and concluded with the organisation of each chapter. The next chapter focuses on the literature review and the theoretical frameworks.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 INTRODUCTION

The previous chapter provided the introduction, the background, the key research questions and an overview of the literature review and the research methodology that will inform this study. It concluded with the demarcation of the study. This chapter focuses on the literature review and the theoretical frameworks. The literature review, which provides clarity and a deeper understanding of what has been researched around the issues that are relevant to this study, will be discussed initially. This will be followed by a discussion of the theoretical frameworks that underpins this study.

2.2 LITERATURE REVIEW

The rationale for the choice of the literature reviewed was directed by the issues that emerged after consulting the various sources such as textbooks, reports, journals, newspapers, theses and dissertations. The issues that emerged that were relevant to this study are teacher training; principals in context; well resourced schools and the speeches that principals deliver. This literature review although limited to these issues, forms a comprehensive review for this study as it encompasses the core elements. This literature review will commence with teacher training.

2.2.1 TEACHER TRAINING

Teacher training, according to Janse van Vuuren (1999), is a dynamic process and is thus constantly being changed and reviewed in order to keep abreast of all other changes, both nationally and internationally. The ultimate aim in the TP120 project is to provide innovative and improved methods to make changes to the teacher training curriculum. The TP120 project examines various contexts. As part of the TP120 project, this study examines the contributions of the principals in the context of well resourced schools.

The literature review on teacher training will be discussed using the sub-headings of the link

between schools and teacher training institutions; training teachers for various contexts and diversity; change in the teacher training curriculum and technology and distance education. The discussion commences with the link between schools and teacher training institutions.

2.2.1.1 The link between schools and teacher training institutions

There has always been a link between schools and teacher training institutions and traditionally, according to Kiggundu and Nayimuli (2009), it was for practice teaching sessions where student teachers had an opportunity to spend time at a school, observe teachers in the classroom and be able to teach lessons themselves. Although this is still an integral part of teacher training, other visits from student teachers and in this case first year student teachers have been introduced with the specific aim of using the school and its context to achieve the objective of introducing them to a variety of contexts. This study introduces another dimension where the principals' messages will be interrogated to analyse how leadership can also play a role in teacher training.

Similar to Amin and Ramrathan's (2009) learning to teach approach which introduced the initiative, of forging closer links between schools and teacher training institutions, Howey (1999) explains that educating teachers is a partnership between those in schools and colleges of education and those in elementary and secondary schools, along with their school communities. This was the guiding principle of the Urban Network to Improve Teacher Education (UNITE), a body of which Howey was the director. This network was formed with a confederation of colleges and schools across the United States and Canada. The aim was to educate teachers to teach successfully in urban, inner city schools or work with youngsters who live in conditions of poverty. They feel that prospective teachers need to examine the beliefs of the mission of the school, the students in the school and how they learn best. Examining these beliefs must be contextualised and be addressed by these prospective teachers in a continuing manner in a variety of schools and community contexts. This entailed the student teachers visiting schools and communities often.

2.2.1.2 Training teachers for various contexts and diversity

Preparing teachers to teach in various contexts is central to Amin and Ramrathan's (2009) learning to teach approach. Robinson and Zinn (2007) also looked at how lecturers at three universities in the Western Cape are preparing future primary school teachers for diversity in classrooms and schools. The findings highlighted the demographics of everyone involved in

the study, also the lecturer's orientation to diversity and the classroom interventions that were employed. The conclusions of this study were that there should be greater coherence in this work and recognition of the issues that impact on teacher preparation for diversity. Others that have also researched preparing for diversity include Moletsane, Hemson and Muthukrishna (2004) who listed a set of questions to help get an in-depth understanding of this issue and Hemson (2006) who investigated how three faculties of education addressed their challenges with diversity in their Post Graduate Certificate in Education (PGCE).

Contexts have also been researched internationally. Howey (1999) looked at preparing teachers for inner city schools in America. This study was conducted in response to findings from the Research About Teacher Education Studies (RATES, 1994) which concluded that the vast majority of graduating teachers neither believe that they are prepared to teach in inner city schools, multi-cultural contexts nor do they desire to do so. Howey (1999) suggests guidelines for the preparation of teachers for especially inner city contexts, in the United States of America.

The other aspect of diversity which is inclusive education has been a common topic of research. Theaker's (2008) study from United States of America focused on pre-service teachers' attitude towards integrated classrooms which have children with disabilities. In the United Kingdom, Sosu, Mtika and Colussi-Gray (2010) questioned if initial teacher education makes a difference. They examined the impact of teacher preparation on student teachers' attitudes towards educational inclusion change over the course of a four year Bachelor of Education programme in Scotland.

There is some resonance in Santoro and Allard's (2009) study in Australia which explored how pre-service teachers engaged with students from culturally diverse backgrounds and how they understood their own identities. This highlighted the fact that the pre-service teachers' own self concept and perceptions from their own schooling, experiences and background were so entrenched in them that they were able to see the difference between themselves and their students. They were able to understand that their identities were different. Although Matoti (2008), in his study titled "The impact of leadership and management of host schools on the professional identity of teacher trainees" in South Africa also focused on the identities of the teacher trainees. It looked at the impact of the leaders and how this shaped their identity. Matoti's (2008) study will have great significance for this study as it focuses on the role of leadership and management. In analysing the speeches of the principals to the visiting

student teachers, elements in the messages that will be inviting and that shape and influence their professional identity will be highlighted.

2.2.1.3 Changes in the teacher training curriculum

The teacher training curriculum also had to be reviewed in South Africa to keep up with the new demands of the education system. Morrow (2007), one of South Africa's most respected thinkers in education, published a collection of essays called "Learning to teach in South Africa." These essays were published during the transition years and although he focused on the schooling system and education in the country, he also put forward some definite views on teacher education. He proposed that teacher education should enable people to become more competent in systematic learning, therefore professional development of teachers was urgently needed in South Africa. Also, that teacher education must be a form of professional education and that professional knowledge is a practical knowledge harnessed to an ethical ideal.

Amin and Ramrathan's (2009) learning to teach approach, places great emphasis on student teachers developing and changing their existing knowledge of learning and teaching. Similarly, in Netherlands Oosterheert and Vermunt (2001) conducted a study on this very same important premise. In their study they identified five orientations to learning to teach. Leading from this Oosterheert, Vermunt and Denessen (2002) aimed to extend the results of the previous study by developing an instrument to assess orientations to learning to teach.

In the United States of America, Inoue (2009) presented a paper titled, "Rehearsing to Teach: content-specific deconstruction of instructional explanations in pre-service teacher training" which highlighted the importance of rehearsing instructional explanations and fine-tuning the coherence and meaningfulness of explanations before the practice teaching sessions. This paper contains actual examples of these rehearsals in which students demonstrate their deeper pedagogical understanding of the way knowledge is constructed. This bears great resemblance to the restructuring uncertainty phase in the learning to teach approach.

Coffman (2010) discusses alternative teacher preparation programmes in Maryland. This study sought to understand how local, state and national factors influence the development and implementation of alternative teacher preparation programs and policies. Owu-Ewie (2008) conducted a study about enhancing thinking skills of pre-service teachers in the Komenda Teacher Training College in Ghana. In the United Kingdom, Wood (2000)

investigated the experience of learning to teach: changing student teachers' ways of understanding teaching. This study investigated what learning to teach meant from the perspective of student teachers enrolled in the postgraduate certificate in education programme. This programme was designed to change student teachers' understanding of teaching.

2.2.1.4 Technology and distance education

In keeping with the well resourced school that forms the context of this study, teacher training also need to keep abreast with the latest advances in technology. Prospective teachers can now also study through the internet. In Sweden, Olofsson and Lindberg (2006) conducted a study that focused on the relationship between teacher training, distance education, Information and Communications Technology (ICT) and community. Unwin (2004) conducted a study called "Towards a framework for the use of ICT in teacher training in Africa." Being able to use the latest technology in the classroom will be of great advantage to student teachers or any teachers that are placed at schools that have these resources. This adds another dimension to teacher training.

The many changes in the education system have made it necessary for schools to be used to implement new initiatives in teacher training. Beside the traditional teaching practice, student teachers are also brought on visits to schools to experience various contexts. This study will address the issue of how principals at the school can now contribute to teacher training by analysing what the principal in a well resourced school tells these student teachers and how the context influences what he / she says.

From the above discussion, it is evident that much has been written about teacher training and it highlights the need for new ways of training teachers to cater for the dynamic nature of education. This study will specifically examine greater interactions between schools and teacher training institutions and the role that principals at schools can play in promoting the profession in general and teaching training in particular. This study will contribute significantly to the literature and knowledge base on teacher training by examining the role that leaders at schools can play.

The second aspect that will be examined in this literature review is principals and their work context.

2.2.2 PRINCIPALS IN CONTEXT

Principals and the context they work in, is fundamental to this study. This study examines the role leadership can play in teacher training and investigates what principals say to student teachers that are visiting their school for the first time. It also looks at how the context in which the principals find themselves in, influences what they have to say.

In examining the contexts in which principals work, it is prudent to explain the various factors that have affected the contexts and have contributed to principals finding themselves in the contexts they are in. There are many contributing factors that have changed the traditional roles they occupied before namely, policy of decentralisation; formation of School Management Teams (SMT); formation of the School Governing Body (SGB); reasons for diversity and instructional leadership. The first of these contributing factors to be presented is the policy of decentralisation.

2.2.2.1 Policy of decentralisation

Before 1994, during the apartheid days, the education system was characterised by a hierarchical and bureaucratic style of leadership. Every part of the education system was controlled by the government. This leadership style permeated the schools as well, as principals practiced a top-down approach. The interactions between principals and staff were very cold, rigid, strict and distant.

All this changed in 1994, with the birth of a democratic South Africa, the education system had to be transformed. The Constitution of the Republic of South Africa (RSA, 1996) gave us the broad guiding principles that we should follow and the South African Schools Act, (SASA) No.84 of 1996, gave us the specific policies for education. This brought about some fundamental changes, as the previously racially divided education systems that existed in our country, was brought under one system for all. With the implementation of the SASA (84 of 1996), a new way of “leading, managing and governing schools” was implemented (Naicker & Waddy, 2002, p. 10).

The role of leadership is pivotal in the change process and according to Senge (1990) the involvement of the school principal and others in the change process is critical to bringing about improvement, as without their support, nothing will change. Bush (2007) provides supporting evidence when he states that quality of leadership makes a significant difference

to schools and student outcomes. Mphahlele (2009) states that principals have been overwhelmed not only by the extent of the change but also by the pace at which it occurred.

The change that has taken place in South Africa has also taken place throughout the world. Dimmock (1993) says that countries such as New Zealand, Australia, United States of America, Wales, England and Canada have all had policies re-formulated and implemented in order to restructure and reform the school systems. In the 1970's the principal worked in a highly centralised system with a stable and centrally determined curriculum. By the 1990's the role of the principal had changed drastically. This was as the result of a society that had become multicultural. The principal is now working in a highly decentralised setting with a multitude of tasks to perform. There are many features that are common to what is happening in South Africa.

Decentralisation made a huge change in the role of leadership at schools and this affected the context in which principals worked. Another factor was the formation of School Management Teams which is presented next.

2.2.2.2 Formation of School Management Team (SMT)

One of the major changes that took place that drastically redefined the role of the principal was the devolution of leadership. Traditional leadership was vested in the principal but with the advent of the SASA, 84 of 1996, leadership has devolved to the SMT. Leaders are now responsible for a multitude of tasks and if they do not function in a participatory manner then their workload is greatly increased. Riley and Louis (2000) support this and say that SMTs should work as teams because it is impossible for a single individual to alone bring changes to the school. Teamwork is emphasized and the SMT must keep abreast of the ever increasing educational changes in schools and play their role in managing these change effectively.

Bush and West-Burnham (1994) recognise the importance of the SMT in relation to improvement and effectiveness at schools and they refer to the SMT as the "backbones" or pillars of the school that enhance transformation by bringing their vision to fruition. Paton and McCalman (2000) state that, the more members that have been actively involved in the process of a shared vision the higher the degree of ownership and the greater the commitment to achieving it. This suggests that the SMT members have high future expectations for their school and include all stakeholders in this vision.

Added to the formation of the SMT, it will be prudent to examine how the formation of the

School Governing Body also contributed to the context of the principals being affected as leadership roles have been redefined.

2.2.2.3 Formation of School Governing Body (SGB)

The other drastic change that also affected the principal's role is the formation of the SGB, according to Mahlangu (2005). The SGB plays a major role in the context of the school because the way the school is governed determines its context. This fact has great significance as the well resourced context of this study is maintained and developed by the efficient and effective functioning of the SGB.

Previously parents played a substantial role in school but it was not legislated. They were first called the Education Committees (Ed.Coms.) and later they were called the Parent Teacher Associations (PTA). They had minimal powers and virtually no influence over the principal.

The principal was the sole leader and all the power was vested in him/her. After the implementation of the SASA (84 of 1996), it became compulsory for every school to elect a properly constituted SGB. All stakeholders in the school are represented, with the parent component forming the majority. SASA (84 of 1996) states that the SGB must promote the best interests of the school and strive to ensure its development through the provision of quality education for all its learners at school.

In the SGB the principal occupies the post of ex-officio member which means that he/she represents the department. This has affected their identities and re-defined their leadership roles. This new role in the SGB is very different from the principal's prior interactions with parents. Parents now have a lot of power and influence. The principal no longer commanded all the power; he/she has to share the power with the chairperson. This power sharing has been a major problem. Mpungose (2007) conducted research with reference to the way principals dealt with the post 1994 changes in the SGB and the change in the leadership role as management of schools and how these roles affected their identities and re-defined their leadership roles. He used six principals from different Kwa-Zulu Natal schools. He found that the change towards democracy and participation in the workplace have caused the situational approaches of leadership to be replaced by the structural functional approach. He recommends that the leadership styles should be studied together with the principal's interpretations of the influence these leadership styles have on their leadership roles and functions.

Another major area of conflict is that the different members of the SGB not knowing their role functions. The roles of governance and management sometimes overlap and become blurred. Mahlangu (2005) states that a proper demarcation of duties and responsibilities between the principal and SGB will help the principal to manage effectively and the SGB to govern the school properly. Khuzwayo (2007) investigated the role relationships of SGB chairpersons and principals in schools in KwaMashu area. The purpose of this study was to investigate whether the principals and chairpersons knew their role functions in the SGB. His findings were that they did not know their role functions and that the principals accepted that they had to help the chairperson to perform the governance function. There was no harmonious working relationship between them because of these inequalities. There was conflict especially with regard to finance. Khuzwayo (2007) recommends that schools should design their own training programmes and invite department officials or other consultants to build capacity of chairpersons and members of the SGB.

The ideal situation will be where the principal works together with all members of the SGB in a collaborative and participative manner as Harber and Trafford (1999, p. 16) allude to when they state, “the need for co-operation between principals and SGBs if governance is to be effective”. This suggests that the principal must have a good working relationship with the parents and the community at large as this will result in the parents being willing to help and co-operate with the school in all their projects and fund raising efforts. Roodt (2011) explains that in ex-Model C schools there is greater parental involvement through proactive SGBs. The SGB functions effectively and efficiently and the schools are therefore able to maintain the well resourced context.

There are also other responsibilities that principals need to consider. According to Hansraj (2007), leadership must be empowered with financial management skills to be able to effectively fulfill this change of being accountable for the school’s finances. Mavuso (2009) alludes to the SMT being able to plan, organise and manage fund raising initiatives so that they are able to fulfill their financial obligations. Mestry (2004, p. 126) mentions that “many schools have been victims of misappropriation, embezzlement, fraud, theft and the mismanagement of funds and where financial issues were taken to court, many principals as defendants were found guilty of their actions.” By implication therefore, it means that principals must have an impeccable financial standing and always exhibit signs of honesty, integrity and trustworthiness. This will instill confidence in the staff and they will put in all the effort in fund-raising activities.

Naidoo (2006) states that the policy of decentralisation and the devolution of power and governance to local schools benefitted the advantaged schools that possess the necessary economic and social capital to compete and exercise choice and manipulate the system to their advantage. Schools have become diverse and this was another factor that contributed to establishing the context in which principals work.

2.2.2.4 Reasons for diversity

After 1994, the previously racially divided schools had to be transformed when the Constitution of the Republic of South Africa (RSA, 1996) stipulated that “no person (including learners) may be directly or indirectly discriminated against on the basis of race, gender, colour, ethnic or social origin.” This resulted in the new admission policy at schools. This meant that learners could go to any school that they wanted to and as a result schools become places of diversity. Lombard (2007) notes that diversity at schools also came about because of the aspiration of learners from other racial groups for better and quality education and there were therefore huge migrations into previously advantaged schools. Other changes, according to Mphahlele (2009) that were included here were that previously advantage White schools had to open their doors to previously disadvantaged Blacks, Indians and Coloureds. Since the majority of parents wanted their children to learn in English, Afrikaans medium schools had to become dual medium schools. Schools could not refuse admission to learners because they could not pay school fees and learners with disabilities had to be included and accommodated in the mainstream.

The migration to certain schools resulted in the learner population in other schools being depleted and teachers became “excess” or “surplus” to the institution. These teachers had to be redeployed to schools that previously belonged to other race groups, thus there was diversity in the teacher population at schools as well. Du Pont (1997) suggests that leadership at schools need to be equipped with skills appropriate to the management of cultural diversity at schools. They will understand diversity sensitivity, acknowledge cultural differences and sensitise individuals about stereotyped differences. Leadership, according to Cunningham and Gresso (1993) should focus on reconciling interests of diverse learners as it has been proven that common interests serve to motivate and give people a common direction. This is supported by Armstrong (1996) who states that these common interests can be harnessed by leadership by ensuring that every learner commits himself or herself to the vision and mission of the school. Cunningham and Gresso (1993) feel that the SMT have to

instill a sense of trust in everyone at school. Kogod (1991) states that differences should be appreciated for the variety and alternate viewpoints it brings to the life of the school. Reece and Brant (1996) support this when they say that every child should be free to realise his/her potential and the differences should not be tolerated but valued and celebrated.

Finally, the current emphasis on standards and accountability holds the principal ultimately responsible for improvements especially in the core function of the school, which is teaching and learning. Thus instructional leadership has also had an effect on the context of the principal.

2.3.2.5 Instructional Leadership

The core function of any school is teaching and learning. It is understandable therefore that all stakeholders are demanding the highest standards and the best quality education. Minister of Basic Education, Angie Motsheka, when she released the results of the matriculation examination in January 2010, stated that management in our schools was often weak and lacks leadership and commitment (Reynell, 2010). She cited this as one of the reasons for the matriculants of 2009 performing so badly. Poor management has led to many schools in South Africa being dysfunctional with no culture of learning and teaching taking place. Thurlow (2003) refers to the absence of a culture of teaching and learning in South African schools. It is against this background that principals are being held accountable and major demands are being placed on them for better results and improvements in their institutions. There is a clear link between the quality of leadership and the quality of education offered at a school. Any institution is as strong as its leadership. Bush (2007) provides supporting evidence when he states that quality of leadership makes a significant difference to schools and student outcomes. “The central focus of educational leadership is to set direction and guide the school in achieving its core function of effective teaching and learning.” (Grant, 2008, p. 85).

This is in keeping with instructional leadership which is going back to the basics and putting the emphasis on the school’s main activity of teaching and learning. De Bevoice (1993) defines instructional leadership as those actions that the principal takes or delegates to others to promote growth in student learning. Similarly, Greenfield (1987) states that it is the actions taken by the principal with the intention of developing a productive and satisfying working environment for teachers and desirable working conditions for children. Khuzwayo (2005) states that principals of today must shape an organisation that demands and supports excellent

instruction by staff and dedicated learning by pupils. He / she must also be able to connect the outside world with its resources to the school and its curriculum and lead the instruction process.

The views put forward by the above researchers are especially relevant to this study as the well resourced context promotes instructional leadership. Learners are provided with every opportunity with both human and material resources being readily available. Learners from this context produce excellent results and consequently in new learners flocking to these schools to seeking admission and the schools are filled to capacity. Parents also seek out schools that offer the best for their children. The challenges felt in this context are coping with this high demand and also maintaining their high standards and all their resources.

Khuzwayo (2005) acknowledges that university based educational management and leadership programmes tend to emphasise school management and administrative issues rather than curricular and instructional issues. The other major factor that has hindered instructional leadership especially in South Africa, is too many curricular changes in too short a time. Thus it is evident that instructional leadership which emphasises the core function of the school puts tremendous pressure on the principal.

Having established that, some of the factors contributing to the principals finding themselves in certain contexts have been the changes in the education system resulting in the roles of leaders being changed; leaders had to now embrace power sharing within the school in the SMT and with parents in the SGB; diversity and the demands of instructional leadership.

The next aspect relevant to this study is that of a well resourced school.

2.2.3 WELL RESOURCED SCHOOLS

This study is of the TP120 project which aims to gain insight into what principals in different contexts are saying to the student teachers. The focus of this study is on what principals in one of those contexts, namely a well resourced context, is saying in their orientation speeches. According to Gordon, Bridglall and Meroe (2005) a school with the characteristics of having effective leadership, well prepared staff, clear sense of purpose and goal, adequate human and material resources and a sense of trust and security is defined as a well resourced school. This definition alludes to their being a clear link among the well resourced context,

instructional leadership and the key messages conveyed to the student teachers. If all these elements are present at these well resourced schools the core function of teaching and learning will flourish and these will be conveyed in the key messages.

It is prudent to trace the history of how schools have come to be in the contexts that they find themselves at present. This will provide the background to acquire a deeper understanding of the vast disparity between the contexts of the various schools in South Africa.

Ndimande (2009) states that with the advent of apartheid in 1948 and Bantu education in 1953, the vast disparity of the contexts at schools was legislated. Education was managed along racial lines and resources were allocated in the same manner. Former White schools were better funded and education resources were and still are disproportionately greater compared to resources in the Black schools in the townships. Naidoo (2006) elaborates that resources were unequally distributed with six times more spent per White child than a Black child. Roodt (2011) explains that the schools that were reserved for White pupils under apartheid are referred to as former Model C schools and due to the legacy of the past they still benefit from far superior facilities, human and financial resources.

A former Model C school which, according to Dekker and Lemmer (1993), is a school where parents assume responsibilities for expenditure and appointment of teachers, over and above the number designated by the central authority. The infrastructure that were set up during the apartheid days still exist in these schools as ex-Model C have school halls, excellent sport facilities like swimming pools, gyms, tennis courts, sports fields and equipment. These schools are able to develop and maintain these facilities due to the fact that high school fees are set and parents pay the fees. The school also serves affluent parents and have structures in place to recoup these fees. This healthy financial situation enables these schools to be well resourced in all respects as they are able to employ extra teachers which results in smaller class sizes. Specialised personnel for special jobs eg. sport coaches, administration personnel and financial clerks can also be employed. Specific equipment and the latest technology can also be purchased, maintaining the school's well resourced status. Therefore, former Model C schools are well resourced schools.

According to the ministerial committee report titled "Schools that work" Christie, Butler and Potterton (2007) state, there are also other schools that were previously in the traditionally Non-White areas that have made great strides to develop and purchase their own resources for their schools and in so doing have succeeded in making their schools well resourced.

These are schools that have very effective and efficiently functioning SGB and strong leadership. These schools are also receiving excellent support from their partnerships with business that support them and by using other innovative means and fundraising efforts.

Well resourced schools have been thus established as schools that have the best financial, human, infrastructure, equipment and material resources. The schools that are the focus of this study have all the above requirements and so meet the criteria of being well resourced schools. In the limited array of literature that has been consulted, there have not been many studies conducted in the context of a well resourced school.

The final aspect that will be included in this literature review is the speeches of principals at school.

2.2.4 SPEECHES OF PRINCIPALS

There has been a limited collection of literature on speeches of principals at schools. Khunou (2006) investigated how skillful conversations could be used as a strategic tool to improve the success of secondary schools in the Zeerust Central Region. A finding of this study was that conversations between the principal and the teachers are important in managing schools because each one of them is able to talk from experience. Skillful conversations as a strategic tool have an effect in making secondary schools successful.

Prager's (2010) article is titled, "A speech every American high school principal should give". Dennis Prager was the newly appointed principal and in this speech he lists the changes that will be brought about in the school because he is convinced that the practices of the past have worked against the pupils, teachers and the country. It was interesting reading this article as it comes across as bureaucratic and not inviting at all. It is relevant to this study as it also addresses changes in the education system.

In the education field, literature on this issue revolves around effective communication in education. Kowalski, Petersen & Fusarelli (2007) in their book "Effective communication for school administrators: a necessity in an information age," work on the premise that administrators must be effective communicators if they are to be effective reformers. Beeka's (2008) research aimed to determine whether the provision of a training programme in heptaholistic leadership for school principals can change the perceptions currently held by

educators. I have included this study in this literature review as one of the seven dimensions of the heptaholistic leadership model is effective communication. Dimakatso (2006) investigated the communication between the school and the community and its implications for whole school evaluation.

From the above it is evident that there is a dearth of literature on this aspect on speeches by principals. Many of the studies focus on communication which is a two way process. This study will focus only on the contents of the principals' speeches. In order to answer the critical question of what the principals say, the contents of the speech will be interrogated. With regard to the question of how the well resourced context influences what the principals say, all references to the well resourced context of their school, depending on their emphasis will be highlighted. Inferences will be made about the message that the principal convey.

The next section deals with the theoretical frameworks of the study.

2.3 THE THEORETICAL FRAMEWORKS

The theoretical frameworks in this study are two-fold. Firstly, this study is underpinned by the Invitational leadership theory of Purkey and Novak (1996). A second understanding is provided through the lens of Amin and Ramrathan's (2009) learning to teach approach.

2.3.1 THE INVITATIONAL LEADERSHIP THEORY

The father of the invitational leadership theory, William Watson Purkey introduced this theory in 1978 and it has been refined in collaboration with various others over the years, namely Purkey and Novak (1984, 1988, 1996); Purkey and Schmidt (1987, 1990); Purkey and Stanley (1991) and Purkey and Siegel (2003).

Invitational leadership theory is defined as a theory of practice which is a "powerful process of communicating caring and appropriate messages intended to summon forth the greatest human potential" (Purkey & Siegel, 2003, p. 1). These researchers explain further that it addresses the total environment in which the leaders function. Invitational leadership theory is a "practical, dynamic and holistic model of leadership that encourages leaders to pursue more joyous and more meaningful personal and professional lives" (Purkey & Siegel, 2003,

p. 3) and to invite everyone around them to do the same. Cain (2008) uses the story of Michelangelo's David to illustrate how principals must have "vision to invite forth all forms of positive human potential" (Cain, 2008, p. 59):

A little boy was watching Michelangelo chipping away on a block of marble no previous sculptor ever wanted. As he saw David emerge from the stone he asked, "Sire, how did you know he was in there?"

(Cain, 2008, p. 59).

Principals are like Michelangelo and they must be able to unleash the "David" that is inside every individual. From these definitions it can be deduced that invitational theory recognises the potential that every individual possesses and leadership has the task of creating opportunities and using all the means at their disposal to allow everyone at the institution to realise their full potential.

This study focuses on how the principals used the opportunity of the orientation speech to convey an inviting message to visiting first year student teachers. The contents of the speeches are examined to determine how it allows the student teachers to reflect on the profession they have decided to follow and to provide them with the opportunity to envision the manner in which their potential can be realised.

2.3.1.1 Relevance of invitational leadership theory

Invitational leadership, according to Purkey and Novak (1984) is built on the guiding ideal that education is fundamentally an imaginative act of hope and this hope is communicated through persistent, resourceful and courageous practices. The role of leadership is to encourage, sustain and extend the context in which imaginative acts of hope thrive. Novak (2009) states that education should be seen as a process of inviting, calling forth for participation in meaningful and worthwhile activities. This is done through an invitation which is, "a summary of the content of messages communicated verbally or non-verbally, formally or informally through people, places, policies, programmes and processes" (Davies, 2005, p. 46).

Invitational leadership is relevant in this study to explore whether and how principals "invite" student teachers into the teaching profession. It will allow for a finer grained analysis of whether the invitations raise expectations, inspire hope or whether disinviting messages are conveyed.

2.3.1.2 Foundations of the invitational leadership theory

The foundations that the invitational leadership theory, according to Davies (2005) is based on are a democratic ethos, perceptual tradition, self-concept theory and the goal of educational living. The democratic ethos “is an ethical and political commitment to the idea that all people matter and have to participate meaningfully in the rules that regulate their lives (Davies, 2005, p. 45). There should be “a doing-with relationship rather than a doing-to relationship” (Davies, 2005, p. 46). The perceptual tradition is a psychological perspective that deals with the fact that each human being is unique and views the world from their perspective. The self-concept theory, according to Davies (2005) is a viewpoint based in the perceptual tradition, state that every individual has their own perceptions and they are motivated from within to, “maintain, protect and enhance their perception of who they are and how they fit into the world” (Davies, 2005, p. 45). Lastly the goal of educational living aims to help people understand, enjoy and relish all their experiences. These foundations provide the solid base and support for the invitational leadership theory.

Every aspect of these foundations finds great significance in this study as democracy has permeated every part of our lives including schools. It is in fulfilling this democratic ethos that has resulted in the many changes that have taken place in the country as a whole.

The “doing-with relationship” that Davies (2005) refers to has resulted in the previous autocratic style of management and leadership being replaced by a more collegial, participative one. This alludes to leaders subscribing to transformational leadership so that there is inclusivity of all stakeholders in the decision making process and greater teamwork. “This form of leadership ought to be the commitments and capacities of organisational members. Higher levels of personal commitments to organisational goal and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity” (Leithwood, 1994, p. 9). In this participative and collaborative management, an effective leader it is assumed will also take into account the diversity in a team and incorporate these views into formulating a common, shared vision.

Closely related to transformational leadership and the collegial model is recent research which Harris and Muijs (2005, p. 28) call for “distributive leadership”. Harris and Muijs (2005, p. 28) state that “distributed leadership concentrates on engaging expertise where it exists in the organisation rather than seeking this only through formal position or role.” They feel that anyone is capable of being a leader and power is distributed throughout the

institution. This theory is also in favour of linking professional development initiatives and issues of leading.

The recently researched African model of leadership – *Ubuntu*, will also offer some insight into understanding people. “*Ubuntu* means collective personhood and collective morality. Our black African cultural heritage places great emphasis on and has great concern for people” (Mbigi, 1997, pp. 2-3).

The abovementioned leadership styles and models of leadership are seen as supporting a democratic ethos and may give due recognition of each person’s worth, potential and contribution. They also subscribe to principles of teamwork, collaborative decision making and consultation.

Perceptual tradition and the self-concept theory emphasises that every individual perceives the world from their own perspective. It is the main reason for rethinking teacher training and the investigation into the feasibility of introducing context as a major part of the teacher training curriculum. Amin and Ramrathan (2009) argue that the student teachers had limited exposure to schooling context, as consequently their perceptions are restricted. They need to be exposed to other contexts as well if future teachers are to be adequately equipped to be able to teach in any of the diverse and dynamic school contexts in South Africa.

2.3.1.3 Assumptions of the invitational leadership theory

Novak and Purkey (2001) identify five assumptions that this theory is founded on trust, respect, optimism, care and intentionality.

The first assumption of trust according to Amin (2001) is promoted by consistent behaviour congruent with respect for and entrenched by positive treatment of the individual. Purkey (2011) states that a basic ingredient of invitational leadership is recognition of the interdependence of human beings. It is a lost cause to get someone to do something without involving them in the process. Drejer (2002) explains that interpersonal communication enhances an atmosphere of trust where people share information and work together to promote organisational effectiveness. Steyn (2005) feels that education should be a co-operative, collaborative activity. Although the student teachers and the leaders will meet for the first time, there will be elements of trust as both will be aware of the visit before hand and the purpose of the visit.

The second assumption is respect. According to Steyn (2005) people are able, valuable and responsible and should be treated accordingly. Drejer (2002) states that respect is transmitted in the way people communicate. He goes on to say that respect starts with self-respect that builds integrity, uniting an individual's thoughts, feelings and actions into a new cycle of personal development. According to Amin (2001) respect is the condition where consideration and regard for others is made known. Purkey (2011) reiterates this and states that an indispensable element in any human encounter is shared responsibility based on mutual respect. In the situation when the leaders speak to the student teachers, there will be mutual common courtesy and respect. The principal will speak in a manner that commands respect by using the appropriate language, tone and demeanor and the student teachers will listen attentively. In this way respect will be manifested by caring and appropriate behaviour.

The third assumption of optimism means having a positive outlook on life. Invitational leaders according to Purkey (2011) are optimistic about, and committed to the continuous appreciation and growth of all involved in the education process. He believes that people have only just begun to use their many potentials. He emphasises that:

human potential is not a naive belief that good things will occur automatically but it is a realistic assessment that better things are more likely to occur when self-defeating scripts are held in a minimum

(Purkey, 2011, p. 14).

Amin (2001) explains that optimism refers to positive perceptions of current conditions and contexts. Friedland (1999) states that in order to be optimistic, all areas of focus at schools which include, places, policies, programmes and processes should be created to nurture everybody, allowing them to develop their unlimited potential. Steyn (2005) further states that people possess untapped potential in all aspects of worthwhile human endeavour. Purkey (2011) explains that no one can choose a beneficial direction in life without hope that changes for the better is possible. In the speeches that the principals deliver to the visiting student teachers, the principals' attitude towards the teaching profession must be one that is positive and optimistic. This will allow the student teachers to face whatever context they come into contact with. Not all schools are well-resourced and Amin (2001) states that every situation can be viewed favourably and while optimism in itself cannot improve conditions, it can create the psychological climate to create forbearance.

Care is the fourth assumption and no other aspect of invitational leadership is more important than the leader's "genuine ability and desire to care about others" (Cain, 2008. p. 17). She goes on to explain that this assumption acknowledges the personal need for joy and fulfilment in the process of producing something worthwhile. The ingredients of caring are warmth, empathy and positive regard.

The last assumption of intentionality according to Purkey (2011) is when human potential can best be realised by creating and maintaining places, policies, processes and programmes specifically designed to invite development and by people who are intentionally inviting of themselves and others, personally and professionally. Amin (2001) states that intentionality calls for commitment and conviction to an inviting approach as intentions can be perceived as good and bad. The inviting leader must have "direct, purposeful and defensible plans" (Amin, 2001, p. 38) so that the person's actions can be trusted. Messages of all forms need to be transmitted in a way that their good intentions are immediately recognised. The student teachers must leave with an invitation which is defined by Purkey (2011) as an intentional act designed to offer something beneficial for consideration.

Having discussed the assumptions of the Invitational leadership theory, this chapter will continue with the levels of messages.

2.3.1.4 Levels of messages

Messages are the most important component of the invitational theory. People, places, policies, programmes and processes are all the areas of focus that form the message system in a school and through which messages are communicated. Davies (2005) explains that schools are complex message systems that inform people of their worth, ability and self-directing powers. The invitational leadership theory aims to "construct messages that cordially, consistently and creatively summon all people to realize more of their social, intellectual, emotional, moral and creative potential" (Davies, 2005, p. 44). Therefore, all the components that are the areas of focus namely people, places, policies, programmes and processes must reflect invitational theory in action.

In the invitational leadership theory, Purkey and Novak (1996) have identified four levels of messages that provide a check system to monitor the areas of focus. The four levels of messages are listed from the least desirable to the most desirable.

Level 1 has messages that are intentionally disinviting. Purkey (2011) calls this the most negative and toxic level of human functioning and involves those actions that are deliberately designed to demean, dissuade, discourage, defeat and destroy. Amin (2001, p. 32) describes it as the “domain of the killer statements”. These statements destroy a person’s self concept. Messages at this level are the least desirable and should not be contained in the orientation speech that the leaders deliver to the visiting student teachers.

Level 11 has messages that are unintentionally disinviting where messages have no intention to be hurtful or harmful but because they lack consistency in direction and purpose they act in disinviting ways. Although there is no intention to act this way, but the damage is done. The messages “mean well but are perceived by the recipient as thoughtless and condescending.” (Amin, 2001, p. 35). The leaders that are delivering the speech to the visiting student teachers must be mindful of ambiguity in their message.

Level 111 has messages that are unintentionally inviting. People that function at this level have just stumbled on this way of being effective. They cannot explain why they are successful. They lack a dependable, consistent stance from which to operate.

Level IV has messages that are intentionally inviting. People functioning at this level seek to consistently exhibit the assumptions of the invitational leadership theory. Intentionality is a tremendous asset for everyone, as it is a reminder of what is truly important in human service. Those who accept the assumptions of the invitational leadership theory strive to be intentionally inviting and also continue to develop and grow to reach what Purkey (2011) calls the Plus Factor. This is invitational leadership theory at its best. At this level everything takes place like magic, everything seems effortless as the effort itself is invisible. Everyone should strive to function at this level. Cain (2008) proceeds to explain that people that are functioning at the intentionally inviting level know why they are doing what they are doing so they examine and modify their practice to continuously grow. These leaders

are persistent, imaginative, resourceful and courageous even when things get tough. They affirm, yet guide students deliberately choosing to be caring and democratic. They focus on what is most important in education and relationships: an appreciation of people and the value of their development.

(Cain, 2008, p. 37)

The messages are the most important component of this study thus the messages from the

principals' speeches will be interrogated to isolate the inspirational messages that they contain and also locate them in one of the above levels.

The next section discusses the four dimensions of invitational leadership theory.

2.3.1.5 Four dimensions of invitational leadership theory

Purkey (2011) states that being human and less than perfect means that everyone functions at different levels from time to time but it is the level in which people typically function that determines their approach to life and their ultimate success in personal and professional living. The goal of invitational leadership is to inspire each person to develop these dimensions in the personal and profession aspects of their lives.

The first dimension is personally inviting oneself. Purkey and Novak (2001) state that it is vital for people to care for themselves in order to have a beneficial long term presence in the lives of others. This includes all aspects outside work life, namely mental, psychological and physical well being. This requires that these areas are kept developing and healthy. Cain (2008) states that people must see themselves as valuable, able, responsible and growing in their experiences. Purkey and Siegel (2003, p. 40) explains that one way of being personally inviting is to monitor your internal dialogue which they call the "whispering self". This plays a vital role in the way people see themselves and the way they fit into the world. Cain (2008) explains furthermore, that by changing negative interpretations into positive ones, it enriches their own lives and gives them a deeper understanding of others.

The second dimension is personally inviting others. This is fundamental to invitational leadership and entails caring about others. Novak and Purkey (2001) feel that there must be a co-operative and harmonious relationship with people in all walks of life as most human activities requires interdependence. Cain (2008) cautions that students are keenly aware of nuances in messages received at school. Leaders must give careful consideration to student feelings and interests.

The third dimension is professionally inviting oneself. Senge (1990) refers to this as Personal Mastery where people keep abreast of the latest developments in their field and constantly engage in professional development activities. Campbell (1997) states that there is a need for professionals to be continually involved in a quality programme of self development. Cain (2008) draws attention to new electronic sources of information. The knowledge revolution needs the skills and wisdom of people that are proficient in using the latest technology.

The final dimension is professionally inviting others. This aspect encourages professional development and according to Browell (2000) they aspire to improved performance in the workplace. “Invitational leadership is about creatively and cordially requesting people to develop their full potential” (Purkey and Novak, 2001, p. 28). Cain (2008) states that this includes meeting the democratic goals of society and participating in the progress of civilisation. This means interacting with everyone at school and also the surrounding community. This can also involve being a part of national and international initiatives.

The principals’ speeches will also be interrogated for the above dimensions. If the speeches contain inspirational messages then these dimensions must be present.

That completes the first level of the theoretical framework using the invitational leadership. A further understanding is presented by looking at this issue through the lens of Amin and Ramrathan’s (2009) learning to teach approach.

2.3.2 A LEARNING TO TEACH APPROACH

A learning to teach approach has been proposed by Amin and Ramrathan (2009) and focuses on teacher training and preparing the next generation of teachers to teach in the diverse and dynamic contexts that schools find themselves in.

New incumbents to teacher training institutions have been schooled in a particular context depending on where they reside. It meant therefore, that the only schools they interacted with are those from their own race group, with schools that had the same resources as themselves and were managed in the same way as their own school. Amin and Ramrathan’s (2009) learning to teach approach thus furthers the importance of exposing student teachers to various contexts so that they are well equipped to be able to teach in any context that they find themselves in.

The difference between this study and that of Amin and Ramrathan (2009) is that their study focused on the impact on the student teachers. This study uses the messages given by the principals of the school to the visiting student teachers as its perspective. The purpose of this study is to gain a deeper understanding of the messages conveyed by the principal and whether these messages are connected to the context of the school.

Amin and Ramrathan's (2009) learning to teach approach lists four intervention phases namely, reframing memory, disrupting experience, destabilising learning and reconstructing uncertainty. The discussion of each phase will be followed by its application to this study.

2.3.2.1 Reframing memory

This phase is the first of the intervention phases and takes place in the first semester which is the introductory module for the first year students.

Schools are important contexts for children's development because of the time children spend there, the degree to which they influence children's experiences and self perception, and their potential to affect children's life courses.

(Baker, *et al.*, 2003).

It is because the schools have such a powerful influence that the "new incumbents have to be repositioned from being learners at school, to thinkers of teaching and learning" (Amin & Ramrathan, 2009. p.73). The goal in this stage, according to Amin and Ramrathan (2009) was to introduce the student teachers to theoretical constructs of school contexts that influence teaching and learning. These constructs were to guide student teachers when they visit the schools and also use it as a lens to develop and pilot several data collection instruments before they were sent to the schools.

One of the findings in Amin and Ramrathan's (2009) study was that student teachers' memories of their school context influence their thinking of teaching and this can become internalised. This necessitated this intervention phase of reframing memory so that schools do not become reproductive space of past teaching practices. Amin and Ramrathan (2009) felt that if the *status quo* remained it will hinder "the student's abilities to see possibilities for teaching in the face of contextual challenges" (Amin & Ramrathan, 2009. p. 74). They proceed to explain that the aim of this phase was to reframe the memories of the student teachers by displacing the "cemented memories of their own schools contexts" (Amin & Ramrathan, 2009. p. 74) and help them see the possibilities of teaching in various contexts.

When the principal addresses the visiting student teachers, the message will be examined to check whether he/she challenges their established way of thinking about schools. Is there any reference to their schools and their established ways of teaching and learning? How many new innovations and new ways of doing things have been referred to? Have any of the new

resources and latest technologies been utilised? The answers to these questions will contribute to reframing the memories of the student teachers.

2.3.2.2 Disrupting experiences

In their study Amin and Ramrathan (2009) took student teachers to three selected schools of varying contexts, different from their own schooling contexts. This presented them with the opportunity of physically experiencing these contexts first hand. The goal in this phase was to “sensitise student teachers to a variety of arranged situations” (Amin & Ramrathan, 2009. p. 74). By the responses of the participants in their study, they found that the student teachers came across situations that were totally different to what they were used to. “Their frames of reference were disrupted and expanded to include a diversity of contexts” (Amin & Ramrathan, 2009. p. 74).

In this study, the extent to which the principals’ messages are influenced by the contexts of the schools being well resourced schools will be examined. In disrupting experiences, does the leader provide a new experience for student teachers? How is this context similar to or different from the ones they were schooled in?

2.3.2.3 Destabilising learning

The third intervention phase involved the student teachers “engaged in a two-week interactive teaching and technology skills development programme” (Amin & Ramrathan, 2009. p. 74). The aim of this phase is to teach students skills which include “basic, traditional, creative and advanced educational technological skills” (Amin & Ramrathan, 2009. p. 74) to allow them to make resources that will allow them to teach in any of the contexts visited. This phase destabilised the notion, according to Amin and Ramrathan (2009) that teaching is only effective in resource-rich contexts or that teaching is not possible in resource-deprived contexts. Destabilisation takes place when students are shown the means to be able to work in contexts with and without resources and also for them to have the experience of working with the full spectrum of resources from the chalkboard to the latest computer tablet. It is assumed that these student teachers will be able to improvise and make use of the resources in the context in which they will find themselves in and be able to make a success of their teaching.

In destabilising learning, in this study do the principals talk about the resources of the school and give the student teachers ideas on how to improvise and teach in well resourced and poorly resourced school. Does he/she demonstrate the different resources available at this

school? What are the latest technologies available at this school? What makes this a well resourced school? What new innovations are used at this school? This also has links with instructional leadership as the emphasis at school should always be on the teaching and learning process irrespective of what resources are available.

2.3.2.4 Reconstructing uncertainty

This final intervention phase involved the student teachers practicing to teach where each one was presented with the descriptions of three school contexts and they had to prepare lessons and present these lessons to their peers. There was an appraisal of the lesson with regard to the context and the resources used. The use of the concept uncertainty was clarified as practice campus-based teaching to peers is an uncertain reconstruction and furthermore teaching is unpredictable and thus these student teachers must be prepared for unpredictability and uncertainty. The findings in this phase was that the “understanding of context for most students was limited to descriptive understanding and did not translate and integrate into thinking about how to teach in diverse contexts.” (Amin & Ramathan, 2009, p. 75). They felt that only the resources demonstrated the differences in the contexts of the schools.

Relating reconstructing uncertainty to this study means checking whether the principal talks about the context of the school and the challenges that the student teachers may face in this context. What would be some of the uncertainties that can arise in this context? How can student teachers translate and integrate into thinking about how to teach in this context?

Amin and Ramathan’s (2009) learning to teach approach has relevance to invitational leadership theory of Purkey and Novak (1996) as the context that an individual finds himself/herself in, shapes their perception of the world.

2.4 SUMMARY

This chapter commenced with a literature review relevant to this study which included teacher training; principals in context; well resourced schools and speech of leaders at school. National and international literature was consulted and relevant issues emanating from the literature were discussed.

Thereafter, the theoretical frameworks that underpin this study were discussed. As this was

two-fold, the discussion commenced with the invitation leadership theory of Purkey and Novak (1996). The various facets of this theory were discussed also showing the relevance to this study. This was followed by Amin and Ramrathan's (2009) learning to teach approach. The intervention phases that make up this approach were discussed and the relevance to this study was espoused.

The difficulty experienced in gathering literature around this topic alludes to a gap in the literature. This study, by focusing on the principals' orientation speeches to visiting student teachers in well resourced schools, will enrich the knowledge base on this topic and contribute to filling this gap.

The next chapter will focus on the research design and methodology that will be utilised in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter outlined the literature review and the theoretical frameworks that underpinned this study. This chapter will discuss the research design and methodology employed to address the following research questions generated in chapter one.

- What does the principal say to visiting student teachers?
- How does context feature in what the principals say?

The research design and methodology is outlined with specific reference to the paradigm for this study which includes the rationale for using the interpretivist paradigm, the research design, methodological approaches and a case study. This is followed by a discussion of the data production, the data collection, the source of the data, the data analysing procedure and ethical issues. Finally, in this chapter issues of validity, trustworthiness and limitations of this study will also be addressed. The first aspect to be discussed is the paradigms for this study.

3.2 PARADIGM FOR THIS STUDY

According to De Vos (2005) the first thing that researchers must outline is the paradigm that underpins the study. The concept paradigm refers to the way “different people view the world from different perspectives. Researchers take up different positions with regards to the subject of their research” (Henning, Van Rensburg & Smit, 2004, p. 46). In addition Cohen, *et al.*, (2009) define a paradigm as a basic set of beliefs that guide action. A paradigm can also be defined as “a loose collection of logically related assumptions, concepts, or propositions that orient thinking and research” (Bogden & Biklin, 1998, p.22).

From these definitions it can be deduced that paradigms guide the researcher through the research process. The paradigm, in which researchers position themselves in, shapes the research, as each paradigm has particular constructs that govern them. Each one has its own ontology (nature of reality), epistemology (nature of knowledge) and methodology (how knowledge was obtained). Some examples of paradigms according to Creswell (2009) are positivist paradigm, interpretivist paradigm, critical theory paradigm and the pragmatic

paradigm. Since this study is located in the interpretivist paradigm its ontology, epistemology and the methodology will be presented before the rationale for using this paradigm is clarified.

3.2.1 The interpretivist paradigm

The interpretivist paradigm entails the researcher collecting data “of humans in their natural and social settings and in which the researcher gathers, organises and interprets information obtained from humans using his or her eyes and ears as filters,” (Lichtman, 2010, p. 5). It is prudent to explain the ontology, epistemology and the methodology of this paradigm as this study is positioned in this paradigm.

3.2.1.1 The ontology in the interpretivist paradigm

The ontology, the nature of reality, in this paradigm, according to Henning, *et al.*, (2004) is that there are multiple realities – “a truth”. This is supported by Mertens (2010) and Robson (2002). Henning, *et al.*, (2004) go on to explain that reality is assumed to exist but to be imperfectly grasped. The basic tenet of this paradigm, according to Mertens (2010) is that reality is socially constructed.

3.2.1.2 The epistemology in the interpretivist paradigm

Constructivism is used and therefore the epistemology, the nature of knowledge, in this paradigm is that reality is constructed as the research progresses. Knowledge will be constructed by “descriptions of people’s intentions, beliefs, values and reason, meaning making and self-understanding” (Henning, *et al.*, 2004, p.20). Reality is not viewed as external to the researcher. The role of the researcher will be crucial in this study as “interpretations, descriptions and understandings,” will be based on “the researcher’s experience and background,” (Lichtman, 2010, p. 12). According to Mertens (2010) interpretivists opt for a more personal, interactive mode of data collection and data, interpretations and outcomes are rooted in contexts and persons.

3.2.1.3 The methodology in the interpretivist paradigm

The methodology entails how knowledge will be obtained. In this study the “interpretivist methodology” of capturing “insider” knowledge in this study will be through data analysis. (Henning, *et al.*, 2004, p. 20). Mertens (2010) states that it is assumed that the social construction of reality can only be conducted between and among investigator and

respondents. “Efforts are made to obtain multiple perspectives that yield better interpretations of meanings that are compared and contrasted” (Mertens, 2010, p. 19). Having fully explained the interpretivist paradigm, it is important to explain the rationale for using this paradigm.

3.2.1.4 Rationale for utilising the interpretivist paradigm

In keeping with the “fitness for purpose” (Cohen, *et al.*, 2009, p. 78) referred to above, and for coherence, this study has to be located in the interpretivist paradigm. The speeches of the principals of well resourced schools were examined in their “natural social setting” (Lichtman, 2010, p. 5) using the ontology of a reality. Observing and recording the speeches in their well resourced schools, when the principals addressed the visiting student teachers, provided the subjective experience of what is real to them. By listening carefully to what they say, an attempt was made to get to know how the principals made sense of their surroundings and of their experiences. The need to see and understand the world is the core of this paradigm. This is also the core of this study as the context in which the principals found themselves in is fundamental to this study. The epistemology of the interpretivist paradigm states that knowledge will be constructed. In this study the content of the speech was interrogated and was interpreted from the researcher’s perspective therefore, as Lichman (2010) states the role of the researcher is crucial. This also lends credence to the “interpretivist methodology” of capturing “insider” knowledge alluded to by Henning, *et al.*, (2004, p. 20). This chapter proceeds with the research design.

3.3 RESEARCH DESIGN

Mouton (2001) defines a research design as a plan or blueprint of how the researcher intends conducting the research. The method, that the researcher chooses depends on the paradigm that the researcher is working in, also the type of information or knowledge the researcher is looking for, the manner in which this is planned to be obtained and how it will be discussed and analysed. This is referred to as the “fitness for purpose” (Cohen, *et.al.*, 2009, p. 78). This alludes to coherence amongst the aspects of the method, the paradigm, the data production and the analysis. Terre Blance, Durrheim and Painter (2006) state that research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research.

3.4 METHODOLOGICAL APPROACHES

The quantitative, qualitative and mixed methods are the approaches that researchers use to help them answer their research questions and find solutions to their research problem. Cook and Reichardt (1979) state that the quantitative method is an inquiry into a social or human problem based on testing a theory consisting of variables, measured with numbers and analysed with statistical procedures in order to determine whether the predictive generalisations of the theory are true. This study, however, is qualitative which is concerned with “exploring and understanding the meaning individuals and groups ascribe to a social or human problem.” (Creswell, 2009, p. 4). According to Creswell (2009) it is an in-depth inquiry where there is complete freedom and natural development of actions. The qualities, the characteristics or the properties of a phenomenon are examined for better understanding and explanation. Patton (2002) states that qualitative research uses a naturalistic approach that seeks to understand a phenomena in context-specific settings. The rationale to utilise the qualitative research method furthers the coherence of the research design.

The strategies used in the qualitative method are ethnography, grounded theory, case study, phenomenological research and narrative research. This research is a case study.

3.5 A CASE STUDY

The rationale for using a case study to conduct this study is embedded in the definition of a case study. According to Murray and Beglar, (2009, p. 48) “a case study can be defined as the intensive, in-depth study of a specific individual or specific context or situation.” Case studies are, “intensive descriptions and analyses of a single unit or a bounded system such as an individual, a programme, event, group, intervention or community.” (Henning, *et al.*, 2004, p. 32). De Vos (2005, p. 275) explains that a “bounded systems” can be bounded by time and/or place.

This study aimed to conduct an intensive, in-depth study on the principals’ speeches and it was bounded by place as it investigates schools in well resourced context. Cohen, *et al.*, (2009, p. 254) explain what a case study depicts:

Case studies strive to portray what it is like to be in a situation to catch the close up reality and thick description of participants lived experience of, thoughts about and feelings for, a situation. This involves looking at a case in its real-life contexts.

The principals in this study were observed at their schools and their speeches provided invaluable data that gave great insight into their lives and the context in which they found themselves. Henning, *et al.*, (2004, p. 32) clarifies that a case study is used when the researcher “suspects that there is something waiting to be unraveled.” In this study the messages are unraveled from the actual words that the principals use and also through inference, interpretations, assumptions, conclusion and deductions from the words used. De Vos (2005) informs us that there are three types of case studies and each one “serves a different purpose.” (De Vos, 2005, p. 276).

Intrinsic case study aims at gaining a better understanding of an individual case. Instrumental case study elaborates on a theory or aims at acquiring a better understanding of a social issue. The collective case study examines groups of cases, comparing cases and concepts and also extending and validating existing theories.

(De Vos, 2005, p. 276)

This study is an intrinsic case study as it aims to acquire a better understanding of the contents of the principals’ speeches. Case studies can also be distinguished by their “outcomes: exploratory (as a pilot to other studies or research questions), descriptive (providing narrative accounts) and explanatory (testing theories)” (Yin, 1994 in Cohen, *et al.*, 2009, p. 255). This study is a descriptive case study as the outcome will provide a narrative account of the messages that the principals convey in their speeches.

The next aspect that will be discussed is data production.

3.6 DATA PRODUCTION

This aspect refers to the manner in which the data was produced and according to Stuwig and Stead (2005), researchers go to great lengths to get systematic, valid and reliable data. The aspects that are examined in the discussion on data production are the TP120 project; the study sites; the student teachers and the research participants.

The data in this study emerged from a project.

3.6.1 The TP120 Project

This study is part of the TP120 project that is being conducted by the University of

Kwa-Zulu Natal to evaluate the placing of context at the centre of a learning to teach approach. The problem that teacher training institutions are faced with is that the school environment has become more diverse and dynamic since the implementation of changes after 1994 and they are experiencing difficulties in trying to adequately prepare teachers to adapt and adjust to these diverse and dynamic contexts. The thinking therefore, according to the case study conducted by Amin and Ramrathan (2009), is to include diverse contexts as one of the major components in the teacher education curriculum. The project consists of four parts which entail the students attending Professional Studies 110, going on the bus tour, completing a Technology module and finally doing campus based teaching practice. This study is linked to the second part which requires the students to go on the bus tour.

The first year student teachers were taken on a bus tour to schools of varying contexts. The principal or a representative at these institutions addresses the students. The idea is to procure the help of leadership, who are the experienced counterparts in schools, to assist university personnel with the training of new incumbents. This will contribute to the student teachers being exposed to contexts that they have never encountered before.

3.6.2 The study sites

The TP120 project is concentrating on what principals from different contexts, namely a poorly resourced school, a high achieving school and a well resourced school, convey to the student teachers. This study focused on the context of well resourced schools. According to Gordon, Bridglall and Meroe (2005) a school with the characteristics of having effective leadership, well prepared staff, clear sense of purpose and goal, adequate human and material resources and a sense of trust and security is defined as a well resourced school. During the bus tour two schools were visited namely Diamond Secondary and Almond Primary. These schools were pre-selected as they satisfied the criteria as set out in the above definition. The first school that was visited was Diamond Secondary.

3.6.2.1 Diamond Secondary

The bus drove around the high walls of the school premises, up to the main gates which were closed. The student teachers disembarked and approached the gates where an intercom system was used to contact the office. A security guard emerged from a guard house. He questioned the purpose of the visit and recorded details in a book. He pressed the remote control that activated the gate to open and we were directed to the office. The school was neat

with well manicured gardens. As we were walking through, there were announcements being made over the public announcement systems about relief teachers. Some learners that walked past greeted us all. On entering the reception area, we were warmly greeted by two administration personnel and the deputy principal who was expecting us. He led us into the media centre where the shelves against the walls were packed with books.

At the front was a white smart board and next to it was a drop down screen that was mounted on the wall. A digital projector was mounted to the ceiling. It was evident that there was surround sound as there were speakers around the room. The student teachers all were comfortably seated at tables. The deputy principal approached the lectern and activated the microphone. There was an electronic personal computing tablet on it. He welcomed us and introduced us to the principal, Mr. Pillay. Mr. Pillay attached his lapel microphone and started his speech. After the speech, we were escorted around the school to the covered assembly area with its tiled podium and various specialist rooms like the new computer aided drawing room and the computer centre. We also observed lessons in progress where student teachers were able to interact with both teachers and learners. We spent two hours at this school.

In keeping with the definition espoused above by Gordon, *et al.*, (2005), this school is a well resourced school with its emphasis being on material resources, utilizing the latest technological equipment to enhance learning and making the workload of the educators easier. This is evident by observation of the physical surrounds of the school and by the equipment used in the presentation of the speech. The other aspects would have been considered in the criteria when this school was selected to be one of the schools visited on the bus tour. The tone of the school during our visit alludes to this school enjoying great success in instruction leadership as no learners or teachers were seen walking around. Everyone was busy in their classrooms.

The next school we visited was Almond Primary.

3.6.2.2 Almond Primary

The bus had to stop along the roadside and the student teachers disembarked and entered the open gates of this school. There was a security guard that greeted and enquired about the purpose of our visit. He directed us to the reception area. It was break time and it was very noisy as the whole grounds seemed to be full of children. Some teachers were also on the

grounds. We walked past the tennis courts which were clearly in a state of disrepair. Arriving at the reception area we were greeted by five administration personnel behind glass panels. The siren wailed denoting the end of the break. The deputy principal explained that they expected this visit last week and they had not made any arrangement to accommodate the students.

After a short wait we were directed to the staff room where extra chairs had to be brought in to accommodate the large number of student teachers. Announcements were made over the public announcement system and then the deputy principal welcomed us to the school. He apologised for not being ready for us and proceeded to introduce the principal, Mrs. Smith. She then addressed the student teachers. After her speech we were taken around the school by the principal. The school hall had wooden floors that needed repair. The other specialist room was the library, the art centre and the computer room. Every classroom that we went to was filled to capacity and the teachers were busy. At every class the learners stood up to greet and student teachers interacted with teachers and learners. We spent two hours at this school.

This school also fits Gordon, *et al.*, (2005) definition of a well resourced school. At this school the emphasis was on material and human resources. This is evident in the facilities at this school like a school hall, computer room, tennis court, library, art centre etc. The emphasis on human resources is evident in the number of administrative personnel, the specialist personnel like a bursar, counselors and the teaching staff. This school would have also met the TP120 project's pre-determined criteria of being a well resourced school when it was selected to be part of the bus tour. This school also places instructional leadership as a priority as was evident in the disciplined manner with which all the learners went into their classrooms when the siren wailed and they were busy with their lessons when the student teachers went around the school to observe some lessons.

The next aspect to be discussed under data production is the student teachers.

3.6.3 The student teachers

The student teachers that were taken on this bus tour are first year student teachers. The bus tour was embarked on in the first semester so these student teachers have just completed their schooling and recently commenced with their teacher training programme. It must be noted that no data was obtained from the student teachers and they were not part of the data production. The reference to the student teachers and the description provided at this point is

to ensure that the reader is able to understand and get insight into who the principals were talking to and who the speeches were directed at.

The discussion on data production continues with the research participants.

3.6.4 The research participants

The research participants have been selected in keeping with pre-determined criteria of the TP102 project. The aim of the TP120 project was to examine the feasibility of forging closer links between schools and teacher training institutions by using the leaders at schools in the implementation in their initiative of introducing context as a part of the teacher training curriculum. The principals have been identified as being key role players in education. They are the ones with the experience as they have been through all the levels in the profession; they were once student teachers, novices and teachers. So they have the knowledge and are in a powerful position and so what they say will be invaluable to the student teachers.

Stuwig and Stead (2001) explain that sampling is a procedure using a small number of units of a given population as a basis for drawing conclusions about the whole population. Qualitative research focuses on the depth or richness of the data and therefore purposeful sampling is utilised. Purposeful sampling was done in keeping with the requirements of the TP120 project.

“Purposeful sampling is based on the assumption that the researcher wants to discover, understand and gain insight and therefore a sample from which the most can be learned. The logic and power for purposeful sampling lies in selecting information rich cases for in-depth study.”

(Merriam, 1991, p. 61)

The well resourced contexts of the schools were taken into consideration and thus the participants were principals from these schools.

At Diamond Secondary, Mr. Pillay is a fifty year old male who has been teaching for 24 years. He matriculated at this school. He has taught at other schools but he was promoted as the deputy principal and now he is very proud to be the principal.

At Almond Primary, Mrs. Smith has been at the school for almost 35 years and she has been through the transition years. She has experienced the changes that have taken place at the school and she has a few more years to retirement.

This completes the discussion on data production. The next aspect to be discussed is how the data was collected.

3.7 DATA COLLECTION

Data was collected during the bus tour when the student teachers visited two well resourced schools. The orientation speeches delivered by the principals were recorded. Data was collected only once as the focus of this study is to interrogate what the principal says to student teachers that are visiting the school for the first time. The most effective manner of collecting the data was to record the speech using in this case, a video recorder and a dictaphone. Using these two recording devices ensured that the speeches were recorded even if one device failed. These recordings provided the means to listen to the speech again and verify information at a later stage. Video recordings, according to Koshy (2005) allow the researcher to capture behaviour and attitude with great accuracy, can be viewed and reviewed and provide powerful images that cannot be matched by the other recording devices. This provided greater clarity and made the transcription process easier.

This chapter continues with a discussion of what constituted the source of data.

3.8 SOURCE OF DATA

A transcription of the recordings was embarked on. The researcher was the one doing the transcription as the researcher was present when the speeches were delivered and when the speeches were recorded thus the pauses, hesitations and silences in the recording were understood. Following the recommendation by Searle, *et al.*, (2004) two people were involved in the transcription process - one doing the actual transcription and the other checking and correcting. This ensured that the one person hears what the other misses. The transcription was edited for fluency and for ethical purposes all reference that could lead to the school or the people concerned being identified, was removed. The transcript was arranged into paragraphs to facilitate the analysis process in order to locate the data easily. Paragraphs were labeled P for Mr. Pillay and S for Mrs. Smith followed by a number. The reference used was thus indicated as P3 referred to Mr. Pillay paragraph 3 in the transcript from Diamond Secondary. The final transcription provided the written text that was analysed.

(Refer to Appendix 5(a) and 5(b))The source of data was this written text. Once the source of data was established, the analysis procedure could begin. The data analysis used in this study was discourse analysis.

3.9 DATA ANALYSIS – DISCOURSE ANALYSIS

The main thrust of this study is the message in the orientation speeches when principals addressed the first year student teachers visiting their school. This study examined the contents of this message and how the context at the school influences the message to answer the critical question of what principals say and how their context influences what they say. Henning, *et al.*,(2004) state that data analysis incorporates personal control and responsibility and thorough transcription of text, taking apart words, sentences and paragraphs to make sense of, interpret and theorise that data. Therefore, the most appropriate data analysing procedure will be to utilise discourse analysis as per the definitions by the following researchers. Cohen, *et al.*, (2009) define discourse analysis as exploring the organisation’s ordinary talk and everyday explanations and the social actions performed in them while Edwards and Potter (1993) describe it as collecting, transcribing and analysing discourse data which constitutes a kind of natural history of the phenomena in which discourse are interested. Discourse analysis, according to Maree (2007) is concerned with “studying and analysing written texts and spoken words to reveal the discursive sources.”(Maree, 2007, p. 102).

These definitions lend credence to the appropriateness of choosing this data analysing procedure, of discourse analysis, as it also furthers the coherence of this study. Henning, *et al.*,(2004, p. 6) state that data analysis is an “ongoing iterative non-linear process” in qualitative research. In keeping with the interpretivist paradigm of constructing and interpreting meaning, discourse analysis provided the answers to the critical questions. This analysis of the transcription of the principals’ speeches determined the principals’ messages to the visiting student teachers.

Continuing with the qualitative ideology, a descriptive analysis technique as outlined by Potter and Wetherell (2005) was used to conduct the actual analysis. The first steps were to decide which research questions will be addressed, then the sample was selected in this case it was the principals of well resourced schools. The data was then collected and as Potter and

Wetherell (2005) state that fairly accurate records are needed and relying on memory will not be feasible therefore, the data must be recorded. In this case, a dictaphone and a video recorder were used. The next step entailed this recording being transcribed. For the purposes of analysis, the paragraphs in the transcript were numbered to facilitate easy referencing.

Once this was completed, the coding process took place. This was one of the most important parts of the analysis process because it was at this stage that the different aspects of the speech were taken apart. Equally important were the choice of words, the type of language used, the stories that were told, the images that were invoked, and the manner in which this was done and what could be read between the lines. Potter and Wetherell (2005) warn that the researcher must ignore nothing; anything may turn out to be significant. Variability and consistency in what was said and also with what was not said was noted.

In the next step the researcher needed to go through the data again and check for any discourses that emerged. These discourses were arranged according to various themes that were pulled out of the transcript. The answers to the critical question were done through inferences, conclusions, deductions and interpretations made from the researcher's perspective. It was at this stage that the various aspects of the theoretical frameworks that were covered in the previous chapter were identified. The theoretical frameworks in this study were the invitational theory of Purkey & Novak (1996) which was used on the first level and a further understanding was achieved when the contents were looked at through the lens of Amin and Ramrathan's (2009) study on a new approach to teaching practice.

The second to last step entailed the validation, where the researcher looked for how the discourses that were identified help to understand the coherence of the data, how the participant themselves orientated to the data, any new problems that was still left unexplained and the fruitfulness of the study.

The final step involved the writing up. Using a rigid structured analysis procedure was of vital importance. This was time consuming and critical to the research process of identifying substantive connections which made meaning in the area of this study.

Subsequent to the analysis process it was prudent also, according to Maree (2007) that the researcher moved between the existing theory and literature in order to deliver the insights from the data in the context of established and reputable knowledge. This stage is there to identify those aspects in the data that corroborate literature that claim unique contributions to

the specific realms of this study. The literature control brought other perspectives, which re-contextualise the findings.

The ethical consideration of this study is discussed next.

3.10 ETHICAL ISSUES

De Vos (2005) define ethics as a set of moral principles that offer rules and behavioural expectations about the most correct conduct. As this study is part of the TP120 project, the ethics for this project have already been approved fully. (Reference Number-HSS/1155/019). Further to this, individual ethical clearance has also been granted (Refer to Appendix 2). Permission was sought from the Kwa-Zulu Natal Department of Education to embark on this study. (Refer to Appendix 3). Informed consent letters were also sent to the participants. (Refer to Appendix 4). In this write up of the study the participants are guaranteed anonymity. The names of the schools will not be divulged. Approval will be sought for the speech to be recorded. There were no ethical issues encountered on the field.

Validity is also an important aspect of any study and this is discussed next.

3.11 VALIDITY

According to Vithal and Jansen (2010, p. 32) validity is an attempt to “check out” whether the meaning and interpretation of an event is sound. Kvale (2002) in Henning, *et al.*, (2004, p. 147) questions whether “by using certain methods are we investigating what we say we are investigating?” Validity thus deals with the “truth value” of research findings (Henning, *et al.*, 2004, p. 147). According to Kvale (2002) in Henning, *et al.*, (2004, p.147) the three criteria that need to be taken into consideration to ensure validity are, “craftsmanship, honest communication and action.”

Craftsmanship according to Henning, *et al.*, (2004, p. 148) refers to “precision throughout the research process from design to presenting the findings.” This means that the researcher and the supervisor will assure quality throughout the process not only at the end. In this study this validity is ensured by constant checking, questioning and theorising by the supervisors. Coherence of the study will be ensured. The meaning and interpretation of the contents of the

speech was done from the researcher's viewpoint but was guided by the supervisors who checked for bias, judgmental words and incorrect conclusions. All research evidence will also be filed for safekeeping by the supervisor for five years.

The second criteria is honest communication also referred to as "communication as validity" (Henning, *et al.*, 2004, p. 149). This refers to talking about observations and to verify if they are valid. It is suggested by Henning, *et al.*, (2004) that the participant is consulted to check whether they agree with the data. Validity in this study was ensured when great care was taken in the transcription process which was done by the researcher who was present when the speech was delivered. Two people were involved in the transcription and it was also sent to the participant for verification. It is also suggested by Henning, *et al.*, (2004) that the participant are kept informed about what will happen with the findings, where they will be published and how the participants will be protected. In this study the participants have been fully informed and the identity of the school and participants are protected by pseudonyms being used and all indications that will lead to the school being identified have been removed. Henning, *et al.*, (2004) also recommend that the research findings be published so that the discourse community can debate them and thus allow for broader communication.

The third criterion is taking action. This refers to the research findings leading to action. Henning, *et al.*, (2004, p. 150) declare "pragmatic validity has to do with the usability of findings and also the empowerment of research participants." This alludes to the research benefitting the participants and the community at large. This speaks to the significance of the study and who will benefit from this study and what it adds to the knowledge base on this issue.

Another important aspect is trustworthiness and this is discussed next.

3.12 TRUSTWORTHINESS

Trustworthiness in qualitative research must ensure, according to Lincoln and Guba (1985) that the findings of the study are worth paying attention to. These researchers further state that the four aspects of trustworthiness that must be adhered to are credibility, transferability, dependability and confirmability. Credibility refers to whether the data is a "credible conceptual interpretation of the participant's original data" (Lincoln & Guba, 1985, p. 296). Transferability is the ability of these findings can be transferred. Dependability refers to the

quality of the integrated process of data collection, data analysis and theory produced. Finally, confirmability examines the correlation between the findings and data collection. In this study the speech was recorded and transcribed. The transcripts were edited for fluency and the principals were allowed to authenticate the transcription. This ensured the accuracy of the data.

Finally the limitation of this study is mentioned.

3.13 LIMITATION

A limitation of this study is that there was no follow up to determine what messages the student teachers went away with. Vithal and Jansen (2010) state that acknowledging limitations empowers the reader to appreciate what constraints were imposed on the study, and to understand the context in which the research claims are set.

This chapter concludes with the summary

3.14 SUMMARY

This chapter has outlined the research design and the methodology that was utilised in this study. The research design and methodology employed to address the research questions generated in chapter one. The research design and methodology is outlined with specific reference to the research design, methodological approaches, a case study and the paradigms which includes the rationale for using the interpretivist paradigm. This was followed by a discussion of the data production, the data collection, the data analysing procedure and ethical issues. Finally, in this chapter, issues of validity, trustworthiness and limitations of this study were also addressed.

The next chapter deals with the presentation and analysis of the data.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

4.1 INTRODUCTION

The previous chapter outlined the research design and methodology used in this study. In this chapter, the presentation, analysis and discussion of the data will be undertaken, focusing on the critical questions of this study which are what the principals are saying to the student teachers and how the well resourced context influence what they say. It must be noted at the outset of this chapter that the findings and its correlation with the theoretical frameworks and literature will be discussed in the next chapter.

The purpose of this study is to gain a deeper understanding of the messages conveyed by principals in one context, that of well resourced schools. The data for this study has been obtained by recording the speeches that principals of well resourced schools presented to student teachers that are visiting their schools for the first time. Transcriptions of these recordings will be interrogated and analysed in order to find meaning. The meanings will only emerge if the information is systematically presented and arranged. According to Creswell (2003) the process of data analysis involves making sense of text and image data. This requires the preparation of the data for analysis, moving deeper and deeper into understanding the data and making an interpretation of the larger meaning of the data. Such interpretations and understandings will be undertaken from the researcher's personal experience and perspective through inferences, conclusions and deductions. The words of the speeches will be broken down into their component parts in order to unravel exactly what the principal is saying, the underlying message behind these words and the reason that he is saying this to the visiting student teachers.

These discourses will be arranged and discussed according to the themes that have emerged from the data which are the well resourced context; the teaching profession; teacher's role functions and the challenges that teachers face. Each theme has been divided further to facilitate the discussions around the theme. The key messages that emanate are captured at the end of each section. This chapter will commence with the first theme which is the well resourced context.

4.2 THE WELL RESOURCED CONTEXT

The participating schools have been purposefully selected because of their well resourced context which includes both human and material resources. This means that these schools have good infrastructure like specialist rooms, a library and good sports facilities amongst other things. The human resources will include qualified teachers and others that serve particular support services. The speeches of both the principals contain numerous references to the well resourced context and there are many messages around this issue that they present to the student teachers.

The discourses that have emerged from the data can be categorised into these four sub-themes namely establishing the present well resourced context; improving and maintaining these resources; securing funding and the socio-economic status of the learners. In order to obtain a clear understanding of what exactly these principals are saying and to unravel their messages, the discussions will be presented using these sub-themes. This first theme will commence with the presentation and analysis of data around establishing the present well resourced context.

4.2.1 Establishing the present well resourced context

This refers to how these schools have come to be in this well resourced context at present. There is a clear link with the past and the well resourced context, as what has happened in the past has largely contributed to, and established the context in which these schools find themselves in at present. It is not surprising then that the principals speak about some elements of the past by recalling the past, remembering the history of the school and referring to the context of the school at that time. Mrs. Smith recalls how her school started:

...the school's about 150 years old, not these buildings in particular. The school started in a house...[S2] ... lily white as the driven snow... [S3]

Reference to 150 years indicates that this school has been operating for a long time. This data confirms that the school was a former White school under the administration of the House of Assembly. The age of the school and information that the school was housed in different building indicates that this school has undergone change. One such change is:

...when the school started going into models... this school stayed Model B because we were totally dependent on the department. [S3]

By stating that this school remained Model B, a distinction is being made to most of the other former White schools that became Model C schools. Model C schools were schools where parents were responsible for expenditure and teachers, over and above the number designated by the department and Model B schools were totally dependent on the department, as the principal explains. By mentioning this, the principal conveys the message that this school faced some challenges and they were not as well off as the Model C schools. This distinction between being a Model B or a Model C school does not matter as the school still remained a White school and benefitted as education at that time was managed along racial lines and resources were allocated in the same manner. Resources were unequally distributed with six times more spent per White child. She does however; acknowledge that the department did set up much of the infrastructure during that time. This establishes the link between remembering the past and the well resourced context as is further evident when she states:

So this school is very well sourced from the old days. [S3]

The resources she is referring to is the infrastructure that was set up where all former White schools had school halls, sports facilities like swimming pools, gyms, tennis courts, sports fields and equipment provided by the Department. Thus, the well resourced context of this school has resulted to a large extent that these facilities have been provided by the government of the past. Despite having these resources, the principal explains:

...it wasn't advantaged it was still a Model B school; it was still disadvantaged even though there were white children in this school. The school has always been poor. They were railroad workers and dock workers so the school has been disadvantaged all along. [S33]

Mrs. Smith describes this school as being a disadvantaged school during the apartheid days as compared to the Model C schools. It catered for the children of those that worked for the railways and at the docks because of its location. By saying this, she is explaining that as these were the poor Whites at that time and they were not as well off as some other Whites. This may have been one of the reasons that this school opted to be Model B as these parents would not have been able to pay high school fees.

Mr. Pillay on the other hand recalls the past at his school when he was a pupil there:

The Deputy Principal and I matriculated together in this school, so this school is very special to both of us because we were here; I was here from standard 5, grade 7 to 12. I've been here. I've grown up here. So it was quite something great for me to come back as Principal. [P1]

As both the principal and deputy principal are Indians and matriculated in this school, this establishes that Diamond Secondary is a former Indian school. In mentioning that this was their school, sends a message of ownership and belonging and shows that they have a vested interest. There is also a subtle message that this school is good because it has produced people like them that have come back to occupy the top positions at the school. He also credits the school for the person he has become. It also establishes that because this was an Indian school, their well resourced context was not given by the government but achieved by the school itself. He touches on one of the changes that took place when he says standard 5 and changes it to grade 7.

It is also evident in his speech that this school has dispelled the image of the past as they do not even mention any other elements of the past. They have moved on and made such great technological advances and improvements at the school that they have transcended the past. From his message one can infer that they are focused in the present and what they have to offer.

The big thing is about technology. [P31]

The fact that Mr. Pillay talks about technology as the “big thing” betrays his bias towards technology at this school. He places great emphasis on technology.

Learn to use Excel, [P34] Learn how to use the formulae. If you go to a Gmail account, go to the section about Google docs. You can move all your word documents onto Google, all your Excel spreadsheets, you don't have to carry memory sticks around, These days everywhere you go there's computers connected to the Internet... Go to Google docs... upload opens up your hard drive. Better than power point are PDF. [P38]

Mr. Pillay provides some innovative ways in which anybody could use many programmes on the computer. His enthusiasm in explaining these applications indicate his competence in this field and tells the students all documents can be stored in cyber space.

I'm able to move this around with this pen with a tablet... How much do you think we tend to pay for a board like this one...? This board is R2 000. Any school can afford it! The problem is they don't know what to buy and what to connect it with? Local stores sell these things. It's connected to the computer; the software we use is very specialised software [P39]... This is the technology that we use at this school. [P40]

The tablet and pen is the latest technological innovation and it is already in use at this school. The principal mentions that the board is freely available at the local stores at a reasonable

price but only those that know how this works will appreciate its value. This helps to understand why this school is thriving and is able to be in this well resourced context. This school has the expertise to know what to buy, find it at a reasonable price, know what to connect it with and most importantly know how to use it. This tells the students that despite the past this school is able to change their context from one that had no resources to one of being well resourced.

4.2.1.1 Messages about establishing the present well resourced context

The messages that come through from the principals' speeches are that what has happened in the past has resulted in establishing the present situation of each of these schools. The well resourced context of Almond Primary has been provided by the government but at Diamond Secondary, it has been achieved by the effort of the school itself. This disrupts the stereotype that all well resourced schools have been given resources by the government.

The well resourced context is also relative and influences everything the principals say. At Almond Primary the emphasis is on infrastructure and human resources and her speech is influenced by these biases as there are many references to these in her speech. She speaks about the facilities that were provided in the past. There is a dominance on the references to human resources in her speech as she speaks about the many people that work there like the government paid teachers, governing body teachers, bursar, counselors, librarian and also all the others that help the school like the benefactor.

Diamond Secondary is dominated by their technological advances. Therefore the principals' speeches are greatly influenced by these biases. He goes to great length to show the latest technologies that the school has acquired and also to show the student teachers how to use it to make their work easier.

Both the participating schools are in well resourced contexts at present. This has resulted in new challenges as is evident in the discussion of the next aspect which is improving and maintaining these resources.

4.2.2 Improving and maintaining these resources

Whilst the resources are evident, these resources have to be improved and maintained. This is presenting a major problem at Almond Primary. This is a challenge that Mrs. Smith refers to in her speech:

...but we can't maintain it because we don't have the money anymore. So lots of things have gone wrong, we can't replace and because there's no money it becomes very difficult. [S3]

This school is not being able to maintain the resources that they have been provided with. They are not able to secure the required funds to maintain let alone improve their resources to the condition they were once in. Here she is referring to the infrastructure of the school. This is one of the components that make Almond Primary a well resourced school. The other is its emphasis on human resources:

We have 41 teachers, that the Department gives us, 2 Deputies, 4 Head of Departments, 1 co-ordinator in every grade and 5 units in every grade. So the school is very big... Just to help with organisation and control for each grade we have a grade co-ordinator. Each grade meets on a Thursday to discuss the activities for the days to come so everyone's informed as to what's going on for their particular grade. Of course controlling the co-ordinators we have two HODs one works with the grade 4 and 5 and the other works with grades 6 and 7 and the control is mostly, 80% of it is on curriculum and of course other activities. [S12]...we meet Monday and Fridays in the morning at half past seven for our staff meetings. So that's the organisational part of the whole thing, just to keep a staff of 50 informed about what's going on for the week and the months to come. [S13]

This indicates the size of the school and the management structure that they have in place and the role functions of each manager is clearly stated. Regular meetings are held and everyone is kept informed. This indicates good leadership and management of these human resources. The words "that the Department gives us" allude to the school employing more teachers over and above this number. Besides extra teachers this school also employs other people:

We have a Junior Primary library run twice a week by a special teacher, the children actually do get a chance to go in there...[S11]...this is our bursar...[S1] we try to get the counsellors or our social workers from our school involved.[S21]

The school also employs a specialist librarian, a bursar, counsellors and social workers. From observational evidence, this school also employs about five administration personnel. This clearly indicates an emphasis on human resources.

Mr. Pillay's focus is on what resources the school has and on what he still plans to acquire. He comments as follows:

This is our media centre, there's a lot of technology that we use laser data digital projectors, surround sound, live internet, ipad ...by the third term of this year we should have every single class, air conditioned....all my teachers have free Internet access, ¾ of

the staff carry laptops with wireless Wi-Fi. They switch on anywhere in this building... I plan to get the whole school on Wi-Fi. [P36]

At this school money is not a problem in that it is hardly mentioned. Mr. Pillay has great pride in the many technological improvements that they have made and has no problems with maintaining the resources they have. The resources are also used to benefit both teachers and pupils. It enhances the learning experience for the learners and also provides comfortable conditions for the learners. It also makes the work of the teachers easier and provides the most updated content for their lessons.

4.2.2.1 Messages about improving and maintaining these resources

The message that comes through here is that improving and maintaining these resources in order to continue in this context of being well resourced is presenting a problem to both schools as they need money. Each school places its emphasis on different aspects of their well resourced context At Almond Primary the emphasis is on infrastructure and human resources, maintaining what they have but at Diamond Secondary the emphasis is on infrastructure improvements and looking at the latest technologies that they can acquire. The other message is that having the resources is not all - these have to be maintained and improved upon to make a difference. In order to maintain and improve the resources both schools had to get money and in the next section both principals explain what they do to secure funding.

4.2.3 Securing funding to maintain the context

Securing funding refers to how the school finds money to run the school. Money is needed to maintain and improve on the resources so as to maintain the well resourced context of these schools. Schools have to find innovative and creative ways to securing funding. Mrs. Smith refers to this aspect in her speech:

We can't survive on our own. The whole idea about teaching today is about networking and about getting other stakeholders involved in your school otherwise you can't survive. If we rely solely on the education department I think we might as well close our doors... [S1] Our children pay R250 a month school fees... As we stand now we have a 7% paying rate so money is extremely tight.[S4]

The extent to which the school is reliant on others is reflected here. This school uses their networking system and their stakeholders to secure funding for their school. The word

“survive” is significant as it indicates that they are able to only do the bare necessities with the funds they secure. They cannot afford any luxuries or new resources. It is ironical that she states that if they have to rely solely on the education department that they might as well close their doors. Previously it was the same department that provided them with all that they needed. The main source of income which is school fees, which has been set at R250 a month, is not forthcoming as indicated by the 7% paying rate. This is also problematic as the school fees are set at a parent’s budget meeting where a quorum is needed so that the school fees are agreed upon. So if the parents agreed to pay this amount why are they not paying? Mrs. Smith accepts that “money is extremely tight” [S4] and goes on to explain that the other strategies that this school uses to obtain money are fundraising and a fun day:

The teachers at this school fundraise, fundraise and fundraise... They sell popcorn, they make cakes or something at home and they come and sell it at school. Nothing makes money better than food. If we want to make money we sell food, we have a special food day which we hold once a year and we make approximately R20 000 and then we have a big fun day and we make about R20 000! [S4]

By mentioning fundraising it conveys the message to the student teachers that this has become another task that has become part of teacher’s work. In these schools where the school fees are not forthcoming, teachers must be prepared to do fundraising activities. This also gives the student teachers fundraising ideas. Mrs. Smith refers to where life is easy and they do not need to do fundraising:

...depending on the type of school you go to, you go to one of the ex-Model C schools you won’t have to worry about fundraising, your life will be easy. Your life will only be difficult when it comes to the parents because they will be complaining all the time. [S10]

There is a sense of regret that this school is not a Model C school and that life is not easy. By referring to the parents that will be complaining about other things indicates to the student teachers that life is not easy in any type of school.

It is noticeable that at this school, as much as they need funds for their own school, they also embark on helping community organisations. Mrs. Smith explains that they live by the motto:

If we want to get anything for our school, we need to give away first. It’s the universal law; do unto others as you want them to do to you. [S7]

This indicates that the children at this school are taught to be charitable and think about those less fortunate than themselves.

Mrs. Smith explains that this school has been fortunate to have a benefactor that has been very generous in assisting the school:

we've just had a lady offered to build us a pre-school here, she's got very involved with our school and she is very wealthy, which helps and she has paid to tile all our toilets, she has paid for a lot of our grade 8s to go to one of the top schools in the area, she's paid their fees, 21 of them, so she is an angel in disguise. [S7]

This shows that this generous benefactor has made a great difference to this school and the principal appreciates this. By mentioning that she has also paid the fees for so many of their learners to attend this top high school in the area also elevates their status in the community.

At Diamond Secondary, Mr. Pillay is also fortunate to have great assistance in securing funding for his school. As stated previously Mr. Pillay does not talk much about money issues and by this it can be inferred that this is not a problem at this school. By observing the various facilities at the school, like a covered assembly area with its tiled podium, the new Computer Aided Drawing (CAD) centre, the media centre with all the latest technological equipment, it is evident that they have good structures in place in order to secure funding. He did start to mention:

So all monies collected and funds raised ... [P7]

This confirms that they do collect monies and raise funds. He refers to the working of the School Governing Body (SGB):

We have an excellent relationship with our School Governing Body. [P7]

This conveys the message that the SGB is functioning efficiently and is carrying out their function of governance of the school very well. This also indicates that there are no power struggles within the SGB and everyone is serving the best interest of the school. Mr. Pillay also mentions what happens for those that cannot afford school fees:

We have a Diamond assist programme for those children that cannot afford school fees and there many other different ones where the child or parent doesn't have to stress at all.
[P20]

In keeping with the School's Act that has exemptions in place, this school helps those that cannot pay. It's also important that he says this eliminates stress in the child and their parents. This allows the child to focus on their schoolwork.

Thus at Diamond Secondary their funds comes from the Non- Governmental Organisation (NGO) attached to the school, from school fees and fund raising initiatives with the SGB.

4.2.3.1 Messages about securing funding to maintain the context

The message that comes through here is that to secure funding both schools embarks on fundraising efforts and relies on partnerships with generous benefactors, other stakeholders and their SGB.

The reason that these schools are having such a huge problem in securing the school fees which to a large extent, is due to the next aspect which is the socio-economic status of the learners.

4.2.4 The socio-economic status of the learners and its impact on the context

The socio-economic status of the learners refers to the social class of the learner and how this relates to the income of the family. This has a great impact on the well resourced context of the schools, as it has a direct bearing on whether the learners are able to pay the school fees or not. It is also prudent to investigate the composition of the learner population, where they live and the conditions in which they live in as this contributes to the understanding of the learners' socio- economic status. Mrs. Smith describes the situation before 1994:

This school only had 400 little white children in it... we had 13 classrooms locked. [S27]

Before 1994, there were very few children at this school and many classrooms were locked. This indicates that not many White children at that time were keen on coming to the school. As indicated earlier the White children that attended the school then were children of dock workers and those that worked for the railways. The socio-economic status of the learners even at that time was poor and this contributed to the school remaining Model B. She goes on to comment on when the transition took place:

...after 1994, we opened the gates and we opened the classrooms, and we just took children in. An admission policy should be that you take any child that lives in your area and comes to school to ask to come there and that's what we do. [S27] We have 1500 children. [S5]

The increase in the number of learners indicates that this school has kept to the admission policy and taken in whoever came to the school. Mrs. Smith states:

All of our children come from disadvantaged families. [S26]

This immediately shows that these pupils come from homes that are poor and their parents cannot pay school fees. The location of this school also attracts children of refugees who seek admission at the school:

...there are a large number of refugees... [S9]

This indicates the socio-economic status of these learners as refugees come into the country with minimal resources as they flee from their own country due to many reasons.

Mrs. Smith also refers to a practice where children come from other provinces:

The Xhosa children that come from the Eastern province, their parent still live there and they put all the children in a flat, the parents come home once a month, they have a card, they have a key. They run their own family. [S25]

These children are left in the care of elder brothers and sisters. They have money and a place to stay and these children are left to cope on their own. The message here is that this situation can lead to many problems and further explains the poor socio-economic status of these children. She goes on to explain that a sizeable part of the student population is bused in from other areas:

We also have a lot of children who bus in. They come in from all the surrounding areas and the reason that that's happened is because many years ago if the parent worked in the area, they could send their children to this school, so a lot of them worked at the hospital. [S26]

She explains that this practice of getting learners coming by bus was as a result of a policy of the department which allowed children to attend a school that was close to their parent's work place. Therefore at this school there were many children of people that worked at the nearby hospital.

Mrs. Smith's descriptions of the conditions in which the pupils live also serve to clarify their socio-economic status:

The area around this school is the most densely populated in the whole of South Africa. It's more densely populated than Hillbrow because in every flat there's not one family but three families and there's three families because they cannot afford the rent, the rent is four thousand, five thousand a month for a flat, so three families go into a three bed roomed flat and they each pay whatever they can and they each have a bedroom and a communal kitchen and bathroom so most of these blocks are inhabited like that. [S24]

Comparing the area to Hillbrow helps to illustrate just how densely populated this area is and by describing their living conditions highlights their poverty and their poor socio-economic status. Mrs. Smith also talks about the Grade R:

A large number of them actually coming into Grade 1, the financial status are such that they can't afford to pay for a Grade R and we don't have one...the socio-economic demographics of the school is such that a large number of them are from disadvantaged backgrounds and so the fee paying rate is minimal. [S10]

This highlights the poverty levels as they cannot afford to pay for Grade R which is considered to be the most important step in the education process as this is the first step and the foundations are set here. Thus at this school the pupil population is made up of children of refugees, children of people who work in the area who come by bus and children from other provinces that live in the area. The majority have a very poor socio-economic status so they cannot afford to pay the school fees and it has become difficult for this school to maintain its well resourced context.

At Diamond Secondary, Mr. Pillay also talks about where their pupils come from:

We are an underprivileged school... lots come from very, very difficult backgrounds... [P9] We are an ordinary school with disadvantaged learners mostly from the informal settlement. [P41]

An underprivileged school indicates that they did not have the privileges that many of the other schools enjoyed. The difficult background he is referring to is that they are poor and come from the informal settlements that are close to the school. The majority of the pupils come from disadvantaged backgrounds. Pupils are also selected through the bursaries offered by the NGO:

... We're the only school at the moment doing a pilot project with regard to engineering. It's being done by a NGO and our institution. Students from Grade 10 from throughout the province apply for bursaries and you get a few thousand that eventually apply and its cut down to about a hundred. Those students study here. [P13] Most of these students are from the outlying areas but they stay at a hostel not far off they're fourteen, fifteen, sixteen year olds and they attend school regularly here and they just go home once a term or sometimes once every month. Those children have a bursary right until the time they finish their engineering degree. [P14]

These pupils also come from disadvantaged backgrounds but the NGO's selection process and criteria ensures that only pupils that excel academically in certain subjects are afforded

this opportunity. They are housed in a hostel nearby and this ensures that they are close to the school and they do not spend hours travelling to school. It also allows them to stay in school longer to use the resources that are available and also complete work. At these hostels all the basic needs of these learners are catered for and so they can concentrate on their schoolwork. The fact that the bursary continues to the tertiary institution shows the commitment that this NGO has towards these learners. It also demonstrates the high regard and esteem that the NGO holds the school in because they are the only school that is in this pilot project. It also indicates that Maths and Science performance at this school is of a very high standard as these are the main subjects required in the Engineering field. At Diamond Secondary, the pupils also come from poor socio-economic backgrounds.

4.2.4.1 Messages about the poor socio-economic status of the learners and its impact on the context

The message about the poor socio-economic status of the learners is that at both schools it prevents them from obtaining their funding from school funds as all of them come from disadvantaged backgrounds. The composition of the pupil population, where they come from and also the conditions in which they live, highlights their socio-economic status. This dispels the stereotypical thinking that all well resourced schools have learners from the wealthiest families who are able to pay the school fees. The message that clearly comes through is the inclusive policy that both these schools follow. They are prepared to make sure that their well resourced context has not made them exclusive to only those that can afford these luxuries. They have opened their doors to mostly the disadvantaged, under privileged and poor pupils who otherwise would never have had the opportunity to enjoy these resources.

The poor socio-economic status of the learners has a major impact on the well resourced context because if the monies are not coming in through school funds then these schools will not be able to fulfill certain obligations. It will mean that the schools have to get involved in fundraising activities or appeal to their benefactors or their business partnerships for assistance.

The changes that have taken place at both schools indicate to the student teachers that contexts are forever changing. Both these schools were in different contexts and even though they are both well resourced now, it does not mean that they will be this way forever. The message also is that all this takes a lot of hard work to maintain a well resourced context.

This concludes the discussion on the well resourced context. This chapter continues with the second theme which is the teaching profession.

4.3 THE TEACHING PROFESSION

The principals are addressing first year student teachers that have just embarked on a career in the teaching profession. These principals are the key role players and they have the experience. There are many messages they convey to these students about the teaching profession. Analysing the data has resulted in certain aspects that have emerged and thus this theme will be discussed under “the best profession in the world”, the realities of the teaching profession and the good teacher.

4.3.1 “The best profession in the world”

Both the principal’s speeches begin with welcoming the student teachers to the teaching profession. Mr. Pillay congratulates them:

First let me congratulate you on choosing the best profession in the world that’s because you’re going to have your hands into Engineering, Medical field, future Teachers, Scientists, absolutely everything. [P1]

His choice of the word “congratulate” is apt as it expressed his pleasure with their decision to join the teaching profession. This tells the student teachers that they have made a good decision and this sets the tone for the rest of the message. He continues by calling the teaching profession “the best profession in the world”. Using the superlative “best” tells the student teachers that there is no job that is better than this. This also conveys his own positive feelings about the profession, his pride in his chosen career and the fact that he is happy and loves his job. His mentioning that teachers mould the people for all the other professions further confirms and affirms his referring to teaching as the “best profession”.

At Almond Primary, Mrs Smith cannot hide her happiness:

Very happy, makes an old lady very happy to see so many people that’s going to be teachers, it’s wonderful. [S1]

These words communicate her joy in seeing so many first year student teachers. The fact that she refers to herself as an old lady indicates that she knows that she will not be in the

profession for very long and she feels that it is wonderful that there will be so many people to continue in the profession.

This sentiment was also expressed by Mr. Pillay, where he is also concerned about the future of the profession:

If there were no teachers, what's going to happen in a while? All of us teachers can't live forever. We will retire, some resign, die, whatever, who's going to replace us? And you don't ever think, what's it going to do with you? I'm all grown up? Aren't you going to grow up and have children? Then who's going to teach your children? [P3]

These words demonstrate this principal's realisation that there needs to be a steady supply of new teachers into the system to replace all those that will leave for the reasons mentioned. His words indicate a sense of deep concern which could mean that there are not many teachers that are joining the profession or that many people are leaving. He also reminds the students that they will have their own children and that they should also be concerned about who is going to teach them.

He reflects on his own personal life:

You know why I panic? I got my son who's twenty years old, I got a daughter who's sixteen, and she's in grade 10. He had good teachers in his school and she's got good teachers in her school, but they're also getting old just like me, and now when I have grandchildren, you're going to teach them, isn't it, you're are going to be their teacher. [P4]

He uses the word "panic" to indicate the seriousness of the need for teachers. His talking about the "good teachers" his children had, shows that he feels that the good teachers are all getting old and there will be no good teachers left. By including the words "just like me" infers that he is also a good teacher. It is almost as if he regrets getting old and having to leave the profession soon. He shows concern for the future generations and forces the student teachers to make sure, that they are good teachers. He goes on to refer to the potential inside each of them that needs to be enhanced and released:

So, what is it that makes you remain a teacher, look at your university lecturers they will be telling you the stuff you need to learn but there are things that they cannot tell you, something inherent inside you that if its dormant then you got to find ways to bring it out... [P2] so I am going to hope to drag out of you something that will make a little ember, that makes you a teacher today...[P2] So I like to know that all that we need believe being a teacher will be embodied inside you. [P4]

In these words there is reference to teacher training where he states that the student teachers learn how to teach at the university. He encourages them to remain in the teaching profession by getting them to realise that it must come from within them. He refers to the potential in each of them that they must find a way to realise their potential. He hopes to light a spark today in what he is saying to them and the messages that his words are carrying to motivate, invite and encourage them to realise that this is what they want to be, a teacher. The last line of this data suggests that he hopes to pass on all that he feels about the teaching profession to all those that will come after him. That they will have the same passion, dedication and commitment to their work and they will hold the teaching profession in the same very high esteem that he does. Mr. Pillay also warns the student teachers not to be influenced by their friends:

You see your friends doing other subjects, other courses in universities, and you start to think no, no, no teaching is not for me and then you change. [P2]

He is telling the student teachers that they must stick with their decision and remain with teaching. He is making them aware that there will always be forces that will entice them into changing. Finally he states:

I have tried to enhance your inspiration with regards to education. [P42]

This indicates the whole aim of his speech. He wants to motivate and inspire the student teachers.

4.3.1 Messages about “the best profession in the world”

From the above discussion it is evident that the message that comes through is that both the principals warmly welcomed the student teachers to the profession conveying their own positive views about the profession. They conveyed a very motivational and inviting message to the student teachers about choosing the teaching profession and staying in it. They also voiced their concern about the future of the profession and the education of the next generation.

The next aspect they spoke about was the realities of the profession.

4.3.2 The realities of the profession

This refers to making the student aware of what they are getting into, of what actually takes place in this profession. At the outset, the principals speak about the realities of the

profession to dispel any unrealistic expectations that student teachers may have. The first of which is that you cannot get into this profession for the money. Mr. Pillay uses his personal experience:

I'm in this field for 24 years then that is obviously something. There must be something in the field that kept us going for so long, yes? When a lot of my friends that started teaching with me left. The first four years we were all bursary students in the university and we had to teach for four years minimum otherwise you pay back the pro rata amount but quite a few of them after four years, good guys Maths and Physical Science specialists left and moved into other fields, yes, they earn far more than I do but I don't know, there's something, for some particular reason we remained. [P1]

Mr. Pillay explains that some of his friends that started teaching with him left the profession after serving their mandatory four years in keeping with their bursary conditions. By mentioning that they were good guys and Maths and Physical Science specialists shows that these friends were only in the profession for the money, otherwise they would have stayed because this profession needs the good teachers and there is a major shortage of Maths and Physical Science teachers. His mentioning that he stayed and been in the profession for 24 years alludes to him seeing his job as a calling and serving a higher purpose. Mrs. Smith echoes the same sentiment:

...you're not in this for the money. You understand that don't you. I'm glad you do, because you just have to go to the parking lot to understand that we're not in it for the money and look at our cars, and normally the oldest one belongs to the principal, so you're not in it for the money but the rewards are just stories about where these children have gone. [S15]

She also makes the students aware that the rewards of this profession is not the money but to know that the children that you have taught have achieved great success. By referring to the cars in the car park confirms that teachers do not earn well to afford the top of the range cars and by saying that the principal's car is the oldest confirms further that even the person that occupies the highest position at the school, the person that earns the highest salary cannot afford to buy these cars. The other reality that Mrs. Smith makes the student teachers aware of is that teachers can only provide opportunities:

We always tell the teachers who come here, some of them come with ideas of changing the whole world, and you cannot change the whole world here. You can come in here and get involved but you must understand that you're merely sowing seeds. What happens to them

when they leave here depends on how they use their opportunities. We give them as many opportunities as we can. [S14]

This explains to the student teachers that there is only so much that you can do. Some teachers want to change the world but she explains that all you can do is to give learners a start in the right direction. The teacher can only provide them with all the opportunities and hope that they have taught them well so that they can go forward and make a success of their lives. Mrs. Smith highlights some of these achievements:

We've had some wonderful flowers that have blossomed from the seeds. We've had a young girl that has gone on to one of the top high school become the Head Girl and is now studying Medicine in Harvard University in America, we had a young man who went to another top high school became the first Head Boy, he won a scholarship to Cape Town, studying Business Science, just finished his Honours... [S14] we've been particularly fortunate because our children have moved on to become heads and deputies at most of the top high schools and we've also managed to obtain an open scholarship to these schools every year. [S15]

Continuing with the metaphor of seeds, she mentions the achievements of her ex-pupils. As a primary school it always difficult to track the learners after high school, therefore the major achievements mentioned here are those that have become heads and deputies at "top" high schools and also the scholarships that have been offered by these high schools.

Another reality that Mrs. Smith draws the student teachers' attention to is staff development:

Staff development every second Friday, staff don't like that they have to stay, that's one Friday we finish early and the following Friday we have staff development and we get somebody in or one of us use the skills on management to run a staff development workshop. [S14]

This data makes student teachers aware that staff development is conducted at schools. It is conducted by someone that comes from outside or the management of the school. This makes the students aware that there is lifelong learning in this profession. They will have to always keep abreast of the changes and new developments in the education system. It also makes them aware that there are times that teachers have to stay after school, even on a Friday, to be part of staff development. There are other indications of teachers spending extra time at school:

...programme so in the afternoon each teacher spends two hours per week with extra mural. [S13] ...the grade detention is on a Wednesday, it's for an hour and it's done by the

teachers and the grade co-ordinator and the HOD detention which is a little more severe is on a Friday from one o' clock until 3 o'clock that is done by the management, HODs, deputies and the principal. [S20]

The inference is that this profession can impinge on your personal and family time. Mr. Pillay speaks about his time management:

You'll find that at Diamond Secondary if you come in at half past four in the afternoon you most likely to see myself, other managers still doing things administratively. On a normal school day we can, we don't do any of our administration work; it only starts after school has been dismissed. [P17]

These words highlights that the leadership has so much to do during the day that they cannot get their administration done, thus they have to spend time after school to complete this. Leaders have this responsibility to make sure everything is in place for the school to run efficiently even if they have to spend a lot of their own time at school.

4.3.2.1 Messages about the realities of the profession

The messages that comes through are that the rewards of this profession is not money but the satisfaction of enjoying the achievements of your learners, teachers can only provide opportunities for their learners, learning in this profession is ongoing through staff development and this profession can take up a lot of your personal and family time.

Having thus drawn the attention of the students to the realities of the profession, the final aspect of this theme is the good teacher.

4.3.3 The good teacher

Throughout the discussion thus far, there has been numerous references made to the good teacher. Both principals have given many examples of what constitutes a good teacher and they have advised the student teachers about the manner in which they need to carry themselves in order to become good teachers. Mrs. Smith mentions teachers being a role model:

I think you must all enjoy the way you're dressed today because one of the things you must remember when you start teaching is that you will never be just an ordinary person again, never! You will never be able to swim topless. You will never be able to streak at the cricket. You will never be able to do those kind of things again because you are the role

models... the point is the children need a bench mark to see how to dress, when you go for a job interview or you're working in the corporate world. So we really need to set the example and that's what you're going to be doing. So use all the bad language you want to now, while you're at college, dress as way out as you can and paint your toe nails all different colours and wear all different kinds of hats because once you start teaching you're just going to be plain and ordinary. [S18]

These words communicate the major impact that a teacher has on the life of a child. Quoting the extreme examples highlights the many things that teacher should not be involved in. The message is that teachers should always be aware of what they are doing. Mrs. Smith affirms that teachers should be role models and set an example that the learners can follow. She explains that children need a benchmark in their lives to prepare them to eventually take their places in society. By emphasizing that the teachers are these examples, role models and to provide benchmarks, she suggests that these learners do not have their parents in their lives that are traditionally expected to serve these functions. The teacher's role of being *in loco parentis* is inferred. Mrs. Smith advises students to get to know their learners:

We scratch into their little psyches and find out exactly what makes them tick. This is not a place where we go in and teach and then come out. We get involved in their home life; we get involved in their emotional state...If I could give you any advice today, that's the advice I will give you. Don't be satisfied with just going in and teaching, go in and get involved, with passion, find out all about them. [S6]

In this part of the data, Mrs. Smith mentions that teaching is not a clinical process where the teacher just walks in, teaches and goes home. Teachers become part of the lives of the learners and they get to know them very well. It is only when the teacher finds out everything about a child that a teacher will understand the child better and make sense of certain type of behaviour that a child is displaying. Sometimes this ensures the child gets the help they need. The word passion indicates that teaching is an emotional process and that teachers must be excited and enthusiastic about their job. They must love their job and love the children under their care. There are many references in both the principals' speeches to learners:

...we make decisions in the best interest of the child.[S22] ...we have one simple motto, when it comes to any project in mind, we simply say if it benefits the child we go ahead. [P7] So that basically is our ethos is trying to create the ultimate learning environment so that there are no barriers for the child in this environment, we try our best. [P17]

This indicates that both schools consider the learners to be the most important component in the education process and all their decisions are geared towards upholding their best interests. The learners also value their school:

We get emails telling us about when they were here. We get children coming back to visit and saying to us you know we wish this was a high school; we didn't have to go to a high school. [S16]

This shows how much these learners have enjoyed being at this school and how much it means to them. This indicates that this school has been successful in educating these learners as the school has left a lasting impression on them. Parents also want their children to go to good schools and be taught by good teachers:

...our school is over packed to capacity. Earlier this year people were breaking the Trellidor. Department said why you locked the main gates? Parents are complaining, they phoning from outside, we not letting them into the school. I said yes, we can only help so many people at a time, after these three hundred people are done we'll send them off, then the next three hundred can come. [P40]

The enrolment at Diamond Secondary is high and there are many parents seeking admission to this school. This shows that the school is being marketed by the good work they are doing and the many successes that they have enjoyed.

Mr. Pillay gave the students some tips that he hopes that they are "going to find lots of value in" [P24]:

You'll get a teacher who'll say, I taught my whole class, if one student learnt something it was worth it... that teacher is wasting his time. That's one thing if you do a lesson for 45 minutes you'd better be out of that lesson saying I got through to all, maybe there'll be one or two you did not get through to. [P24]

The message here is that teachers must not waste time. They must be well prepared and know their pupils so well that they are able to pitch the lesson in a way that the learners will be able to grasp what is being taught. They must get through to the majority of the learners.

The second thing is dedication versus ability... just because you're dedicated don't think that you automatically having the ability... [P25]The bottom line is, you can be dedicated till the cows come home but if it doesn't translate into effective delivery in the classroom, it a waste of time... So you must ask yourself, can you play the game. [P26]

This principal feels that teachers must have the skills and make great effort to learn the skills to be able to teach. The most important function at school is effective delivery in the classroom so that where the emphasis must be. He goes on to talk about respecting superiors:

...you must ask yourself, the people standing in front of you, can they give you advice or will you be so, and I'm going to use the word, pigheaded, I don't want to listen to them, I know what I'm doing. No, no, you must not do that... you must listen to your superiors, whoever they are, [P27] don't ever hassle your superiors. They are called your superiors not for nothing... [P30]

The advice he gives them here, is that everyone must learn to respect and listen to their superiors, and they should not think that they know everything:

Do not personalise attacks... fight the issue, don't get swayed because everyone says you must do it then you do it... do not personalise any issue...[P29]

Mr. Pillay states that if there is some contention, then the issue should be addressed in the correct forum and don't personalise an issue and go on a tirade where you embark on a personal attack on another person. He also warns about adopting a mob mentality and being led on by what someone else is saying. The message conveyed here is that students must make an effort to learn meeting procedure and must be mature in their thinking in being able to argue and fight an issue without it becoming personal. He also encourages students to think for themselves:

Your teacher's cupboard is a very short story... there it was in the corner this bright shiny steel cupboard, because when you're a teacher they give you a classroom key, then they give you a key for a cupboard, then you got your own cupboard, and if you're a good teacher you stand looking at the cupboard and say this is mine, I can put stuff inside it, yes, now that's the teacher's cupboard... the teacher's cupboard is your mind and you start putting things inside it in the beginning and you pack them up nicely when you start, but as the days go into months, into years, you put stuff inside there, your friends put rubbish stuff inside there and very soon in the cupboard, the shelves start to warp, the doors don't close properly, there are certain parts of the cupboard you never looked inside, there are creepy crawlies inside there, you frightened to put your hand inside there and before you know it you are a corrupt individual because everybody stuffs things in the cupboard... You must decide what is it that you want to put into the teacher's cupboard? Put all the good stuff, throw out the bad stuff. [P28]

Using the image of the teacher's cupboard, Mr. Pillay advises students to be aware of what goes into their mind. He warns again about the influence of friends and what they allow them

to put into their head. The message is thus, choose friends wisely so that the influence that they will have will be positive. Mr. Pillay advises the students to be professional.

Being professional is not just about a certificate that you get eventually that says I am a teacher. It is about a state of mind. You belong to an organisation; uphold the beliefs, missions, and values of that organisation. So you must support your schools when you eventually get there. [P29]

Mr. Pillay tells the students that being a professional is something that comes from within. The message that is given here is that teachers must learn to be loyal to their schools and always uphold the best interest of the school. He also says that professionalism must be practiced in whatever organisation a person belongs to. Members of the organisation must also know the beliefs, missions and values of the organisation so that they can uphold these. Mr. Pillay advises them to set the tone and be in control:

We take what is called a visibly disciplined environment. The instant you step in there, the environment controls you and you don't control it, so when you have your own classroom, when the student steps into your classroom, if the desks are all over the place, the room is dirty and untidy, don't go tell the principal to come and clean your classroom. If your room is in that state, when the kids come in there they are going to be in that state as well and you will be the one to suffer. [P41]

This indicates to the students that they must be in control of the environment and Mr. Pillay uses the example of the visibly disciplined environment that they are using at their school to tell the students that discipline is very important and it begins from the first moment. The message conveyed here is that teachers must prepare the classroom and everything should be ready before the learners come in. This will also mean that the teacher must be in school early and be there to receive the learners. This sets the tone.

Mr. Pillay advises the students to use technology:

Teachers are very busy despite technology. Without it you would be so busy you would not know what you doing. You'll have no time for anything, and you then choose to leave the profession. That's the part we don't want. [P31]

He tells them that teachers have a lot to do but using technology helps to ease the burden. He makes comparisons about what will happen without technology. This tells the students that technology is making the work of the teachers easier, saving time and keeping them in the profession. Finally, his words:

Take advice from a man that's much older than you. [P31]

These words are almost a plea that the student teachers must follow his advice. This indicates that he has been in this profession for a long time and he has the experience as he has been through all the levels at school.

4.3.3.1 Messages about the good teacher

The messages that come through about being good teachers and what this entails is that good teachers must be a role model in dressing and deed, get to know the learners, be passionate about this job and know that the learner is the most important component. The success of the school is seen in the way ex-learners view the school and the number of learners seeking admission. The importance of instructional leadership is also highlighted here as the teachers at these schools realise that teaching and learning is the most important function and they are able to do this to the best of their ability.

Mr. Pillay also gives the students hints that they can find great value in. Teachers must be prepared for lessons and must get through to all learners by having the skill and ability. They must respect their superiors and do not personalise issues. They must also be mindful of what influences their thinking and they must use technology to make their work easier.

This concludes the discussion on the teaching profession. This chapter continues with the next theme which is the teacher's role functions.

4.4 TEACHERS' ROLE FUNCTIONS

This refers to the many roles that teachers have to fulfill at school in providing a holistic education for the learner. They just do not go to school to teach. They are fully involved in every part of the lives of the children. Mrs. Smith explains the reason for this:

...one of the things in the mission statement is the holistic development of the learners and we focus on them. [S13]

This means that they take into consideration that learners have different talents and potentials so it is up to the school to provide opportunities for the learners to develop these. This has great implications for the teacher as it impacts on the many roles they need to fulfill. The role

functions that have emerged from the data are the defining function of teaching and learning; extra-curricular activities and providing pastoral care.

4.4.1 Teaching and learning

Teaching and learning is the main function of a school. Mr. Pillay talks about the subjects offered at this school:

This is not a technical school; it's a normal high school. The children that do Engineering Graphics, they do Physical Science, Mathematics, some do Information Technology some do Life Sciences but Engineering Graphics is a component, it used to be Technical Drawing, they have changed it now to Engineering Graphics and they have included little more aspects but it's a very fruitful subject, in a sense where even if you don't become an engineer, it is knowledge for life that you retain which is very, very important. [P16]

The bias that this school has towards technology influences the speech of this principal as at the outset he clarifies that by looking at the subjects offered at this school, it can be mistaken for a technical school but it is a normal high school. He mentions the different subjects to show that learners are free to choose the combination they want to. He explains the change in the name of the subject from Technical Drawing to Engineering Graphics. The fact that he mentions how useful the subject content can be even though the learners do not become engineers alludes to this being a difficult subject and there is a high failure rate:

Engineering Graphics is a major component of our academic field and we have two educators, I still teach the subject, I love my subject...[P13] we've got lots of female students who've done it... [P13]

He betrays his bias towards this subject as this is the subject he teaches. The fact that he mentions that he still teaches the subject confirms his love for the subject and it disrupts the argument by many teachers who complain that the principals are not teaching. His mentioning that the female students are also doing the subject indicates that there has been a definite paradigm shift as previously this subject was mostly offered to and studied by the boys. Mr. Pillay speaks about how this school promotes Maths and Science:

When it comes to the academic, just to give you some insight with regard to Maths and Science. The South African Institute of civil engineering had a bridge building competitions a few weeks ago... You get about six hundred teams that participate... We're a public school... It's done to improve the number of engineers or to at least get people to do engineering as a career more especially civil, our country is battling without engineers. [P12]

This school gives their pupils the opportunity to participate in this competition which will entail that the teachers involved, will be doing this will be over and above their normal work. The number of participating schools indicates that the competition was tough and for this school to be a public school to enter this competition indicates that this school has a very strong Maths and Science department. They have brilliant learners, dedicated and committed teachers and they have great confidence in their ability. Knowing the aims and objectives of the competition also indicates that this school is gearing and preparing their learners for a career in engineering. By recognising that there is a shortage of engineers in the country shows that they are looking at the needs of the country and also making sure that their learners will be certain of getting a job. Entering this competition is one way of motivating learners to be civil engineers. Mr. Pillay also talks about the pilot project they are involved in:

So it's a pilot project and hopefully per year we should have about eighty to ninety students qualifying as civil engineers which will give the economy a major boost, a major boost because if you look at the inspectorate with regards to Engineering if there's damages to bridges and fires there's only eight in the whole country, eight in the whole country assessing safety. [P14]

By mentioning that they will be producing these civil engineers and explaining the implications for the country demonstrates that he is very concerned about this situation and they are doing something about it. It also shows that they have their goals firmly in place and they are doing everything in their power to make sure their learners achieve these goals.

Mr. Pillay talks about the programmes they have in place to help the matriculants:

We keep our results stable and not dropping. We have a project whereby the matriculant students from the beginning of the year, every day after school, there's an hour programme, everyday its various different subjects , it's compulsory... We also have a strong programme on Saturdays as well with subjects, gateway subjects Maths, Science, Accounting and that's how we keep up the good work and teacher are ever willing after hours and they don't get paid. [P18]

These words show the dedication and commitment at this school of the learners and especially the staff, who do not get paid. They extend the school day to do these extra lessons and also come in on a Saturday. This also indicates the tremendous emphasis being placed on the matriculation results that this school has to put so much extra effort to keep the results stable and not dropping. Mr. Pillay speaks about their matriculation results:

The pass rate was way above in the eighties...[P21] ...we don't like talking about it, we don't like showing off. There's an award on my table, it's in a box 2010 matriculation results. It is just kept there that's all. We don't blow our trumpets...[P40]

This indicates that they have done well if they received an award which is usually given by the Department of Education. In keeping with the great emphasis of technology at this school, Mr. Pillay gives students ideas on how to use technology to learn:

... you got to become techno-savvy...I think all of you know how to use cell phones...use it to your advantage...What don't you BBM notes and questions to each other? Why don't you read them into your phone?...then you going somewhere... put your earphones on,... listen to the notes... ou got diagrams, photograph it... hen playback to see the diagram. In other words use the existing technology to make your learning more accessible. [P31]

He encourages everyone to learn how to use technology and he gave the students practical ways in which to use their cell phones to help them to study. His message is clearly confirmed in the last sentence which states that the existing technology must be used to make learning more accessible.

At Almond Primary, Mrs. Smith talks about the change in the curriculum:

We follow the curriculum 2005 presently; there are changes that are taking place with Caps coming in. [S12]

This school follows the directives from the Department and she mentions the changes. The message is that schools must adhere to the changing curriculum policy requirements as laid down by the Department of Education and teachers must keep abreast of the changes that constantly take place. She goes on to talk about the difficulties in teaching Grade 1.

... a lot of them coming into grade 1 have never been to grade R. So it's quite difficult teaching them because you actually have to do a bit of readiness with them before they actually progress into grade 1... [S10] In Maths, teachers do a lot of extra work with them especially with the little ones after school. [S24]

This shows that these learners are starting their schooling career with a backlog. The readiness has to be done in Grade 1, using up time that should have been spent on Grade 1 work. This also gives recognition to the teacher's ability to be able to pick up these gaps. The teacher's dedication and commitment is also highlighted by mentioning their extra work after school. Learners with learning difficulties are also helped:

...and one junior special class. That class is for children who have difficulties coping in the mainstream and they are placed in there, some of them can be streamed back into mainstream or then they progress through to the senior special class and then to a special school. [S8]

By mentioning this, the principal makes the student teachers aware that there are those pupils that cannot cope with their schoolwork and the special classes cater for them. She also tells them about the path they will follow.

Mrs. Smith speaks about the work ethic of the pupils:

We just find that our children from Rwanda and children from Burundi are very, very hard working. They have exceptional work ethics and it might be... that they've come from such difficult circumstances that they understand when they're very young that they have to use the opportunities and if you ask them in grade 7, every single one of them want a scholarship somewhere and they want to help their families so they really are extremely hard working and it has changed our whole work ethic at the school around because nobody wanted to teach the grade 7, now everybody wants to teach the grade 7 because they work so hard. [S17]

She explains that these children are very hard working and she speculates that it is because of the hardships they have faced. She also refers to their goals of getting a scholarship and helping their families. This has also had a positive effect on the whole school and especially on the teachers who all want to now teach the Grade Seven learners. The message is that the student teachers must be aware that there are some pupils that work extremely hard and all teachers want to teach these learners. Their teachers must be prepared with enrichment activities that will challenge these learners.

4.4.1.1 Messages about teaching and learning

The messages that are conveyed here are that teachers need to offer subjects which gear learners towards a career that will eventually address a shortage in the country. They must also provide other opportunities like entering competitions that will provide enrichment of these subjects. Teachers must provide extra tuition for matriculants as there is great emphasis placed on the matriculation examinations. Teachers must also help those pupils that have not attended Grade R or are having difficulty with the English language because it is their second or third additional language. Teachers must use technology to facilitate learning. There must also be structures in place to cater for slow learners and know that there will be learners in the class that are hard working and will challenge the teacher.

The emphasis on technology at Diamond Secondary influences Mr. Pillay's speech as he refers to a lot of new devices.

This message provides the link between the well resourced context and instructional leadership as it demonstrates the commitment and dedication of both the teachers and the learners as everybody is prepared to go the extra mile to ensure that the teaching and learning takes place at the optimal level. Their well resourced context allows them to provide all the opportunities for their learners. They are reaping the reward for their efforts because their high standards are maintained and the high school has received an award from the department.

The next role function is the extra-curricular activities.

4.4.2 Extra-curricular activities

These activities give the learners that are talented in other areas beside the academic subjects, an opportunity to realise their potential, practice and master their skills. Mrs. Smith explains:

We also got a very active extra-mural programme... [S13]

This confirms that they have a programme in this school. She explains the other reason for having this programme:

... if you happen to get to look at our children, you will see why we need to have an extra mural programme because we need to let them loose and one of the ways to release the tensions is to get them involved in sports... [S13]

In these words she reveals that the learners at this school are very boisterous and they have a lot of pent-up energy and they enjoy being free outside, they feel very restricted in the classroom. It also suggests that there are many behavioural problems in the classroom. The message to the student teachers is that learners must be given an opportunity to be outside and this helps with the behaviour inside the classroom.

The thing is with our programme we don't have coaches from the outside. Our teachers are involved with the programme so in the afternoon each teacher spends two hours per week with extra mural. We've different types of activities we focus on the main codes like soccer, cricket netball, basketball, cross country, we've got cultural activities, indoor games, we've got chess. [S13]

Mentioning that the teachers do the coaching themselves shows that the teachers have many skills at this school. It is also a comparison with other more advantaged schools that are able to afford specialised coaches. This demonstrates how the context of this school influences what the principal says as this shows their emphasis on the human resources. The various codes indicate that the learners have many options to choose from and shows the good infrastructure that they have. This school also caters for those that do not play sport. Mrs. Smith explains why the learners stay at school in the afternoon:

A lot of them stay here, if you come past the school at four o'clock in the afternoon the whole school's full, they're all playing outside or doing some kind of sport because they all have to go back into these little flats. [S24]

Due to their cramped living arrangements, the learners prefer to stay at school till late in the afternoon so that they have enough space to play and run around. This will mean that the teachers must stay to watch over them.

At Diamond Secondary sports is included in the Life Orientation (LO) lesson:

We've got sport down to a level whereby it is inclusive in the LO at the moment, we make sure that the child has a balanced education... We have a very good area for sporting... We're looking at creating sports academies and also sporting teams that include the normal child who will be afraid to run on the grounds... The most important aspect is to include those that don't do any sport, on a fun level. [P19]

At the moment this school is focusing on the academic subjects as sport is only included in the LO lesson. This data indicates that they have realised that in order to ensure a balanced education for their learners, they need to include sports in their curriculum. Their plan is to include everyone and have many fun activities.

4.4.2.1 Messages about extra-curricular activities

The messages that come through about extra-curricular activities are that teachers provide these activities by coaching sports, cultural activities and indoor games. Teachers must be aware that these activities allow the learner to use up their energy and also explore their talents. It gives the learners that have talents in this field an opportunity to excel and this helps their self esteem. Playing sport after school allows learners to play instead of being cooped up in their flats. The children in the high school are not exposed to much sporting activities.

Thus it is evident that extra-curricular activities are an important role function that teachers have to perform. This is also a teaching and learning process that contributes to the holistic development of the child.

The last aspect to be discussed in this theme is providing pastoral care.

4.4.3 Providing pastoral care

The care giving functions have a major impact on teacher's role functions. The most basic need is the one for food and because of the socio-economic status, as discussed earlier in this chapter, many of the pupils come to school hungry and this school addresses this basic need:

...we run a feeding scheme. The children not all of them are able to bring lunches. There are 300 hundred children that are given sandwiches during the day made by the lady on our premises and made possible by very generous donors, as well as, we have soup being delivered to our school in a bucket with some rolls, also from very generous donors and the children get a chance to have soup and rolls and they get a chance to have sandwiches as well. [S11]

This school is able to tap into the community and is able to get all these generous donors to provide for these learners. This school has gone one step further:

...some of them don't have food at home, and so out of the generosity of some donors the children also get once a month a food parcel, if it's possible we will do twice a month a food parcel, so food parcels go to 100 families, I think it has been extended to 120 families that food parcels go home to. [S11]

This school is very fortunate to have such generous donors that they are even able to send food parcels to the learner's home. This fact highlights the high levels of poverty in this area and the poor socio-economic status of the learners at this school.

At Diamond Secondary there are plans to cater for the poor:

For the poor we have a programme in the pipeline at the moment, we're not part of the nutrition programme but I don't want to give away too much on that one. [P23]

Mr. Pillay mentions that they are not part of the nutrition programme but they have realised that there is a problem with learners going hungry. It seems as if they are finalising their arrangements to get some sort of nutrition programme going at this school.

The message conveyed here is that if learners are hungry then the school has to make efforts to feed these learners otherwise they will not be able to concentrate and pay attention in class. Mr. Pillay speaks about another care giving function of those that are experiencing problems:

The programmes that this school provide for children who are depressed, need counselling and facing problems in their studies is that we have counsellors that do come in on a weekly basis, We do have a relationship with the Children's Home, we make referrals there, we have a very strong bond with other organisations and we have each one to our access to how we want to address the problem, sometimes it doesn't have to be addressed at school, we referred the parent to the organisation and it's done there. [P22]

This indicates that there are learners at this school that have problems with their schoolwork and may be presenting other problems. The relationship that this school has with the organisations that are able to support and help them indicates that the school has regular contact with these organisations. Teachers know the procedures to be followed and are able to implement them at their discretion. Parents are also brought in as the need arises. This indicates to the student teachers that there are specialised organisations in the community whose help and support can be enlisted when learners that have problems. Mrs. Smith also follows a programme along the same lines:

If the child is still misbehaving, the next step is the deputy principals where we get the parents in, there's parental involvement, there's interviews, we try and find out what the problem is, there's obviously a problem if the child is continuously misbehaving there is a problem so we investigate and find out more about the child's background, what's going on at home, is it anything we can help with and that's the stage where we take it and if there's outside intervention then that it's referred to the principal where we get psychological services, psychologists, psychiatrists, counselors involved so that's the stages.... think that we try to avoid with suspension, we try to get the counselors our social workers from our school involved. If a child's need medication we suggest that. The children are also assessed if they don't perform academically, if there's problem with behaviour we send them for assessment. On the basis of that we make decisions in the best interest of the child. That basically what we follow. [S20]

At Almond Primary Mrs. Smith explains the procedures and processes that they have in place to address these problems that arise. She also refers to the many support services that this school can rely on. Mr. Pillay also refers to drugs:

You find that in many schools at the moment there is a major problem with drugs. We've got lots of elite units from the police force that come in and encourage our students with regard to talks and forming good relationships and you find that with pride these students

we turn them around if there are any troublesome ones. If we can't then there's other ways of dealing with those aspects. [P10]

This alludes to there being some problems with drugs at this school as is the case with many schools. They are using the talks given by the police force encourage and motivate their learners to keep away from drugs. By mentioning that there are other ways of dealing with those aspects indicates that they also have procedures and processes in place to deal with any problems that may arise. As much as the care giving function takes up a lot of time and has increased teachers' work in recent times, it is an important role function that teachers have to perform. Mrs. Smith refers to the welfare of the teachers themselves:

...staff development for the staff because I think it's important for the teachers to also be fed, spiritually, whatever it is but you just can't keep giving at this school, which is what you do, you get emotionally drained. [S14]

The impact that pastoral care is having on the teachers is recognised. Teachers are continuously giving off themselves at this school; it is emotionally draining. The word "fed" indicates that teachers are depleted of all their mental and spiritual resources and now these have to be replenished. Staff development is provided for teachers to help them cope with this situation.

4.4.3.1 Messages about providing pastoral care

The messages that come through in providing pastoral care are that teachers make arrangements for a feeding programme and this is done by appealing to the goodwill of people in and around the school. The stereotype that is dispelled here is that nutrition programme and feeding schemes only exist in under resourced schools. Teachers can enlist the help of support services to assist with learners that need specialised help. The impact of providing pastoral care on the teachers themselves is acknowledged and that teachers are also helped.

This message also provides corroboration with how the well resourced context has influenced the principals' speeches as Mrs. Smith demonstrates effective leadership and she is able to enlist the help of all these support services to assist her.

This concludes the discussion on teacher's role functions. The last theme in this chapter deals with challenges teachers face at school.

4.5 CHALLENGES TEACHERS FACE AT SCHOOL

The principals have found it prudent to highlight areas in which teachers are having difficulties and informing student teachers that are entering the profession about these challenges will be beneficial so that they will be aware of these challenges and find ways and strategies to overcome them. The challenges that the principals have spoken about are diversity, discipline and safety and security.

4.5.1 Teachers have to deal with diversity

The greatest change that people had to come to terms with after 1994 is when apartheid was abolished and everyone were now allowed to be together in the work place, in schools, in the places where they lived, everywhere. This has been very difficult more especially for pupils and the staff at schools. One of the principals dwells on diversity demonstrating that this issue has really affected this person and has presented a challenge at this school. Mrs. Smith's speech contains many references to diversity. The first of which entailed the change from the school being a school for whites only to it being a multi-racial institution:

Our doors opened up in 1994, that's when we started making those changes. [S29]

In this extract of data, the principal explains that the change took place when they opened their doors and allowed admission to everyone, in keeping with the regulations laid down in the Constitution of the Republic of South Africa (RSA, 1996). The discussion in the previous theme lists the components that make up the pupil population of this school. It is evident that this school has indeed become diversified. Mrs. Smith has been at Almond Primary during the transition years and she has managed the change process. She recalls the changes that have taken place:

...if you had a look at some of the photos, you'll see all the little pale faces...the ten years that I have been very privileged, to have the privilege of living through. [S30]

By talking about the photos she recalls and confirms again that the school was a White school. The use of the word "privileged" and "privilege" indicates that she views the changes as something positive and she sees it as an opportunity. It also sends the message that she was prepared to move away from the only context she knew and had to adapt to the demands that the changes entailed. But this was also difficult as is evident in the words:

...you have to understand that I came from that little white school, safe little place where we were all pale faces... [S30]

This acknowledges that the context in which you have been schooled in has a very powerful influence in a person's life. Here she recalls that she came from the well resourced context of being in a White school and this has been entrenched in her. It is also interesting that Mrs. Smith refers to the White school as a safe little place. By implication it means that she sees the school now as an unsafe place. The principal herself leads by example when she states:

For me, personally I'm not too worried about what went on in this school long ago because it was a different lifetime for me. This school was completely different... It was a whole different world [S30] I'm the principal here, this is not my school, this is our school... [S1] so for me I had the privilege of getting to know all these other cultures and all these other people and working with them. [S30]

She speaks about her own experience of going through the change process and these words indicate the positive outlook she has and she acknowledges that things were different then. The principal proves that she has embraced these changes, this does instill trust in everyone and will entail respecting all the viewpoints that are brought to the school. She demonstrates that she is positive and open to knowing the other cultures. By using the word "our" shows that there is teamwork and she is part of the team. The notion of team work and working together is carried forward:

...with the huge support of the staff that we have and everybody walking the same talk and everybody doing what we suppose to be doing, supporting each other is the biggest factor in this school... Every one of us knows that we can count on each other to make things happen and make things work. [S31]

This indicates that the principal enjoys great commitment, support and dedication from her staff and that everybody does what they are supposed to be doing. This alludes to there being a very good working relationship amongst all members of staff and there is a common and clearly defined vision and mission.

If you look at the staff as well, we've got a multi-cultural staff; I think that's a good example for the children as well to see us working together and not having racial issues ... [S29]

It is important also that the principal points out that the staff is multicultural and they work well together and this serves as a good example for the children to follow. They have also used this to get help for the school as the principal explains:

...it's been to our benefit because we are from different cultures, each one taps into their own culture for help... we've got all these different people coming in. We have the Muslim community who gives us the parcels, we have the Hindu community who give us the food every time we need to feed the children, we have the Christian community who give some food and do the homework I think the children see that so I really think we've gone beyond that, I like to think that anyway. [S28]

Each staff member appeals to the religious group they belong to for help. All these different religious groups come together to provide these invaluable services to this school and it is to the schools advantage and credit that they are able to elicit this type of assistance.

There has been diversity with regards to the learners as is evident in composition of the learner population which has been discussed in the socio-economic status of the learner. This indicates that the learners at the school live around the school but they are children of people from other provinces in South Africa or children of people who work in the area. Mrs. Smith explains that the parents want their children to come to this school because of English:

...those parents want their other children to go through English instruction but they can't where they're living so we don't want those families to be fragmented where the one child is schooled in English and the other child schooled in Zulu so we take those children in. So if they have had siblings at this school, we take them in. [S26]

These parents want their children to learn English as they have seen the difference in their other children that have been at this school. This school has adopted a policy where if the sibling was at this school they admit the child.

There are also children of the refugees who live in the area that attend this school. They present linguistic diversity:

You have children in a classroom that speak French, Swahili, Lingali, Sotho, Portuguese, Xhosa a whole wide range of languages are spoken in the classroom... [S9] We just find that our children from Rwanda and children from Burundi are very, very hard working. [S17] a Congolese boy he came here in grade four, he only knew two words. [S23]

The many types of languages that are spoken indicate the diversity at this school as these languages are spoken in different parts of Africa. Her reference to the pupils from Rwanda, Burundi and Congo shows that there are pupils from these countries as well. Teachers at this

school have to therefore cope with linguistic diversity. The message is that at this school diversity is so vast as it does not only cater for learners from within South Africa only, but learners from the continent as well. This school has embrace diversity and everything seems to be going well at this school:

So our children have been exposed to multi-cultural, multi-lingualism for many, many years I wouldn't say there's any discrimination among the children... all live peacefully and happily. I think we've come beyond that. [S27]

These words further confirm that the learners have many years of experience with diversity at their school and there they all get on very well. But there are other parts of the data where there are nuances that can be picked up that allude to the contrary:

I think that rubs off on the children as well I think that has helped a lot and with time, over time it will come right and everyone is seen as equal and with the multi-cultural staff it helps a lot... [S29] I don't think our refugees are discriminated against, they'll always be the odd *Kwere-Kwere* but I think that it's always done in good humour. We don't have fights with knives and things like that. [S28]

The words "with time, over time it will come right" does indicate that something is still going wrong, where everyone is not seen as equal. There is the "odd *Kwere- Kwere*" is condoned and seen as good humour and that the principal feels that the worst things that can happen are "fights with knives," this is problematic. But she realises that there are still some issues to resolve and she hopes to enlist the help of the parents and make changes in the community:

It's hard work though and it not's only the children. That kind of thing does not start with the children; it starts with the parents so it's only by getting the parents in all the time and talking to the parents that we start changing a community. [S28]

The message that comes through about diversity at this school, indicates that there has been some difficulties that have been experienced through these transition years but that the principal and staff are working together and making attempts to embrace these changes, even enlisting the help of parents and trying to change the community.

The deafening silence from the principal of Diamond Secondary on this issue can mean that there are no problems or issues of diversity at this school. The fact that the school population at this school comes from the informal settlement around the school and from outlying rural communities, indicate that there are pupils from diverse backgrounds but mainly from the Non-White communities. The assumption is also that all the communities were in the same

situation in the past, are united by the liberation struggle and they are able to embrace each other very easily after the 1994 changes.

4.5.1.1 Messages about teachers dealing with diversity

The message with regard to diversity is that schools became diverse after 1994. At Almond primary all learners were admitted to the school and many sought admission to this school for various reasons namely, they wanted to learn in English, their siblings did well, their parents worked in the area or they lived close to the school. This school had children from within South Africa and also refugee children from the African continent. This presented language issues. There has also been diversity with staff and seeing the staff working well has served as a role model for the learners. There have been some problems but the school is addressing them and enlisting the help of parents. Diversity issues are not mentioned by the principal at Diamond Secondary and this indicates that they are no problems. The message that also comes through is that this integration process has been much more difficult at a former White school than a former Non-White school.

The next challenge that the principals talk about is discipline.

4.5.2 Teachers have to deal with discipline

This refers to how teachers deal with the manner in which learners carry themselves. Learner discipline is presenting a great challenge in both schools.

Mrs. Smith talks about corporal punishment:

The method we use at our school is we bend them over and give them six of the best. (*Laughter*). It's important for us as teachers to know that it is against the law to instill any kind physical abuse on children so I think you need to be aware of that. [S19]

She mentions the old practice of administering “six of the best” which was the practice that was used previously. The message is loud and clear that corporal punishment is not allowed and it is against the law. Mrs. Smith goes on to explain the method that they do use:

...we make use of is the demerits system, we make use of grade detention and what we call the head of department detention.... Each teacher has a tracking file, with the learner's names on it and a list of misdemeanours... On the back page of that file is the good work... the rewards as well I think it continues into the assemblies where we have what we call the

good news book... Each teacher will identify two or three children for something good that they have done and they are called up in the assembly and they are awarded badges and certificates.... There is a lot of positive reinforcement in the school. [S20]

This school makes use of the demerit system and detention. The tracking file has records of misdemeanours and good work. There is a lot of positive reinforcement which takes the form of rewards of certificates and badges in the assembly. By mentioning this, this principal sends the message that there must be systems in place to handle discipline problems but this must be balanced out with positive reinforcements that will encourage learners to behave well.

The manner in which the learners behave and carry themselves sets the tone. Mr. Pillay explains that there must be discipline and education go hand in hand:

We have a very strong ethos of discipline, if there is no discipline you don't have an institution, you don't have it, then no education can take place. Then you'll find as well, with discipline comes pride and order. [P6]

This shows that a great deal of emphasis is placed on discipline at this school. The message is that where there is discipline everything else falls into place. Discipline starts with the pride they have in wearing their uniform:

The winning formula at the moment is that they all have the Diamond pride. We don't have to shout about uniform, ever. The students wear it with pride. You won't find fancy jackets. Yes obviously on certain cold days or inclement weather, sometimes children don't have anything else so; we tend to look at that slightly differently. [P5]

This shows that the pride in wearing their school uniform comes from within the learners as the teachers do not have to check on this. Teachers at this school also demonstrate that they know their learners well and they overlook the fancy jackets on cold days.

Mr. Pillay speaks about expulsions:

The ethos of discipline is extremely strong, we have a tribunal and disciplinary process whereby we do recommend expulsions. We do get flack from parents but we stand our ground. We do stand our ground. [P11]

The tribunal and disciplinary process inform the student teachers that there are these procedures that are laid down in the Schools Act and the SGB can make use of this. Repeating that the school stands by its decision of suspending a learner indicates that there are some very serious disciplinary problems at this school. Student teachers are made aware that there must be times that the school has to stand by their decisions against some very

strong opposition from parents. In contrast it is very interesting to hear about the expulsions from long ago:

...the lady took in six girls and eventually took in two boys. The two boys threw sand at the girls and were expelled so, there were expulsions so it's nothing new and in the book, the day book, she wrote they were very naughty and so she sent them home and they were never allowed to come back again. [S2]

This indicates just how far we have come from those days were learners were expelled over an incident like throwing sand. Mrs. Smith refers to remediation after suspension:

I think in very few situations we have the child suspended. Suspension also we have to be careful of, we don't just suspend for the sake of it, there's got to be a remediation programme in place. [S21]

This indicates that there have been suspensions at this school as well but this makes the student teachers aware that there must a remediation programme in place.

4.5.2.1 Messages about teachers dealing with discipline

With regard to discipline, the messages conveyed to the student teachers are that they cannot administer corporal punishment and the principals provide alternate forms of punishment like the demerit system and detention. Having a reward system has also been highlighted. Without discipline, education cannot take place and discipline must be intrinsically motivated and starts with the uniform. The SGB can set up a disciplinary committee and learners who misbehave can be sent to a disciplinary hearing where they can be suspended. There is also remediation that needs to follow. They also allude to the fact that discipline has a direct bearing on the success of instructional leadership.

The final challenge that the principals cover is safety and security.

4.5.3 Teachers have to consider safety and security issues

This refers to the safety of everyone that comes into the school premises. All learners and teachers that come to school need to feel safe and secure. Safety and security is another challenge that one of these schools speak about:

Related to safety and security, we have one of the most secure schools on a basis of statistics no dangerous weapons, drugs I can say virtually zero, occasionally we do have a problem which we address very, very intently and drastically as well. So it is a very extremely safe school. Parents can be rest assured that if there is any serious matter we will address it in whatever way possible. Security is the utmost. Parents rely on us to provide that and to make a safe environment so that the child can conductively thrive, Lots come from very difficult backgrounds, so at least in school, we've created a little haven for the child. [P9]... we announce relief now and then... but we got a notice there, the security guard keeps a copy and we announce so there should be no learner outside. [P8]

Mr. Pillay recognises that for learners to thrive they have to be in a safe and secure environment. He states that occasionally they do have a problem but importantly it is addressed. He also alludes to the fact that they are keeping to the parent's expectation of providing a safe environment and by calling it a safe haven indicates that, the learners face great dangers outside the school. The names of the relief teachers are also announced to ensure that no learners are outside during class time. This indicates that learners get into trouble when they are left unattended and by the security guard having a copy of the relief roster helps to direct the learners to the teacher concerned if they are found loitering outside. Having these measures in place ensures the security and safety of the learners while they are on the school premises.

From observations at both schools there are security guards at the gates and both schools have walls on the boundaries.

4.5.3.1 Messages about how teachers deal with safety and security issues

With regards to safety and security, the message is that schools strive to provide a safe and secure environment so that the learners and the teachers can concentrate on their core function of teaching and learning. There are various measures in place like having walls, gates and security at the entrance. Both schools have public announcement systems and announcements are made for relief teachers.

This concludes the discussion on challenges teachers face at school. This chapter ends with the summary.

4.6 SUMMARY

This chapter embarked only on the presentation, analysis and discussion of the data by concentrating on the critical questions of this study in order to gain a deeper understanding of the messages conveyed by principals in the context of well resourced schools. Studying the transcription of the principals' speeches resulted in certain broad themes that emerged namely the well resourced context; the teaching profession; the teachers' role function and the challenges faced by teachers. Understanding what the principals said and the messages that they conveyed has been unraveled by making sense of the text, moving deeper into the data and making interpretations of the meaning.

In the next chapter, these messages that have been unraveled will be linked to literature and the theoretical framework and this will constitute the findings of this study.

CHAPTER FIVE

FINDINGS - MESSAGES FOR STUDENT TEACHERS

5.1 INTRODUCTION

Chapter four outlined the presentation, analysis and discussion of the data using the key research questions of this study. In this chapter the data will be evaluated to provide answers to the key research questions, to assess the purpose of this study and to arrive at the findings. Careful consideration of the data has resulted in certain findings that have emerged with regard to the messages that have been conveyed to the student teachers from the principals' speeches. This will provide insight into what was gained from the bus tour. It must be noted that like the previous chapter the interpretations and understandings will be undertaken from the researcher's personal experience and perspective. This means that the messages that will constitute the findings of this study will be made through deductions, conclusions and inferences from the data.

The principals' speeches provide the student teachers with many messages that prepare them for the teaching profession in general, but as both principals are located in well resourced contexts, they provide messages about this context in particular. Since this study examines the role leadership can play in teacher training, it is also prudent to examine what the principals are articulating from the perspective of a leader.

This chapter provides a discussion of the main findings which will be structured using the main themes that the messages revolved around namely the teaching profession; teaching in the well resourced context and leaders' messages to student teachers. Corroboration with literature and the theoretical framework which, in this study is the invitational leadership theory of Purkey and Novak (1996) and the learning to teach approach of Amin and Ramrathan (2009), will be discussed.

Findings around the teaching profession will be discussed first.

5.2 THE TEACHING PROFESSION

Both principals provide many messages about the teaching profession to first year student teachers that have just decided to join the teaching profession. The bus tour is part of the new

initiative of the University of Kwa-Zulu Natal to include contexts of schools in the teacher training curriculum. This initiative recognises that principals are key role players, in the education process. Having gone through all the stages in the teaching profession from student teachers, teachers, head of department, deputy principal and now principals, one can assume that they have the experience and are in the powerful position of informing these future teachers about the profession. There is thus great value in what principals are saying and that can contribute immensely to teacher training and sustaining of the teaching profession.

The finding around the teaching professions has been demarcated under the sub-headings of inspirational invitations; the future of the profession; teaching requires multiples roles and functions; teaching is rewarding and debilitating and working in a results driven environment.

Inspirational invitations will be discussed first.

5.2.1 Inspirational invitations

At the outset both principals present a warm and inviting welcome to the student teachers. Their choice of words and their expressing the importance of this profession elevates the status of the profession and conveys their own pride and positive feelings about the profession. This finds resonance in the invitational leadership theory which Purkey and Siegel (2003, p. 1) define as a “powerful process of communicating caring and appropriate messages intended to summon forth the greatest human potential.”

Mr. Pillay’s reference to the students finding ways to bring out the “inherent dormant potential” [P1’] that is inside each one and that he hopes to drag out this potential is similar to the analogy that Cain (2008) uses of Michelangelo’s David as explained in chapter two of this study. This alludes to teaching being a calling that comes from within a person. His powerful words “make a little ember that makes you a teacher today”[P1] contributes greatly to this being an inspirational invitation where he hopes that the words of his speech will inspire and motivate the student teachers and provide them with affirmations that they have made the right choice. To avoid any doubt about his intentions he states, “I have tried to enhance your inspiration with regards to education.” [P42] These words encapsulate the assumptions of trust, respect, optimism, care and intentionality that the invitational leadership theory of Purkey and Novak (1996) is founded on.

Stoll and Fink’s (1996) explanations of the assumptions state that respect is to recognise that everyone is an unique individual, trust means to have confidence in others and as a leader to

behave with integrity while optimism is to have belief in people's untapped potential for growth and development and finally, intention is to actively support and encourage others to act with you. It is evident that the principals have provided an intentionally inviting message to the student teachers.

There is also corroboration with the leadership styles and models of leadership, explained in chapter two of this study, which subscribe to principles of teamwork, collaborative decision making and consultation. This also furthers the democratic ethos which is one of the foundations of the invitational leadership theory.

It is vitally important that principals do present an intentionally inviting message, especially to student teachers, as they have just entered the profession and this inspires them and gives them hope. This will ensure their positive outlook and motivate them to complete their studies and join the profession.

The future of the profession will be discussed next.

5.2.2 The future of the profession

The future of the profession is of great concern to both principals. They realise that they are getting old and there is a need for new teachers to be entering the profession all the time to replace all those that are leaving the profession for various reasons. According to Kyriacou and Benmansour (2002) a number of countries throughout the world are facing problems in recruiting an adequate supply of new teachers into the profession. Teaching as a career has to compete with other job opportunities. The national policy framework for teacher education and development in South Africa (2006, p. 11) presents the "perceived causes of diminished interest in the profession as poor public image of the profession and its status, uncertainty where new teachers will be placed after qualifying, a competitive employment market and challenging working conditions." The department of education has put in measures in place to attract more recruits to the profession by offering a good starting salary and bursaries which has to be paid back with service.

Mr. Pillay is concerned also about teachers that embark on a career in teaching but change their mind while being a student or very shortly after qualifying. Whitelaw (2004) identified the problem as the present practices of induction and mentoring failing to satisfy the needs of novice teachers resulting in large numbers of attrition both before qualifying and very soon

after qualifying. Mr. Pillay cautions student teachers about being influenced by their friends and changing their minds about teaching.

Focusing on the future of the profession highlights the problems being experienced in recruitment and sustaining the teaching profession. These student teachers are made aware that there is a need for teachers and this will encourage them to remain in the profession.

Teaching requires multiple roles and functions will be discussed next.

5.2.3 Teaching requires multiple roles and functions

The speeches of both principals focus on the many roles that teaching requires. Besides performing the functions of teaching, teachers also have to conduct extra-curricular coaching and providing pastoral care. This may have been a disrupting experience for the student teachers as there is a perception that learners in well resourced contexts do not have problems and that there is no feeding scheme at these schools.

Morrow (2007) explains that teachers having to perform these many roles have led to teachers being overloaded. The teaching process alone is very demanding with the new curriculum which entailed an increase in paperwork but pastoral care, which Morrow (2007, p. 103) calls the “care giving” function has also increased. He questions whether care giving should be part of the work of teacher or whether the employment of non-teaching staff can fulfil these roles. Bhana, *et al.*, (2006, p. 7) indicate that this work falls outside the curriculum and “teacher care work institutes a huge unrecognised and invisible aspect of their (teachers) work.”

In mentioning the many roles and functions that teachers fulfil, the principals enlighten the student teachers that teaching is not the only thing that a teacher does. This also dispels the stereotype that the nutrition programme only exists in underprivileged schools and that the learners in a well resourced school do not have problems.

Teaching is rewarding and debilitating will be discussed next.

5.2.5 Teaching is rewarding and debilitating

The principals make the student teachers aware that the rewards in this profession are not for monetary gain but it is the satisfaction of seeing the learners that are taught being successful. Jones (2006, p.1) supports this claim when she states that, “the most rewarding thing is when

you know you've made a difference in a child's life. This could mean that they have achieved something beyond their expectations or sometimes it's just a simple, heartfelt thank you." This is consistent with the invitational leadership theory of Purkey and Novak (1996) which speaks about bringing out the potential in a person. Helping someone to reach their full potential is very rewarding.

This profession is debilitating when it impinges on personal time as teachers have to attend meetings, do extra-curricular activities, give extra classes or do preparation and marking after school, on weekends and during holidays. Jones (2006) explains that it is challenging to teach learners that are de-motivated and do not put education high on their priority list and the other roles of social worker, parent, nurse, law enforcer and psychiatrist makes you realise that teaching is so much more than just teaching your subject. These debilitating aspects of teaching will fall into the category of disinviting messages in the invitational leadership theory of Purkey and Novak (1996) and can actually turn student teachers away from the profession.

It is beneficial that student teachers are alerted to both the positive and negative aspects of the profession. They can make an informed decision by weighing up the inviting and disinviting messages.

Working in a results driven environment will be discussed next.

5.2.6 Working in a results driven environment

The principals speak about the emphasis placed on results at schools. At high schools tremendous emphasis is being placed on the matriculation results. Schools are judged by their matriculation results and special awards functions are held rewarding schools that have performed well. This has placed added burdens on teachers to provide extra lessons after school and on weekends. It is fortunate that teachers are so committed and dedicated at Diamond Secondary as they do this without any remuneration. This alludes to the Plus Factor that Purkey (2011) espouses and explained in chapter two in this study. The principal utilises all the assumptions of the invitational leadership theory which are trust, respect, optimism, care and intentionality. This is invitational leadership theory at its best. It also demonstrates the good leadership styles employed by the principals as he has been able to motivate and inspire his staff. The intentionally inviting messages have been so successful that the teachers see their job as a calling and go the extra mile to serve the best interest of their learners. Bush

(2007) provides supporting evidence when he states that quality of leadership makes a significant difference to schools and student outcomes.

Thus it is evident in a well resourced context that instructional leadership is high on their agenda as every effort is made to promote the core function of teaching and learning at schools. The learners are provided with resources both human and material and in certain instances the latest technological devices to provide them with the maximum benefit ensuring they get the best results. They are also provided with many other opportunities like participation in Olympiads, competitions and excursions to support and enhance their teaching and learning experience. Thus there is a clear link between well resourced context and instructional leadership.

Informing the student teachers of working in a result driven environment informs them of the requirements of the department and what teachers need to do to achieve this. In a well resourced context, instructional leadership is emphasised.

This finding also provides corroboration with how the well resourced context has influenced the principals' speeches as it is because their context has allowed them to have a very positive experience of the education experience that they are able to provide such inspirational messages. It must be noted that these principals have worked hard to manage the many challenges that they face and demonstrated effective leadership that they are able to be so positive about their profession.

Having discussed the findings of the first theme which revolved around the teaching profession, this chapter will proceed with the discussion of the findings of the next theme which is teaching in a well resourced context.

5.3 TEACHING IN A WELL RESOURCED CONTEXT

The schools in this study are located in the well resourced context, thus the speeches of the principals have been shaped and influenced by this context. The findings are presented under the sub-headings of the well resourced context; change is difficult, fundraising activities and challenges in a well resourced context.

This discussion will commence with the well resourced context.

5.3.1 The well resourced context

Almond Primary was previously a White school and Diamond Secondary was an Indian school. The well resourced context at Almond Primary was provided by the government. Roodt (2011) explains that due to the legacy of the past, these schools that were reserved for White pupils still benefit from the far superior facilities, human and financial resources. These facilities have been set up and they are still there at these schools. With regard to human and financial resources they have the experience, processes and procedures in place that they used previously to secure these.

The well resourced context at Diamond Secondary has been achieved through hard work and partnerships by all the stakeholders. Christie, Butler and Potterton (2007) refer to schools that have been in Non-White areas that have succeeded to make their schools well resourced.

From the data it is evident that the well resourced context is relative. At Almond Primary the well resourced context is established by the emphasis on the human resources and infrastructure. In her speech Mrs. Smith speaks about the many specialised personnel at this school to cater for all the needs of the learners, teachers and the school.

At Diamond Secondary the emphasis is on technology and this greatly influenced all that Mr. Pillay said and the message that he conveyed as the major part of his speech revolves around the many technological devices that are used at this school. This has been a “disrupting experience and has destabilised learning” (Amin & Ramrathan, 2009, p. 74) for the student teachers as Mr. Pillay showed them the latest technological equipment that the school uses like the tablet and pen that many of the students never saw before. He also demonstrated many applications on the computer and cell phones that they can utilise to make their work easier. With regard to the use of technology in the classroom, Mr. Pillay encourages the student teachers to use technology to make their work easier. Bitner, N and Bitner, J. (2002) argue that teachers must learn to use technology and allow it to change their present teaching paradigm. Wang and Reeves (2003) assert that computers can bring great change to classrooms.

Visiting these well resourced contexts has been a disrupting experience as described by Amin and Ramrathan (2009) as it also entailed contextual diversities. Many of the student teachers have been schooled in a different context and they have never been in this context before. This contributes to the students understanding and experiencing various contexts. It also

further the initiative of including context as a part of the teacher training curriculum. By the student teachers being conscious of how the schools have come to be in these well resourced contexts makes them realise that not all well resourced schools have been provided by the government and it is possible to make all schools well resourced through hard work.

The key message that must be emphasized is the link between the well resourced context and instructional leadership. The message that comes through is that everything in this context is geared towards ensuring good results and making sure that the learners have every resource at their disposal, both human and material resources to produce these good results. The message from the principals is that the learners must take advantage of their well resourced context and utilise all these resources to obtain the highest quality of education and produce the best results. There is no excuse for anyone in this context to be doing badly.

The findings from the next sub-theme will provide clarity on why the contexts were affected.

5.3.2 Change is difficult

Both the schools in this study have undergone changes after 1994. It has affected the contexts of these schools. From the data it is evident that the changes at Almond Primary have had a major effect at this school as the principal's speech has many references to the past and how things have changed. Some of the changes experienced at the school were that the school became multiracial, so the school has both staff and pupils from all racial groups, the enrolment increased from 400 learners to 1500 learners who come from disadvantaged backgrounds and they are unable to pay the school fees. Mrs. Smith has been at this school and has seen through these years of transition. Fullan (2002) states that effective school leaders are key to large-scale sustainable education reform. Mrs. Smith has provided effective leadership as she has lead by example. She has provided the student teachers with a practical example of how she had to reframe her own memory. She explains that she was schooled in a White school and she had "cemented memories of her own school context" (Amin & Ramrathan, 2009, p. 74) but now she has embraced the changes at the school.

This also demonstrates the assumptions of trust, respect, optimism, care and intentionality of the invitational leadership theory of Purkey and Novak (1996) and the dimension of personally inviting others which involves caring for other and having a co-operative and harmonious relationship. Mrs. Smith explains that she uses the manner in which the diverse staff, works together as a team to serve as an example to the learners. She feels that this has

contributed to the good relationship amongst the learners as well. At this school, Kogod's (1991) words that differences should be appreciated for the variety, is used to the school's advantage by getting the staff members from the various religious groups to tap into their organisations to assist the school with the feeding scheme and other aspects at school.

At Diamond Secondary the principal does not mention the past but rather focuses on the present and what they can acquire in the future. The implication is that change at this school has been handled so well that it has not cause of any problems.

There is also the argument that "most White schools wanted to maintain the *status quo* and change presents a problem" (Machaisa, 2004, p.1 9) and that according to Fullan and Stiegelbauer (1991) that people who resist change often do so because they associate it with lowering of standards and change is accompanied by anxiety, sense of loss and a struggle for survival. This could explain the different reactions about the change process.

The principals informed the student teachers about the changes that have taken place in the education system so that they learn that schools are uncertain spaces and that changes take place all the time. They may be faced with these changes in the future. Strategies to deal with diversity are also provided. Despite all the differences of the past, both schools are in the same predicament when it comes to funds.

5.3.3 Fundraising activities

Both principals speak about the lack of funds, the reasons for this and what they do to raise funds. The main reason for the lack of funds at both schools is that the school fees are not being paid because the learners come from disadvantaged backgrounds and their parents cannot afford to pay the school fees. Both schools use their stakeholders, partnerships, sponsors, donors and well wishers to obtain their funds. They also speak about fundraising. According to Larson (2002) businesses are increasingly making inroads into classrooms, particularly in underfunded schools in exchange for advertising space and market research. They also provide sports equipment, teaching materials and technological resources. Berigan (2011) mentions that there are many schools that are getting zero co-operation from their teachers when it comes to fundraising. He goes on to state that this can be very discouraging to the parents who volunteer their time and effort. He feels that principals need to set the example and motivate the staff and learners. This means that principals have to transmit an

intentionally inviting message in keeping with the invitational leadership theory of Purkey and Novak (1996) to get teachers involved in fundraising activities.

The principals inform the student teachers about fundraising as this has become an activity that teachers have to get involved in at schools. They also provide some practical ideas that have been successful at their schools. This also disrupts the thinking that at well resourced schools money is freely available and there is no need for fundraising. The student teachers are alerted that not all well resourced schools have learners that can afford to pay their school fees.

Challenges in a well resourced context are discussed next.

5.3.4 Challenges in a well resourced context

Some of the challenges found at these schools are discipline and safety issues. These two aspects are closely related as good discipline leads to the school being safe and secure. Both schools have processes and procedures in place to handle behaviour issues and these are articulated to the student teachers. Strategies that are used are the demit system, detention, rewards and positive reinforcement. Student teachers were also informed about the procedures that the SGB can follow which is the disciplinary hearing and suspensions. The banning of corporal punishment was also brought to their attention.

Du Plessis and Looek (2007) explain that discipline refers to learners complying with a code of behaviour known as the school rules. These schools rules are now called the code of conduct at schools. Oosthuizen (2007) clarifies that good discipline is one of the key characteristic of an effective school and is a vital pre-requisite for a culture of teaching and learning at any school. Masitsa (2007) however explains that numerous schools are experiencing incidents of poor discipline that impacts negatively on academic performance, while even some have become life threatening. According to Stevens, Wyngaard and Van Niekerk (2001, p. 148) a safe school environment can be established “in a warm and welcoming environment, free of intimidation and fear of violence, a place where learners can learn and teachers can teach.” These challenges contribute to “reconstructing uncertainty” (Amin & Ramathan, 2009, p. 75) as this makes the student teachers aware of the challenges they may face and the principals provide strategies that they have employed at their schools.

Oosthuizen (2007), Masitsa (2007) and Stevens *et al* (2001) all concur that this challenge also impacts negatively on instructional leadership as it affects the teaching and learning process.

There is no doubt that there is a definite link between poor discipline and instructional leadership.

Having discussed the findings of the second theme which was teaching in a well resourced context, this chapter proceeds with the discussion of the findings around leaders' messages to future teachers.

5.4 LEADERS' MESSAGES TO FUTURE TEACHERS

This study is examining the role leadership can play in teacher training. Principals are the leaders at schools and what they say from the perspective of leaders adds credence to the messages conveyed to the student teachers. The principals offer advice to the student teachers on many issues. This takes the form of guidelines on the manner in which they need to carry themselves and also what they must and must not do. This professional advice emanates from the years of experience of the principals and also from observing and correcting other teachers that have made the same errors. This is in keeping with all the assumptions of the invitational leadership theory of Purkey and Novak (1996) as the principals exhibit trust, respect, optimism, care and intentionality by these actions.

One of the messages that principals convey is that, they must strive to be good teachers and how being a role model contributes to this. Berryman (1998) states that teachers must be role models for their learners inside and outside the classroom because of their position of trust and influence, while Lumpkin (2008) contends that teachers must display behaviour reflective of moral virtues such as fairness and honesty and to adhere to the professional code of conduct.

Principals tell the student teachers that effective management of the classroom contributes also to being a good teacher. Oliver (2007) declares that the ability of teachers to organise classrooms and manage the behaviour of their learners is critical to achieving positive outcomes. There are links to instructional leadership as the positive outcomes refers to good results and in order to achieve this there has to be effective teaching and learning.

Nieto (2003) states that good teaching can overcome difficult handicaps such as poverty and other social ills and good teachers makes the single greatest difference in promoting or discouraging student outcomes. Fine (2000) captures the essence of the principals' words

when she articulates that good teachers treat each child as an individual ready to gain inspiration as well as knowledge. By preserving the best values of the past, a good teacher can make the future a better place to live in. By using their own experiences, the principals are preserving the values of the past as there are some tried and tested methods and practices that have been successful in gaining the desired outcomes. Student teachers can tap into this and use this to make a success in their chosen career.

The message that clearly comes through is that teaching is a good career to embark on but as Kosnik and Beck (2011) emphasize becoming a teacher is hard work, being a teacher is hard work. Providing these messages from the leaders' point of view motivates the student teachers, draws their attention as to what is expected of them and also gives them ideas on how to overcome certain problems.

The final aspect of this chapter is the summary.

5.5 SUMMARY

In this chapter the data presented, analysed and discussed in the previous chapter, was evaluated to arrive at the findings. This provided insight into what was conveyed to the student teachers from the bus tour. The messages that formed the findings of this study were discussed using the broad themes of the teaching profession; teaching in the well resourced context and leaders' messages to future teachers.

The sub-themes that were used to unravel the messages provided corroboration with firstly the invitational leadership theory of Purkey and Novak (1996) where aspects like the inspirational invitations, teaching is rewarding and working in a results driven environment provides intentionally inviting messages and will encourage, motivate and inspire the student teachers to continue in this profession while other aspects can make them question their decision.

There was also corroboration with the learning to teach approach of Amin and Ramrathan (2009) when the findings were linked to the intervention phases of reframing memory, disrupting experiences, destabilising learning and reconstructing uncertainty.

The message that comes through is that because of their well resourced context these school are able to provide the highest standard of education and they promote instructional

leadership. They provide their learners with every opportunity and make sure that every aspect that will optimise the teaching and learning process is catered for.

The messages that also come through from the principals are that although these schools are well resourced schools, it does not mean that everything runs smoothly without much effort. Well resourced schools are uncertain spaces with its own problems and challenges. The message that were conveyed to the student teachers visiting this well resourced context during the bus tour is that it takes hard work to be able to maintain and improve this context. Contexts change and privileges that were enjoyed by certain schools in the past have been taken away. Student teachers could face more changes in the future. They must be prepared to work hard if they find themselves in a well resourced school as, contrary to popular belief; everything is not perfect in this context and everything is not just given to you.

The next chapter, which is the final chapter of this study, will present the summary, conclusions and recommendations.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter outlined the findings of this study which were the messages that were conveyed to the student teachers on the bus tour. This final chapter will present the summary, conclusions of this study and emanating from this certain recommendations are suggested. Recommendations for further research are also made.

This final chapter commences with the summary of the study.

6.2 SUMMARY OF THE STUDY

This study commenced with the bus tour where first year student teachers visited two well resourced schools. Diamond Secondary, a former Indian school has built up their well resourced context by the hard work and initiative of the all stakeholders at this school. Their emphasis is clearly on technology and this permeates every aspect of this school. It is used by the principal to help with administration, leading and managing the school. It is used by teachers to make their work easier, also to enhance their lessons by making them exciting and to keep abreast of the latest knowledge. Lastly the learners are encouraged to use cell phones and the other technological innovations at the school to help them with their learning.

Almond Primary is a former White school that had their well resourced context provided by the government. This school has undergone many changes and is experiencing great difficulty in maintaining the resources at the school. Their emphasis is on infrastructure and human resources.

The contents of the speech by Mr. Pillay at Diamond Secondary, revolved around the technological advancements at the school and how it is used to aid teaching and learning and also to make work easier and comfortable. Mr. Pillay presented a very inspiring invitation to the student teachers and presented his concerns about the future of the profession and encouraged the student teachers to stay in the profession and become good teachers. He spoke about the great strides this school is making in its endeavour to produce future civil engineers with the help of the NGO that is assisting them. He mentions the problems they encounter at schools and explained the strategies they have utilised to address these. He also

offered the student teachers a “few tips that he hopes they will find great value in” about the teaching profession.

At Almond Primary, Mrs. Smith warmly welcomed the student teachers and provided some history of the school and described how the school started and how the school was during the apartheid days. She elaborates on the changes that took place and the situation of the school at present. The organisational and management structures were explained and also the fundraising drives that the school embarks on were clarified. She also expands on the composition of the learner population and the circumstances around their disadvantaged backgrounds which has necessitated them setting up a feeding scheme and putting other support structures in place. The manner in which diversity has been addressed at the school was also elucidated. Mrs. Smith afforded student teachers advice on the challenges of the profession and also referred to the rewards.

This study focused on the contents of these speeches of the principals and noted collectively what messages are conveyed in the speeches. The chapters of this study were structured as follows:

Chapter one presented the background and orientation of the study.

Chapter two focused on the literature review and theoretical frameworks.

Chapter three outlined the research design and methodology.

Chapter four focused on the presentation and analysis of the data.

Chapter five presented the findings which were the messages for the student teachers

Chapter six outlined the summary, conclusions and recommendations.

The purpose of gaining a deeper understanding of the messages conveyed by the orientation speeches of the principals have been achieved by the presentation, analysis and discussion of the data where the underlying messages were unraveled. This resulted in the findings of this study which were the messages for the student teachers which contributed to answering the key research questions of what the principals said to the visiting student teachers and how the context featured in what they said.

The significance of visiting these well resourced contexts and the bus tour was that it possibly disrupted their ideas that well resourced schools are ideal places and there are no problems.

They realised that people have to work hard, there are problems and challenges but there is also great joys in working here. There are expectations for teachers to be good and hard working.

The value of using the invitational leadership theory of Purkey and Novak (1996) is that it made it possible to ascertain what kinds of messages the students were exposed to. Whether they were being invited to become teachers or whether the messages were disinviting.

The impact of using the learning to teach approach of Amin and Ramrathan (2009) is that it was a disrupting experiencing and it reframed the memories of the student teachers as many of them attended poorly resourced schools and this was a totally new context for them. It challenged their established way of thinking about schools. It destabilised their learning as they were introduced to many new innovations and new ways of doing things and finally, it also reconstructed uncertainty as the principals refer to the many challenges that have to be faced in this context and made them aware that this is an uncertain space.

The conclusion of this study is presented next.

6.3 CONCLUSIONS OF THE STUDY

The main conclusions of the study and its significance for leadership is that it highlighted the importance of leaders, who not only are concerned about the school but are looking to the future about who is coming into the profession. It also brings to the fore how leaders at school act as inspirational speakers, a role that is not talked about in the literature, that they are inspirational and motivational speakers. Principals are another source of information for student teachers and maybe it is important that future teachers do not only interact with their lecturers at university and with teachers in the classroom when they go on teaching practice but it is important for them to listen to a leader who gives them a deep and detailed message around teaching. It is also important because it gave the student teachers exposure to leadership which they often do not get when they are in college or university. This study fills the gap between theory and practice where the university theory is supported by the principals' speeches.

Principals can be used to assist in the training of new incumbents. What they say from their experienced position has great value and will provide invaluable messages of motivation,

encouragement and support. These messages are inspirational invitations to the teaching profession.

Informed by the findings and the conclusions the following recommendations are presented next.

6.4 RECOMMENDATIONS

6.4.1 Universities should continue with this initiative of taking student teachers to various contexts on this bus tour as it gives the student teachers an opportunity to gain the experience of visiting schools that have different contexts. Principals at these schools are in the experienced position and they provide invaluable messages to student teachers. This adds great value to training the next generation of teachers.

6.4.2 The principals can be provided with guidelines by the university on the issues that they need to cover in the orientation speech to ensure that they motivate and inspire the student teachers.

6.4.3 The student teachers should also be given broad issues to focus on when embarking on this bus tour. They should prepare questions that they could ask the principal that will offer clarity on issues in this particular context.

6.4.4 The Department of Education should provide principals with professional development around communicating motivational and inspirational orientation speeches as this will enhance this activity and contribute to inspiring student teachers and sustaining the profession.

The following recommendations for further research are suggested.

6.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Recommendations for further research around this topic can be that a variety of contexts be researched or the student teachers can be interviewed to gauge the exact message that they go away with instead of it being inferred from the researcher's perspective.

This study ends with the summary of this chapter.

6.6 SUMMARY

This final chapter presented the summary of the study and outlined the main conclusion of the study. Further based on the conclusions and messages to the student teachers, certain recommendations and recommendations for further research have been suggested.

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APPENDIX ONE: LANGUAGE CLEARANCE CERTIFICATE

APPENDIX TWO: ETHICAL CLEARANCE

APPENDIX THREE: LETTER TO DEPARTMENT OF EDUCATION

3 Sheridan Street
Havenside
Chatsworth
4092
12 July 2011

Attention: The Head of Department
Department of Education
Province of Kwa- Zulu Natal
Private Bag X9137
Pietermaritzburg
3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Mrs. Somadhanum Naidoo, a Masters student at University of Kwa-Zulu Natal (Edgewood Campus) in the School of Education and Development specialising in Educational Leadership, Management and Policy. I am embarking on a study of including leadership at schools as part of the teacher training curriculum. My study is entitled:

A Principal's orientation speech to visiting student teachers: A case study in a well resourced school.

This study is part of the TP120 project that is being conducted by the University of Kwa-Zulu Natal to evaluate the placing of context at the centre of a learning to teach approach. The school environment has become diverse and dynamic since the implementation of changes after 1994. The problem that teacher training institutions are faced with is, to adequately prepare teachers to adapt and adjust to these diverse and dynamic contexts. The thinking therefore is to include diverse contexts as one of the major components in the teacher education curriculum. One initiative to achieve this is to enlist the help of leadership, who are the experienced counterparts in schools, to assist university personnel with the training of new incumbents. This is done when first year student teachers are taken to schools of varying context and the principal, or a representative at these institutions is given an opportunity to address these students.

The focus of this study is to research the contents of the speech given to student teachers by leaders of a well resourced school. In particular, it focuses on the messages conveyed in the speech. What is said, how it is said and also what is not said and also whether these messages are connected to the context of the school, in other words to interrogate the relationship between context and what is said.

Participants will be the principal at the school who will deliver the orientation speech to the visiting student teachers. This speech will be recorded and a transcription will be made. Participants will be given an opportunity to read this transcript to verify the contents.

Please note that there will be no financial benefits that will accrue as a result of participation in this research project. As this study is part of the TP120 project, the ethics for this project have already been approved fully. (Reference Number – HSS / 1155 / 010). The strictest confidentiality will be maintained and pseudonyms will be used in the study. Participants will be informed in advance of the visit by the student teachers. This school has been purposefully selected to participate in this study but participants will be made aware that participation remains voluntary. They may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

For further information on this research project please feel free to contact me: Mrs. S. Naidoo (Barbs) ; Tel : 0317031803 ; Cell: 0732158330 ; email: surennaidoo@mweb.co.za or my Supervisors : Mr. S.E.Mthiyane ; Tel: 0312603534 ; email: Mthiyanes@ukzn.ac.za ; Cell: 0839475321 OR Dr. Nyna Amin; Tel: 0312607255 ; email : Amin@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Mrs. S. Naidoo

**APPENDIX FOUR: LETTER TO PRINCIPALS–INFORMED CONSENT OF
PRINCIPALS**

3 Sheridan Street
Havenside
Chatsworth
4092
12 July 2011

Attention: The Principal

Dear Sir/ Madam

REQUEST FOR YOU TO BE A PARTICIPANT IN THE RESEARCH PROJECT

I am Mrs. Somadhanum Naidoo, a Masters student at University of Kwa-Zulu Natal (Edgewood Campus) in the School of Education and Development specialising in Educational Leadership, Management and Policy. I am embarking on a study of including leadership at schools as part of the teacher training curriculum. My study is entitled:

A principal's orientation speech to visiting student teachers: A case study in a well resourced school.

This study is part of the TP120 project that is being conducted by the University of Kwa-Zulu Natal to evaluate the placing of context at the centre of a learning to teach approach. The school environment has become diverse and dynamic since the implementation of changes after 1994. The problem that teacher training institutions are faced with is, to adequately prepare teachers to adapt and adjust to these diverse and dynamic contexts. The thinking therefore is to include diverse contexts as one of the major components in the teacher education curriculum. One initiative to achieve this is to enlist the help of leadership, who are the experienced counterparts in schools, to assist university personnel with the training of new incumbents. This is done when first year student teachers are taken to schools of varying context and the principal, or a representative at these institutions is given an opportunity to address these students.

The focus of this study is to research the contents of the speech given to student teachers by the principal of a well resourced school. In particular, it focuses on the messages conveyed in the speech. What is said, how it is said and also what is not said and also whether these messages are connected to the context of the school, in other words to interrogate the relationship between context and what is said.

Your participation is required when you deliver the orientation speech to the visiting student teachers. This speech will be recorded and a transcription will be made. You will be given an opportunity to read this transcript to verify the contents.

Please note that there will be no financial benefits that will accrue as a result of your participation in this research project. As this study is part of the TP120 project, the ethics for this project have already been approved fully. (Reference Number – HSS / 1155 / 010). The strictest confidentiality will be maintained and pseudonyms will be used in the study. You will be informed in advance of the visit by the student teachers. Your school has been purposefully selected to participate in this study but be aware that participation remains voluntary. You may withdraw from the study for any reason, anytime if you so wish without incurring any penalties.

For further information on this research project please feel free to contact me: Mrs. S. Naidoo (Barbs) ; Tel : 0317031803 ; Cell: 0732158330 ; email: surennaidoo@mweb.co.za or my Supervisors : Mr. S.E.Mthiyane ; Tel: 0312603534 ; email: Mthiyanes@ukzn.ac.za ; Cell: 0839475321 OR Dr. Nyna Amin; Tel: 0312607255 ; email : Aminn@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Mrs. S. Naidoo

Declaration

I _____ (Full name of participant)
Confirm that I have been informed about the nature, purpose and procedures for the study:

A principal's orientation speech to visiting student teachers: A case study in a well resourced school.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study. I understand that I am at liberty to withdraw from the research project any time should I do so desire.

Signature of Participant _____ Date _____

Signature of Witness / Research Assistant _____ Date _____

Thank You!

APPENDIX FIVE (a):
TRANSCRIPTION OF PRINCIPAL'S SPEECH – DIAMOND SECONDARY

P1

Good day everyone, First let me congratulate you on choosing the best profession in the world that's because you're going to have your hands into Engineering, Medical field, future teachers, Scientists, absolutely everything. I'm in this field for 24 years then that is obviously something There must be something in the field that kept us going for so long yes ? When a lot of my friends that started teaching with me left. The first four years we were all bursary students in the university and we had to teach for four years minimum otherwise you pay back the pro rata amount but quite a few of them after four years, good guys Maths and Physical Science specialists left and moved into other fields . yes they earn far more than I do but I don't know, there's something, for some particular reason we remained. The Deputy Principal and I finish Matric together in this school, so this school is very special to both of us because we here, I was here from standard five, grade 7 to 12, I've been here, I've grown up here . So it was quite something great for me to come back as Principal.

P2

So, what is it that makes you remain a teacher, look at your university lectures they will be telling you the stuff you need to learn but there are things that they cannot tell you, something inherent inside you that if its dormant then you got to find ways to bring it out, and I'm going to talk to you just for a few minutes today as I have so many things to do tons of things, and I'm not being rude but I have tons of things to finish, so I am going to hope to drag out of you something that will make a little ember, that makes you a teacher today, that is, you see your friends doing other subjects, other courses in universities, and you start to think no, no, no teaching is not for me and then you to change.

P3

If there were no teachers, what's going to happen in a while? All of us teachers can't live forever. We will retire, some resign, die, whatever, who's going replace us? And you don't ever think, what's it going do with you? I'm all grown up? Aren't you going to grow up and have children? Then who's going teach your children?

P4

You know why I panic? I got my son who's twenty years old, I got a daughter who's sixteen, and she's in grade 10, He had good teachers in his school and she's got good teachers in her school, but they're also getting old just like me, and now when I have grandchildren, you're

going to teach them, isn't it, you're are going to be their teachers. So I like to know that all that we need believe being a teacher will be embodied inside you. That why I said I congratulate you on choosing the profession.

P5

The winning formula at the moment is that they all have the Diamond pride. We don't have to shout about uniform, ever. The students wear it with pride. You won't find fancy jackets. Yes obviously on certain cold days or inclement weather, sometimes children don't have any thing else so, we tend to look at that slightly differently.

P6

We have a very strong ethos of discipline, if there is no discipline you don't have an institution, you don't have it, then no education can take place. Then you'll find as well, with discipline comes pride and order. There is minimal vandalism, minimal graffiti and although we are an underprivileged school, you would not think so.

P7

This is our media centre, there's a lot of technology that we use laser data digital projectors, surround sound, live internet, ipad to teach and so on and it is very, very effective, extremely. Most or fifty percent of classroom are air conditioned as well. You look at examinations, Matics write exams and tests and so under these conditions, we try to create an ideal environment for them. So hopefully by the third term of this year we should have every single class, air conditioned. Again whatever comes in goes straight back into students, straight back into students and we have an excellent relationship with our Governing Body and we have one simple motto, when it comes to any project in mind, we simply say if it benefits the child we go ahead. So all monies collected and funds raised.

(INTERRUPTED BY ANNOUNCEMENTS.)

P8

Sorry we announce relief now and then. Sorry students, it is sometimes some teachers get a bit annoyed but we got a notice there, the security guard keeps a copy and we announce so there should be no learner outside.

P9

Related to safety and security, we have one of the most secure schools on a basis of statistics no dangerous weapons, drugs I can say virtually zero, occasionally we do have a problem which we address very, very intently and drastically as well. So it is a very extremely safe school. Parents can be rest assured that if there is any serious matter we will address it in whatever way possible. Security is the utmost. Parents rely on us to provide that and to make

a safe environment so that the child can conductively thrive, Lots come from very very difficult backgrounds, so at least in school, we've created a little haven for the child.

P10

You find that in many schools at the moment there is a major problem with drugs. We've got lots of elite units from the police force that come in and encourage our students with regard to talks and forming good relationships and you find that with pride these students we turn them around if there are any troublesome ones. If we can't then there's other ways of dealing with those aspects.

P11

The ethos of discipline is extremely strong, we have a tribunal and disciplinary process whereby we do recommend expulsions. We do get flack from parents but we stand our ground. We do stand our ground.

P12

When it comes to the academic, just to give you some insight with regard to Maths and Science. The South African Institute of civil engineering had a bridge building competitions a few weeks ago. It's done to improve the number of engineers or to at least get people to do engineering as a career more especially civil, our country is battling with engineers. You get about six hundred teams that participate and we won, we won the competition for the second time. We're the only public school that ever won this competition.

P13

We're the only school at the moment doing a pilot project with regard to engineering. It's being done by a NGO and our institution. Students from Grade 10 from throughout the province apply for bursaries and you get a few thousand that eventually apply and it's cut done to about a hundred. Those students study here. Engineering Graphics is a major component of our academic field and we have two educators, I still teach the subject, I love my subject, and we've got lots of female students who've done it.

P14

We're quite progressive with all these things and the Institute, unfortunately most of these students are from the outlying areas but they stay at a hostel not far off they're fourteen, fifteen, sixteen year olds and they attend school regularly here and they just go home once a term or sometimes once every month and so on. Those children have a bursary right until the time they finish their engineering degree. So it's a pilot project and hopefully per year we should have about eighty to ninety students qualifying as Civil Engineers which will give the economic a major boost, a major boost because if you look at the inspectorate with regards to

Engineering if there's damages to bridges and fires there's only eight in the whole country, eight in the whole country assessing safety.

P15

So that basically is our ethos is discipline, good Maths / Science / Drawing and a safe school and also trying to create the ultimate learning environment so that there is no barriers for the child in this environment, we try our best.

P16

This is not a technical school, it's a normal high school. The children that do Engineering Graphics, they do Physical Science, Mathematics, some to IT some to Life Sciences but Engineering Graphics is a component, it used to be Technical Drawing, they have changed it now to Engineering Graphics and they have included little more aspects but it's a very fruitful subject, in a sense where even if you don't become an Engineer, it knowledge for life that you retain which is very, very important.

P17

The most difficult challenge that we've faced is that we don't have enough time in the day. You'll find that at Diamond Secondary if you come in at half past four in the afternoon you most likely to see myself, other managers still doing things administratively. On a normal school day we can, we don't do any of our admin work, it only starts after school has been dismissed.

P18

We keep our results stable and not dropping. We have a project whereby the matric students from the beginning of the year, everyday after school, there's an hour programme, everyday its various different subjects, it's compulsory. We finish at half past two, they have a break for about fifteen minutes, they start at quarter to three to quarter to four. We have a timetable running so maybe sometime the student might not be having a lesson but mostly every single day and that has been going on right from week one, We also have a strong programme on Saturdays as well with subjects, gateway subjects Maths, Science, Accounting and that's how we keep up the good work and teacher are ever willing after hours and they don't get paid, neither do the parents of these students pay anything for these lessons as well.

P19

The sports that we have included in the curriculum. We've got sport down to a level whereby it is inclusive in the LO at the moment, we make sure that the child has a balanced education. We're still building up again to competitive level, We haven't made those sacrifices, we've had that in the past but we getting there slowly. We have a very very good area for sporting,

I'll take you down later then you will understand the aspects of sport a bit differently there as well. We're looking at creating sports academies and also sporting teams that include the normal child who will be afraid to run on the grounds. So our policy is to make sure that we do not focus only on the National and Provincial players .The most important aspect is to including those that don't do any sport, on a fun level.

P20

The programmes we have for those children that cannot afford school fees. We have a Diamond assist programme and there many other different ones where the child or parent doesn't have to stress at all.

P21

The pass rate was way above in the eighties

P22

The programmes that this school provide for children who are depressed, need counselling and facing problems in their studies. We have counsellors that do come in on a weekly basis, We do have a relationship with the Children's Home, we make referrals there, we have a very strong bond with other organisations and we have each one to our access to how we want to address the problem, sometimes it doesn't have to be addressed at school, we referred the parent to the organisation and it's done there.

P23

For the poor we have a programme in the pipeline at the moment, we're not part of the nutrition programme but I don't want to give away too much on that one.

P24

Now this is what, I am going to show you, going to demonstrate a few things to you, give you a few tips and I hope that you'll gonna find, I going to say this nicely, lots of value in what I say. There's some bad things about teachers

Number One -You'll get a teacher who'll say, I taught my class if one.... student learnt something it was worth it. Tell me that not a common comment made, isn't that so? That's a lot of bullshit, rubbish. You trying to tell me that your lesson might be 45 minutes long, for 45 minutes you stood there and you taught or you thought you taught and only one person learnt? What the hell were you doing for 45 minutes? That teacher is wasting his time. That's one thing if you do a lesson for 45 minutes you'd better be out of that lesson saying I got through to all, maybe there'll be one or two you did not, otherwise you wasted your whole 45 minutes. You should rather be sitting in a pub somewhere getting drunk because quite frankly you achieved nothing.

P25

The second thing is dedication versus ability. Make a note of this please, dedication. You know what's hard thing for me to deal with a teacher is dedicated, absolutely dedicated but don't have the ability. Now you are fresh out of Matic, OK? Don't tell me you didn't have this teacher who was so passionate, he will write and fill the whole board and do everything but you don't know what he said, you don't know what he said. Let's face it it's hard to complain about such a teacher isn't it because you can see he's passionate he or she is dedicated, giving you the worksheets but can't explain anything and you end up doing badly.

P26

Now you as a teacher, just because you're dedicated don't think that you automatically having the ability and then you'll find your results are not good and when the principal calls you and starts to question you, you know what happens? You end up in with teacher's cupboard. I'll explain what the teacher's cupboard is this now. That's what you end up with. The bottom line is, you can be dedicated till the cows come home but if it doesn't translate into effective delivery in the classroom, it a waste of time. So you must ask yourself can you play the game?

P27

You must ask yourself, the people standing in front of you can they give you advice or will you be so, and I'm going to use the word, pigheaded, I don't want to listen to them, I know what I'm doing. No, no you must not do that, you must listen to your superiors, whoever they are.

P28

Your teacher's cupboard is a very short story It starts like this, there it was in the corner this bright shiny steel cupboard, because when you're a teacher they give you a classroom key then they give you a key for a cupboard, then you got your own cupboard, and if you're a good teacher you stand looking at the cupboard, this is mine, I can put stuff inside it, yes, now it's the teacher's cupboard. In this case this ((points to head) is the teacher's cupboard , your mind and you start putting things inside it in the beginning and you pack them up nicely when you start but as the days go into months, into years, you put stuff inside there, your friends put rubbish stuff inside there and very soon in the cupboard, the shelves start to warp, the doors don't close properly, there are certain parts of the cupboard you never looked inside, there are creepy crawlies inside there, you frightened to put your hand inside there and before you know it you are a corrupt individual because everybody stuffs things in the cupboard, nobody takes things out. You must decide what is it that you want to put into the

teacher's cupboard? The physical or the figurative cupboard. Put all the good stuff, throw out the bad stuff.

P29

Be professional – you don't choose to be professional when you start. Being professional is not just about a certificate that you get eventually that says I am a teacher. It is about a state of mind, OK, a state of mind. You belong to an organisation, uphold the beliefs, missions, values of that organisation. So you must support your schools when you eventually get there, do not personalised attacks , fight the issue, if it's an issue, don't get swayed because everyone says you must do it then you do it, don't you have brains of your own? I'm just saying don't personalise it.

P30

Take advice from a man that's much older than you. Don't ever hassle your superiors. They are called your superiors not for nothing, Be professional.

P31

The big thing is about Technology. Teachers are very busy despite Technology. Without it you would be so busy you would not know what you doing. You'll have no time for anything, and you then choose to leave the profession. That's the part we don't want.

Now you got to become techno-savvy, and I think all of you know how to use cellphones, isn't? You'll must be damn good at ,mixit, facebook and twitter and all those things, agreed? and use it to your advantage. This is what I tell my students. You've got a lot of notes isn't it? Yes? and you got to carry your notes around, Why don't you read them into your phone? You know you got an audio recorder, you don't need video recorder, put in the audio one and start reading, whatever notes you got, and then you going somewhere whatever it is, you going home, put your earphones on, I know and you dance all the time, listen to the beat, listen to the notes that you talked, and dance for nothing keep the beat going, because people think you are part of the in crowd, Chat, click away but you listening to all the important things, I'm not joking. I also tell the kids you got diagrams, photograph if the diagram is big, run the video down the line like that, then play the playback to see the diagram. In other words use the existing technology to make your learning more accessible.

P32

Nowadays everything got BBM right? What don't you BBM notes and questions to each other? There must be Maths and Science students here right? Send that on a bloody BBM and get going like this, Why make your learning boring? We encourage it big time here. You

can't bring your phone to school because that's for after hours, in school the teachers are here, after hours, go do that.

P33

That is one then, the other thing is word. How many of you use Microsoft word? On the computer? Put your hands up I want to see this. When you're in a class and you tell people put their hands up you'll do very good. How many of you use Excel? Excel spreadsheets? Right, when you are a teacher you're gonna have marks, yes? Please don't be like the teachers who draws lines, and he handwrites, now that's a big problem, One is you gonna suffer, Secondly when your superior has to check you work at school, your HOD, check because you use a calculator to work out 5% of this mark and 8% of that mark and 30% and 12% of that and 50% of this and 30% of that or whatever it is and for each single mark and you have six classes to teach about 40 in a class, and you gonna do it over and over, you'll go off your head.

P34

If you knew your teachers last year right, that were not computer skilled, now you know where they have been going and why they have been going to the classrooms frustrated because something was wrong in their calculation now they must redo 500 calculations, well 500 students if you count repeat the subjects now right, you'll go off your head. Learn to use Excel, If you didn't start yet start use it, and there's another problem that comes up, some people say they're using Excel, hey I'm so proud of you. Learn to ask, show me documentary evidence, always ask for documentary evidence. This is what they were doing, ask the what's the delay, you're using Excel now what's the delay? Show me your problem with Excel, what they were doing? They used Excel to make all the squares, they had a blank page of squares and handwriting everything. Next time use the formulation on Excel, Learn how to use the formulae. Young kids can do it, If you can't then ask someone. You don't need to go for a course, I am telling you that, don't waste your time going for one course to learn Excel, just go and learn.

P35

Next thing you need to learn, how many of you have heard of Google? Now what do you use Google for? Research?, yes or no? That's not the only thing, Very good Google got one of the best search engines around, true, Microsoft can be get mad, What else is Google used for? Heard of Gmail? Lots of you have Gmail accounts here yes or no? Right, you use it for emails right, in terms of whatever your name is at gmail dot com, correct? What else? If you go to a Gmail account then you login, you put in a username and a password. Do you know

what else is inside there? (Phew!) you missing out on life. Go to the section about Google docs. You can move all your word documents onto Google, all your Excel spreadsheets, you don't have to carry memory sticks around, These days everywhere you go there's computers connected to the Internet. So store your worksheets on Google, last thing you want is that you build up such a collection and your hard drive crashed. Keep it on your hard drive but keep a back up copy, not on your memory stick, keep it on the memory stick if you want to, but move it all to Google. Go to Google docs, just search it out and there's a button saying doc. And you say to yourself, how do I use it? Why do you want to go for a course? There's a button saying upload, I wonder what will happen if I click on this button, click it, It opens up your hard drive. Here's a document that you just made in word, one Excel thing, one power point, your photographs whatever. What do you think will happen when you click the upload file? All the things are going to fly up into Google Docs just like how you put things on Face book. This is the story with word and Excel and power point and so forth.

P36

Now half the staff after never even heard of this uses Google Docs. I got teachers to open up. All machines up here are IT, all are linked to the Internet 24/7 on untapped ADSL, you don't find too many schools like that. All of them, all my teachers have free Internet access, ¾ of the staff carry laptops with wireless wi-fi. They switch on anywhere in this building. They're connected to the school's internet where they do all their work, Downstairs, upstairs the whole building, I plan to get the whole school wi-fi. Teachers open their computer, click and they're on. No charge, totally free of charge.

P37

I have seen teachers doing all their Cass worksheets, Cass documents, all the marks, open up on Google Docs, and in it they keep 25% that fellow got 25%, very bad this student here, call for his father and mother in, 80% and its calculating. Cass permanently done.

P38

Then you gonna be able to, how many of you here, go, go study the thing right. How many of you have heard of Power point? Lovely thing to use, cumbersome thing to use. People like to see words flying around, then it appears on there. After a while it bores the hell, most of the time. At first it's exciting, after it's downright boring and in your lessons with all the things flying around nobody knows what they learnt all they know is that $x=y$ was flying across the screen. It's very distracting and does not add much value to the lesson, it may capture the attention for a short time but its fine, power point is alright. Better than power point are PDF. How many of you heard of PDF? Make a note PDF – Portable Document Format. PDF is two

halves, one half is one most people use maybe I should not call the half but the software is in two halves, is to view a document, OK, to view a document in PDF, forms meaning nothing can be changed. The other is to make the document in the first place using Microsoft Word, Excel anything to make the thing where you set up the paper, OK. But if you want to distribute it don't distribute it in word, things will move out of place. You had your multiple choice, Dat, dat , dat dat dat, A, B, and the next page is C and D. Or if you needed a diagram, the diagram can be on one page or the choices or whatever is on the next page it's very annoying where you keep flipping back and forth. Learn to use PDF. So you, must not be a user of PDF must be a creator of PDF. So you go to Google – create PDF, make a note, go Google it, create PDF documents. They will tell you how, they will tell you. You download a small application to your computer, type something in word and it will come out as PDF.

P39

The last thing, this is an example of PDF in action. (*Projected last year's paper on the big screen*) Right, Basic Education, You'll saw this just last year didn't you, right. Now if you look carefully at this thing you'll see I'm able to move this around with this pen with a tablet. Now what's the advantage of using this as a teaching platform? Right, what paper was this one? Well my favourite, Physics. Now if you go and look at what I am doing, I can now teach the children the type of condition in which kinetic energy is observed. I say now its kinetic energy, come on guys it's kinetic energy, come on guys, let's see what we know about kinetic energy? I will go here and highlight see it's type of condition so tell these kids what do you think? what do you think it should be? You can go on scribble and write and you can go and start changing your colours so that the children are able to understand better what it is you want them to do. OK and this board can also do those funny things to make things and make things big. OK .Then you can go and just make things bigger with your fingers. Now tell me again I will give you multiple choice, what does this board cost? R15 000 or R2 000? How much do you think we tend to pay for a board like this one. Oh it does other funny things for example I press this button and one thing comes up and let's say I want to copy this thing out. I can copy this thing, move to somewhere else and look it appears there. So how much you pay for this board? Oh I can make it go away too. This got buttons on the side here. (*referring to the tablet*) R2 000 or R15 000 ? This board is R2 000. Any school can afford it. The problem is they don't know what to buy and what to connect it with? That's the problem. They don't know what to buy and how to connect it. That is the problem. Simple where do you buy this from? Local stores sell these things. ? Local stores. It's connected to the computer, the software we use is very specialised software as you can see. The software is

mind blowing, one of the best in the world. Let's say I'm teaching the kids and look at this here, that's scary, isn't it? But it's there. Now I need to pick a formulae to do this? I go to a whole bank of formulae that I got, I go and see which I shall use for this one, I sneak, sneak, sneak and look, I'm looking for anything that will help me with this one. I'll just randomly pick something ok, I can't see, there it is. I picked it I place it here and I tell the kids, pay attention to this formulae. (*the formulae is enlarged on the big screen*), and this is one we are going to using to solve this question and look at this angle, look at this look at that and whatever else we want. By the way I hit the print button here and the whole thing prints out on a printer that's here. I hand it to that room, they make copies and give the kids. All in a matter of literary two minutes.

P40

This is the Technology that we use at this school, Someone asked about Matric awards, we don't like talking about it, we don't like showing off. There's an award on my table, it's in a box 2010 Matric results. It is just kept there that's all. We don't blow our trumpets about it because our school is over packed to capacity. Earlier this year people were breaking the Trellidor. Department said why you locked the main gates? Parents are complaining, they phoning from outside, we not letting them into the school. I said yes, we can only help so many people at a time, after these three hundred people are done we'll send them off, then the next three hundred can come. So guys in terms of Technology you know what to do, this is the writing technology that we use.

P41

And finally you know your stuff and across the years you're going to learn your stuff go to various schools and let me you the biggest and most important thing you would need in a classroom is :

One – be disciplined and

Two – deliver discipline

We ran a project recently called creating a visibly disciplined environment, creating a visibly disciplined environment. If you walk in this room, tell me when you walked into this school, did it look like a pigsty to you? Neat and tidy isn't it. What does it tell you about the Management of this school? Hey! Phew! You better not walk there, we'll damage their plants, then they might damage our heads. You understand, that is what the image says, doesn't it? Things are neat and tidy. We are an ordinary school with disadvantaged learners mostly from the informal settlement, OK. We take what is called a visibly disciplined

environment. The instant you step in there, the environment controls you and you don't control it, so when you have your own classroom, when the student steps into your classroom, if the desks are all over the place, the room is dirty and untidy, don't go tell the principal to come and clean your classroom. If your room is in that state, when the kids come in there they are going to be in that state as well and you will be the one to suffer high blood pressure, arthritis, everything else I can possibly think of flu, cold, everything and you'll give up teaching. OK. (website projected on screen)

P42

This is what I was puzzling with and finally solved. You get first glimpse of our new site. That's me. When looking at these photos, they must swop around like this and that's what I was damn irritated that it was not working. Fine its working now, It will be live on the net. There will be a whole lot of things happening. This is the engineering competition. It's a very big competition in Engineering and we won, We beat all your schools. Seriously that the title we took for Kwa- Zulu Natal.and second time we won and we going up to a College in Pretoria for the Nationals. All these Model C schools, Private schools, Technical schools, unknown school Diamond, banged them for the second time and do we gloat about these things? Of course we gloat about these things. Again we have healthy competition. OK. Right guys, So once again well done that you chose this profession. Hope I have given you some concrete things to go and investigate over the internet, think about your teacher's cupboard and about being disciplined. I have tried to enhance your inspiration with regards to education. OK. Enjoy your day with us. (*Applause by students*).

P43

We're going to break for a short while in a sense where we are going to take you and show you facilities that are available and we got limited time, we got about half an hour so we'll have to go around quickly. How we operate you can view some lessons and get first hand from there. From here we will proceed down to our assembly area and we'll take it from there. I will address you there and then we can go on.

**APPENDIX FIVE (b):
TRANSCRIPTION OF PRINCIPAL'S SPEECH - ALMOND PRIMARY**

S1

Very happy, makes a old lady very happy to see so many people that's going to be teachers, It's wonderful, I'm the principal here, This is not my school, this is our school, if you live in this area it's your school as well because we are a community school and we cater for everybody that lives in the area, whether they are children or whether they are parents or whether they are business people, they should all be involved in the school. We can't survive on our own. The whole idea about teaching today is about networking and about getting other stakeholders involved in your school otherwise you can't survive. If we rely solely on the education department I think we might as well close our doors. (Person walks through) That's our bursar.

S2

We want to tell you a little bit about the school, tell you a little bit about what happens here but the school's about 150 years old, not these buildings in particular. The school started in a house and the lady took in six girls and eventually took in two boys. The two boys threw sand at the girls and were expelled so as early as 1896, there were expulsions so it's nothing new and in the book, the day book, she wrote they were very naughty and so she sent them home and they were never allowed to come back again.

S3

Previously we were a bilingual school, English and Afrikaans, obviously lily white as the driven snow and when the school started going into models, I think you know that most schools went into model C, so that they could become fully autonomous and run their own school, this school stayed model B because we were totally dependent on the department. There was no money to employ governing body teachers etc. I think you all understand that the country's run by money. If you want good education you have to pay money, If you want good medical you have to pay money. So this school is very well sourced from the old days but we can't maintain it because we don't have the money anymore. So lots of things have gone wrong, we can't replace and because there's no money it becomes very difficult.

S4

Our children pay R250 a month school fees, not the children their parents. As we stand now we have a 7% paying rate so money is extremely tight. So what do we do about money? The teachers at this school fundraise, fundraise and fundraise. If they want to do anything, they want to take children on an excursion, they fundraise. They sell popcorn, they make cakes or something at home and they come and sell it at school. Nothing makes money better than

food. If we want to make money we sell food and we have a special food day which we hold once a year and on that particular day the teachers all sell food and we make approximately R20 000. The quickest R20 000 we ever make and then we have a big fun day where every teacher has to think of a fun sort of game and the children take part in that and we make about R20 000 in that way as well but depending on the type of school you go to, you go to one of the ex- Model C schools you won't have to worry about fundraising, your life will be easy. Your life will only be difficult when it comes to the parents because they will be complaining all the time.

S5

We have 41 teachers, that the department give us, 1500 children, two deputies, 4 Head of Departments, 1 co-ordinator in every grade and 5 units in every grade. So the school is very big. You'll understand from the size of the school that the Junior primary side is almost run as a separate school and the Senior Primary side is almost run as a separate school and that is the reason why our governing body many, many years ago decided, that we needed a Junior primary Deputy and a Senior Primary deputy which is only sensible because you need a leader on that side and a leader on that side because sometimes the principal doesn't know anything so she relies on them. We have two HODs on the Junior primary side and two HODs on the Senior primary side.

S6

I'll quickly tell you what we do at the beginning of the year at this school. We're a school that scratches. We scratch all the time, we scratch into children's lives, we scratch into their little psyches and find out exactly what makes them tick. This is not a place where we go in and teach and then come out. We go in and we really get involved with them, very involved with them. We get involved in their home life, We get involved in their emotional state. We have an onsite social worker whom we pay and she gets very involved. The teachers get very involved with the children. If I could give you any advice today, that's the advice I will give you. Don't be satisfied with just going in and teaching, go in and get involved, with passion, find out all about them.

S7

At the beginning of the year we have a theme and we tell the children, if we want to get anything for our school, we need to give away first. It's the universal law; do unto others as you want them to do to you. And so the first thing we do in the year is collect for some organisation. This year we collected for feed the babies, the children collected R22 000. We handed it over and we say to the children right, now we're going to wait because during the

year we're going to receive and that is how we have operated since I been here and we've just had a lady offered to build us a pre-school here , she's got very involved with our school and she is very wealthy, which helps and she has paid to tile all our toilets, she has paid for a lot of our grade 8s to go to one of the top schools in the area, she's paid their fees, 21 of them, so she is an angel in disguise.

S8

The Junior primary side is like a school on its own because there's like +- 600 to 650 children there, there's five units of each, five grade ones, five grade twos, five grade threes and one junior special class . That class is for children who have difficulties coping in the mainstream and they are placed in there, some of them can be streamed back into mainstream or then they progress through to the senior special class and then to a special school, we do have that. The children are large numbers in the classroom. I think 43,44 even in the grade 1 class.

S9

The difficulty in this particular area is that we are in this area where there are a large number of refugee children and coming into grade one a lot of them have the difficulty with English as the first language and the thing is not just having a second language like isiZulu, You have children in a classroom that speak French, Swahili, Lingali, Sotho, Portuguese, Xhosa, its a whole wide range of languages in the classroom.

S10

A large number of them actually coming into grade 1, the financial status are such that they can't afford to pay for a grade R and we don't have one. So a lot of them coming into grade 1 have never been to grade R. So it's quite difficult teaching them because you actually have to do a bit of readiness with them before they actually progress into grade 1 and as I mentioned before the socio-economic demographics of the school is such that a large number of them are from disadvantaged backgrounds and so the fee paying rate is minimal.

S11

We have a Junior Primary library run twice a week by a special teacher, the children actually do get a chance to go in there and we run a feeding scheme. The children not all of them are able to bring lunches. There are 300 hundred children that are given sandwiches during the day made by the lady on our premises and made possible by very generous donors as well as we have soup being delivered to our school in a bucket with some rolls and also from very generous donors and the children get a chance to have soup and rolls and they get a chance to have sandwiches as well. Not only that takes place in the school but believe it or not some of

them don't have food at home, and so out of the generosity of some donors the children also get once a month a food parcel, if it's possible we will do twice a month a food parcel so food parcels go to 100 families, I think it has been extended to 120 families that food parcels go home to.

S12

We follow the curriculum 2005 presently because there are changes that are taking place with Caps coming in, I sure you are au fait with that. Just to help with organisation and control for each grade we have a grade co-ordinator. Each grade meets on a Thursday to discuss the activities for the days to come so everyone's informed as to what's going on for their particular grade. Of course controlling the co-ordinators we have two HODs one works with the grade 4 and 5 and the other works with grades 6 and 7 and the control is mostly, 80% of it is on curriculum and of course other activities.

S13

We also got a very active extra-mural programme. one of the things in the mission statement is the holistic development of the learners and we focus on them and if you happen to get to look at our children, you will see why we need to have an extra mural programme because we need to let them loose and one of the ways to release the tensions is to get them involved in sports. The thing is with our programme we don't have coaches from the outside. Our teachers are involved with the programme so in the afternoon each teacher spends two hours per week with extra mural. We've different types of activities we focus on the main codes like soccer, cricket netball, basketball, cross country, we've got cultural activities, indoor games, and we've got chess. Each of our teachers will be involved in one of those codes and our children are exposed to that from Monday to Wednesday. Thursday as I said is our grade meetings and plus we meet Monday and Fridays in the morning at half past seven for our staff meetings. So that's the organisational part of the whole thing, just to keep a staff of 50 informed about what's going on for the week and the months to come so that's basically the programme for the Senior Primary.

S14

Staff development every second Friday, staff don't like that they have to stay, that's one Friday we finish early and the following Friday we have staff development and we get somebody in or one of us use the skills on management to run a staff development for the staff because I think it's important for the teachers to also be fed, spiritually whatever it is but you just can't keep giving at this school, which is what you do, you get emotionally drained. We always tell the teachers who come here, some of them come with ideas of changing the

whole world, and you cannot change the whole world here. You can come in here and get involved but you must understand that you're merely sowing seeds. What happens to them when they leave here depends on how they use their opportunities. We give them as many opportunities as we can.

S15

We've had some wonderful flowers that have blossomed from the seeds. We've had a young girl that has gone on to one of the top high school become the Head Girl and is now studying Medicine in Harvard University in America, we had a young man who went to another top high school became the first Head Boy, he won a scholarship to Cape Town, studying Business Science, just finished his Honours , we've had a deputy head boy at the school this year, his from our school so we've had some very good stories and those are the rewards for you, you're not in this for the money. You understand that don't you. I'm glad you do, because you just have to the parking lot to understand that we're not in it for the money and look at our cars, and normally the oldest one belongs to the principal, so you're not in it for the money but the rewards are just stories about where these children have gone.

S16

We get emails telling us about when they were here. We get children coming back to visit and saying to us you know we wish this was a high school, we didn't have to go to a high school and this year we've been particularly fortunate because our children have moved on to become heads and deputies at most of the top high schools and we've also managed to obtain an open scholarship to these schools every year and we've just been given an open scholarship to another one, so the opportunities are there, children know that.

S17

We just find that our children from Ruwanda and children from Burundi are very, very hard working. They have exceptional work ethics and it might be, I don't know, maybe when I retire I'll do some research, but it might be that they've come from such difficult circumstances that they understand when they're very young that they have to use the opportunities and if you ask them in grade 7, every single one of them want a scholarship somewhere and they want to help their families so they really are extremely hard working and it has changed our whole work ethic at the school around because nobody wanted to teach the grade 7, now everybody wants to teach the grade 7 because they work so hard.

S18

I think you must all enjoy the way you're dressed today because one of the things you must remember when you start teaching is that you will never be just an ordinary person again,

never. You will never be able to swim topless, You will never be able to streak at the cricket, You will never be able to do those kind of things again because you are the role models and even at the school like this where a lot of our children who have parents who are prostitutes and all the rest of it, sometimes the teachers say can't we just wear shorts and t-shirt because the children are used to that, that's not the point, the point is the children need a bench mark to see how to dress, when you go for a job interview or you're working in the co-operate world. So we really need to set the example and that's what you're going to be doing. So use all the bad language you want to now, while you're at college, dress as way out as you can and paint your toe nails all different colours and wear all different kinds of hats 'cos once you start teaching you're just going to be plain and ordinary.

S19

The method we use at our school is we bend them over and give them six of the best. (*Laughter*). It's important for us as teachers to know that it is against the law to instil any kind physical abuse on children so I think you need to be aware of that.

S20

We make use of the demerits system; we make use of grade detention and what we call the head of department detention. The grade detention it's graded depends on the misdemeanour, children are given demerits. If a child has done something, the teacher awards the child a demerit. Each teacher has a tracking file, with the learners names on it and a list of misdemeanours and graded and one of the things that a child does wrong is recorded on it, after three demerits the child is sent to a grade detention and if he does something wrong again for the next three sent to a grade detention and after nine detentions he is sent to what we call a HOD detention. The grade detention is on a Wednesday, it's for an hour and it's done by the teachers and the grade co-ordinator and the HOD detention which is a little more severe is on a Friday from one o' clock until 3 o'clock that is done by the management, HODs, deputies and the principal. If the child is still misbehaving, the next step is the deputy principals where we get the parents in, there's parental involvement, there's interviews, we try and find out what the problem is, there's obviously a problem if the child is continuously misbehaving there is a problem so we investigate and find out more about the child's background, what's going on at home, is it anything we can help with and that's the stage where we take it and if there's outside intervention then that it's referred to the principal where we get psychological services, psychologists, psychiatrists, counsellors involved so that's the stages. That basically what we follow.

S21

For each of our learners from grade one up to grade seven we've got a file for them with all their details in. If for example if one of us have to address the problem it's recorded on the matter so this track record of the child's performance and academically, behavioural, behaviour wise, all that's recorded. If a child goes from grade four to grade five to grade six, when we look through then we have a history of what the child has done and of course we can administer the necessary help that the child needs. That's basically what we follow I think in very few situations we have the child suspended. Suspension also we have to be careful of, we don't just suspend for the sake of it, there's got to be a remediation programme in place. If a child's for example the home circumstances doesn't allow for a change of behaviour then I think that we try to avoid with suspension, we try to get the counsellors or our social workers from our school involved. If a child's need medication we suggest that and referred to. The children are also assessed if they don't perform academically, if there's problem with behaviour we send them for assessment. On the basis of that we make decisions in the best interest of the child. So that's basically the system we use for discipline. Definitely not the ruler application.

S22

On the back page of that file is the good work and everything is recorded of what the child has done good in the class or well . So there is in the same file the negative and the positive. So that when the child eventually does comes to the office you can see. Just on that on the rewards as well I think it continues into the assemblies where we have what we call the good news book. We have assemblies Mondays, Tuesdays, Wednesdays, Thursdays. We have to have four assemblies because of the size of our school. On Monday we got the grade six and seven. Each teacher will identify two or three children for something good that they have done and they are called up in the assembly and they are awarded badges and certificates. On Tuesday we got the grade twos and threes, Wednesdays grade fours and fives and on Thursdays the grade one and twos. We do that in the assemblies, we do that in their books. There is a lot of positive reinforcement in the school and we do harp on it as well.

S23

With regard to strategies that we have for learners that are having difficulties in learning, it depend what area we are talking about. If it's a language we have outside help that comes in from the assessment centre, we have a lady that comes in twice a week to give English lessons. We have a church group that comes in twice a week to do homework with the children so the child can be sent there and then there's the aftercare that's run by a teacher

who does it privately and there's help there. The children also learn the language very quickly from other children. One of the children that is now the deputy head boy in one of our top school is a Congolese boy he came here in grade four, he only knew two words, his name and toilet. Somebody had taught him that so that he could get to the toilet and he tells everybody that as well, those were the two words he knew.

S24

In Maths teachers do a lot of extra work with them especially the little ones after school. A lot of them stay here, if you come past the school at four o'clock in the afternoon the whole school's full, they're all playing outside or doing some kind of sport because they all have to go back into these little flats and I don't know whether you know but the area around this school is the most densely populated in the whole of South Africa. It's more densely populated than Hillbrow because in every flat there's not one family but three families and there's three families because they cannot afford the rent, the rent is four thousand, five thousand a month for a flat, so three families go into a three bed roomed flat and they each pay whatever they can and they each have a bedroom and a communal kitchen and bathroom so most of these blocks are inhabited like that, very difficult.

S25

The Xhosa children that come from the Eastern province, their parent still live there and they put all the children in a flat, big sister at University, brother at Technicon, two kids at high school, a few here at primary school and there's even one family that got one at pre-school and all the kids live in one flat, the parents come home once a month, they have a card, they have a key. They run their own family.

S26

All of our children come from disadvantaged families. There are very few of them come from any other type of families. We also have a lot of children who bus in. They come in from all the surrounding areas and the reason that that's happened is because many many years ago, some ten years ago. If the parent worked in the area, they could send their children to this school, so a lot of them worked at the hospital. Now those children have gone to high schools, English high schools, now those parents want their other children to go through English instruction but they can't where they're living so we don't want those families to be fragmented where the one child is schooled in English and the other child schooled in Zulu so we take those children in. So if they have had siblings at this school, we take them in. They are bussed in and a lot of parents today want their children taught in English. English is our first language, Zulu is our second language, Afrikaans is our additional language.

S27

With regard to racisms among the children, as a principal, I must say no, not at this school all live peacefully and happily. I think we've come beyond that. This school only had 400 little white children in it and after 1994, we opened the gates and we opened the classrooms, we had 13 classrooms locked and we just took children in. I have to laugh when I have to go to a principal's meeting because the principal's all argue about their admission policy. There is no admission policy. An admission policy should be that you take any child that lives in your area and comes to school to ask to come there and that's what we do. So our children have been exposed to multi-cultural, multi-lingual for many, many years I wouldn't say there's any discrimination among the children.

S28

I don't think they can because the deputies are the perfect example in the management and its been to our benefit because we are from different cultures, each one taps into their own culture for help. The lady doesn't tap she bangs on the door for help from her culture and I will tap on my culture for help and so we've got all these different people coming in . We have the Muslim community who gives us the parcels, we have the Hindu community who give us the food everytime we need to feed the children, we have the Christian community who give some food and do the homework and I think the children see that so I really think we've gone beyond that, I like to think that anyway. I don't think our refugees are discriminated against, they'll always be the odd "Kwere, Kwere" but I think that its always done in good humour. We don't have fights with knives and things like that. It's hard work though and it not's only the children. That kind of thing does not start with the children, it starts with the parents so it's only by getting the parents in all the time and talking to the parents that we start changing a community.

S29

I think what helps at our school with change initially it's difficult. Our school, our doors opened up in 1994, that's when we started making those changes. If you look at the staff as well, we've got a multi-cultural staff, I that's a good example for the children as well to see us working together and not having racial issues, I think that rubs of on the children as well I think that has helped a lot and with time, over time it will come right and everyone is seen as equal and with the multi-cultural staff it helps a lot.

S30

For me, personally I'm not too worried about what went on in this school long ago because it

was a different lifetime for me. This school was completely different, If you had a look at some of the photos, you'll see all the little pale faces, It was a whole different world, so for me I think that the ethos of our school and I would say that it has been going for ten years and those are the important years for me, the ten years that I have been very privileged , to have the privilege of living through, you have to understand that I came from that little white school, safe little place where we were all pale faces, so for me I had the privilege of getting to know all these other cultures and all these other people and working with them so for me I think that the ethos of this school is to keep it running in a way where every stakeholder in this school is giving every child as many opportunities to be successful that's what our ethos is.

S31

I agree but talking about hundred and however many years, even in the past with the pale faces, it wasn't the advantaged it was still a model B school, it was still disadvantaged even though there were white children in this school. The school has always been poor. They were railroad workers and dock workers so the school has been disadvantaged all along, just that now it is more in number than it was in the past but with the huge support of the staff that we have and everybody walking the same talk and everybody doing what we suppose to be doing, supporting each other is the biggest factor in this school. Every one of us knows that we can count on each other to make things happen and make things work.

S32

So now you can apply for your posts. Now you can split up into your groups and walk around the school and talk to the teachers and pupils.

APPENDIX TWO: ETHICAL CLEARANCE



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4 August 2011

Mrs S Naidoo (205521814)
School of Education and Development
Faculty of Education
Edgewood Campus

Dear Mrs Naidoo

PROTOCOL REFERENCE NUMBER: HSS/0694/011M

PROJECT TITLE: A principal's orientation speech to visiting students teachers: A case study in a well resourced school

In response to your application dated 3 August 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

A handwritten signature in black ink, appearing to read 'S. Collings', written over a dotted line.

Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisor: Mr S Mthiyane & Dr N Amin
cc. Ms T Mnisi, Faculty Research Office, Faculty of Education, Edgewood Campus

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APPENDIX ONE: LANGUAGE CLEARANCE CERTIFICATE

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Dr Saths Govender

25 NOVEMBER 2011

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

**EXPLORING ORIENTATION SPEECHES OF SCHOOL PRINCIPALS:
INSPIRATIONAL INVITATIONS TO STUDENT TEACHERS,
by S. Naidoo, student no. 205521814.**

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



DR S. GOVENDER

B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
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