

***VARIETIES OF RECONTEXTUALISATION IN THE
IMPLEMENTATION OF THE FET CURRICULUM REFORM:
A STUDY OF THREE SCHOOLS IN THE UMZINYATHI
DISTRICT KWAZULU-NATAL.***

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Declaration

I declare that unless stated in the text, this dissertation represents my own work. Quotes have been acknowledged; opinions expressed and conclusions arrived at are those of the author.



(Authors' signature)

20/03/2009

(Date)

I declare that this work has been supervised by me and it is the student's original work unless stated.

(Supervisor's signature)

(Date)

(Co-supervisor's signature)

(Date)

Dedication

This work is dedicated to my late parents who won't see me graduate for this degree. My dearest father, M'zwakhe "Madv'afusi" Michael and my lovely mother, Rose Mkhonto. Thank you for sending me to school. May your souls rest in peace.

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"I owe it to you all".

List of abbreviations

ACE	ADVANCED CERTIFICATE IN EDUCATION
C2005	CURRICULUM 2005
DOE	DEPARTMENT OF EDUCATION
DP	DEPUTY PRINCIPAL
FET	FURTHER EDUCATION AND TRAINING
GET	GENERAL EDUCATION AND TRAINING
HOD	HEAD OF DEPARTMENT
ICT	INFORMATION COMMUNICATION TECHNOLOGY
IQMS	INTEGRATED QUALITY MANAGEMENT SYSTEM
NCS	NATIONAL CURRICULUM STATEMENT
OBE	OUTCOMES BASED EDUCATION
RNCS	REVISED NATIONAL CURRICULUM STATEMENT
SMT	SCHOOL MANAGEMENT TEAM

Abstract

This dissertation contains three schools used as the sample when conducting the study on curriculum reform implementation. This change in curriculum follows the change in the South African politics in 1994. The year 2006 was the year for implementing the curriculum change in the Further Education and Training band (FET). Learners in grade 10 were the first ones to be taught following the OBE principles in secondary schools with FET. The purpose of this study was to explore how schools are managing the transition and implementation of the National Curriculum Statement. The research design followed the qualitative approach. All three schools are in the deep rural area of Msinga in the Umzinyathi District. The research was informed by two types of leadership theories which are: the Bureaucratic and Collegial theories; these theories helped to find how the principals are using their roles and understanding of the change process to bring about curriculum delivery in their schools. This study built upon the findings of the previous studies conducted by De Jager, Davey and Clark. Their findings revealed complexities and inequalities in the preparation for the curriculum change due to various factors including: lack of proper training and planning for change. My study sought to find how the principals and their school management teams including educators are recontextualising change to make it suitable to their schools' needs. The understanding of their roles in leading and managing change was the yardstick of how change was implemented.

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CHAPTER 1

1.1 Introduction

In this chapter I discuss the background to the study where the history about curriculum is presented including problems encountered during the implementation process. The motivation for the study highlights the reasons for the conduction of the study; it includes some anecdotal experiences which hint at my personal experiences of curriculum delivery in the General Education and Training (GET) band. The layout of the study gives a brief overview of the five chapters presented in this dissertation. I now present the background to the study.

1.2 Background to the study

The year 2006 was the year for the introduction of the National Curriculum Statement (NCS) to the Further Education and Training band (FET). This followed the initiation of curriculum change which started in 1998 from grade one. During the year 2006 this curriculum change was introduced in grade 10 and other grades had to follow subsequently. In the Overview Document RNCS (2002:8-9) it is stated that the curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent, literate, numerate and multiskilled, compassionate, with respect for the environment and the ability to participate in a society as a critical and active citizen.

This shall be made possible through the teachers envisioned in the National Curriculum Statement, those teachers are qualified, competent, dedicated and caring and who will be able

to fulfil the various roles outlined in the Norms and Standards for Educators. Such educators are mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area/phase specialists.

The envisaged teachers are thought to be able to carry out the aims of the curriculum and the principles of Outcomes Based Education (OBE). OBE is rooted in the principles of:

- Social justice, a healthy Environment, Human Rights and Inclusivity.
- Outcomes Based Education.
- A high level of skills and knowledge for all.
- Clarity and Accessibility.
- Progression and Integration. (Overview Document 2002:10-13).

The curriculum that was introduced in lower grades had to be revised due to various reasons like the confusion teachers had about terminology and planning process and others but the principles of OBE are still the same. The Educator Guide into the Phasing of OBE into the FET (2002:8) points out that the review committee confirmed curriculum delivery constraints and recommended its streamlining by reducing its overload, simplifying its design and language. Chisholm (2005a), Jansen (2001), Harley and Wedekind in Chisholm (2004), Coleman (2003) all agree that curriculum delivery was plagued with problems which included among other things, an unprepared environment, lack of skill, complex language, the delivery mode and lack of proper training. In the FET all teachers are expected to infuse OBE methodology into everyday teaching and are expected to use an identifiable outcomes based approach.

Educators are in terms of content expected to easily manage the transition of learners from grade 9 to 10 and onwards. Schools are expected to link the curriculum to the school's mission statement and what is in the interest of learners.

This link has to be explicitly stated in the school plans. Teachers need to make sure that they know what skills, knowledge, attitudes and values learners should develop through the learning experience. Importantly, the school management team (SMT) is responsible for ensuring that educators fulfil their responsibilities. Hence my research topic aims to find out how principals made the curriculum relevant to their unique school needs.

1.3 Motivation for the study

South Africa obtained her freedom in 1994 from the Apartheid regime. Changes took place everywhere and the Education Department was no exception since education was racially divided.

Changes that took place brought many concerns; the introduction of OBE received various criticisms from educationists and educators who espoused its failure in countries like New Zealand and Australia. The manner in which Primary School educators responded to change resulted in the then minister of Education Professor Kader Asmal summoning a review committee which had to evaluate the effectiveness of the implementation process. The findings of the committee resulted in the Revised National Curriculum Statement (RNCS). That curriculum change is now being implemented in the FET band as the National Curriculum Statement (NCS). The manner in which primary schools implemented change energized me to research about change management and its preliminary preparations.

In 2000 I was promoted from a Secondary school to the position of Deputy Principal in a Primary school. I had no knowledge of OBE since training sessions took place while I was at the Secondary school. When asking my colleagues about certain things like planning and

teaching in the new order, they could not help me since they all said they were still learning the new system. The difficulty I experienced and the frustration experienced by those who underwent training including the principal's state of blankness regarding the new curriculum prompted me to research more about curriculum change management. Hugo and Grant (2006) outline that with recontextualisation there is recognition that each time a message shifts from one level to another both the medium and the message change to adapt to its demands. They argue that for the message to make sense as it shifts levels it needs to mutate to meet the changing context. To the contrary, when the message is transferred, it is moved as is, nothing is changed. However, there is danger that as it moves from relay to relay it ends in a garbled message due to noise resulting into what they call the 'broken telephone'.

I deduce that the noise that permeated curriculum knowledge transfer is one of the factors that caused confusion during the early implementation. My aim for conducting this study is to find out how principals are coping with implementing and managing change. This includes the quality of training that they and their staff received for introducing the change and the manner in which principals understand their roles in leading and managing change; hence my critical questions are:

1. What are the varieties of recontextualisation used by principals in managing the current FET curriculum reform process?
2. How do principals understand their role in leading and managing this change process?

Clark (2005), Davey (2005) indicate that the manner in which the teachers related the contexts of OBE to their colleagues at school level after returning from workshops is of great concern. This concern emanates from the point that those educators could not afford to give relevant answers to the trainees including their principals because questions asked were beyond their

experience. They further point out that in that way workshops did not even start to equip teachers with new skills they needed, but they simply transferred information about the new innovations. Since workshops only concentrate in explaining curriculum innovations thus there is a real chance that teachers will not personalise curriculum changes (Coleman 2003; Jansen and Sayed 2001). The implementation of the curriculum experienced various predicaments including its leadership and management. On the other hand, the Department of Education (DoE) expected better from the leadership as it is stated that:

The extent to which schools are able to make the necessary change will depend largely on the nature and quality of their internal management.

(Department of Education 1996b:28).

In addition Bush (2007) outlines that there is a great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. He further hints that in many parts of the world, including South Africa, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners.

On the contrary, van der Westhuizen and van Vuuren (2007:434) warn that unlike athletes who normally have time and opportunity to prepare themselves for success, school principals in South Africa have to face realities of transforming and implementing the new educational policies enshrined in the White Paper on Education and Training with little preparation and no specific guidelines for managing transformation.

My second research question pertains to the understanding principals have of their roles which could help manage transformation better. Moloi (2007:470) lists six standard key areas of principalship which are:

- Leading and managing the learning school;
- Shaping the direction and development of the school;
- Assuring quality and securing accountability;
- Developing and empowering self and others;
- Managing the school as an organisation;
- Working with and for the community.

The Department of Education (1996:27) asserts that management in Education is not an end in itself. This assertion reflects West-Burnham's argument in McLennan (1995) that management is not the purpose of any organisation; it is a 'how, not a what.' I concur with West-Burnham because the focus of my study and the previous ones by de Jager (2005) and Clark (2005) focused on how change was implemented. Remarkably, Hoyle and Wallace (2005) in Heystek (2007) caution that the idea of empowerment is that school leaders are supposed to determine the vision, mission, and aims for their schools since they have a better idea of the direction they want to go to. However they argue that this is not empowerment at all because schools are implementing the vision and aims already determined by the DoE and that is a form of indirect managerialistic control.

I concur with Hoyle and Wallaces' interpretation because despite the fact that schools have to develop their development plans, they still have to take cognisance of the Department's vision. Chisholm (2005b:194) hints that the interpretation of curriculum policy and development in South Africa has, in recent years, been dominated by two main approaches.

One focuses on curriculum as policy and the other on curriculum as knowledge. Although I don't claim that my study will explore these approaches, perhaps finding the principals' interpretation of curriculum as either policy or knowledge will help understand why transformation succeeds or fails. Heystek (2007) notes that the government wants high-quality education, but the government does not have sufficient funding, structures, and mechanisms to ensure the achievement of the quality criteria. Hence, it becomes the responsibility of the school leader as government representative to ensure quality and improvement of education.

1.4 Layout of the study

In chapter one I have discussed the background to the study as well as motivation for conducting the study. Complexities and challenges facing the implementation of change were highlighted.

In chapter two I shall present the review of literature and a theoretical framework. I shall also discuss among other things; approaches to management; leadership and management styles and present my stance of the issue of leadership and management. I shall also discuss leadership theories and other leadership styles. Chapter three will present the research design and methodology. In this chapter I shall explain the context of schools where research was conducted; methodologies used to collect data will also be presented.

Chapter four is about the discussion of findings from the collected data. Dilemmas faced during data collection will be hinted at here.

This dissertation ends with chapter five which consists of the conclusion, reflections and recommendations.

CHAPTER 2

Literature Review

2.1 Introduction

The topic for my research is: Varieties of recontextualisation in the implementation of the National Curriculum Statement in the FET band. The purpose of this study is to explore how principals perceive their roles as leaders and managers in leading and managing change. Firstly, the literature review commences by discussing leadership and management concepts; distinction is made between leadership and management through presenting definition of terms; functions or roles. Management approaches are adumbrated to give a brief description of approaches used in managing people. That leads to exposing notions of school effectiveness where ideas of what constitutes an effective school are discussed. The idea of a learning organisation as a tool to school effectiveness is also highlighted with some critiques. Secondly, management roles are discussed where collective vision is portrayed as a desired function for principals to be effective. Thirdly, in the theoretical framework of leadership styles; theories of leadership; managing curriculum change are presented and the chapter ends with a critique of curriculum management.

2.2 Leadership and Management: Similarities and differences

The aim of this section is to discuss management and leadership issues in the South African context. The focus will be on scrutinizing the understanding of these two terms in the school context. That will be done by looking at the structure of leadership and management at school which is hierarchical and linear. Leadership and management in a school context are often used interchangeably. The principal as the highest official at school is perceived as a person who possesses or should possess qualities of being a leader as well as a manager. In contradiction, writers in the field distinguish between leadership and management. Bush and Middlewood (1997:23) posit that leadership is subject to numerous and often misleading definitions and interpretations. They say that leadership is basically about having the ability to influence others, individuals, groups and teams to take them in a desired direction. On a similar note, Sergiovani (1980) in Rossow and Warner (2000:4) agrees that a school leader is an individual charged with the tasks of directing and coordinating the group activities necessary to achieve or change goals.

On the other hand definitions of management vary and there is no single definition that can be taken as the most suitable. According to Williams (2002) business managerial activities include elements of planning and organisation and encompass the notion of strategic deployment of personnel with a view to achieving an agreed plan of action. Such a definition of management originated from a business perspective initiated by Fayol (Ibid:7). The implication is that people have a part to play in the management of a business, both from a top-down perspective and from the notion of having to strategically deploy people in the workforce to achieve the stated goals of the 'bosses'.

It is implicitly stated from this definition that managers while planning and organizing the business/organization's activities have the goals of their leaders at the back of their mind. Hence the Department of Education (1996b:28) puts it succinctly that the extent to which schools are able to make the necessary change will depend largely on the nature and quality of their internal management. Formal management echelons at school start from the Head of Department (HoD), Deputy Principal (DP) and the principal. Williams (2002:25) highlights that:

Being a head of department or middle manager in a school means that you will frequently have to make decisions on many matters. If you have been appointed to the role, then you have, by default, been given the authority to make decisions.

Decision making in terms of planning for curriculum, resource allocation, staff deployment and management of all the activities will be looked at closely in my study.

Dalin & Rolf (1993:133) mentions that management need to understand the complexities of the process, to avoid role reduction that may either be inadequate or irrelevant.

That is a skilful art which calls for a set of functions and skills, which probably only practice combined with on-the-job training can provide. Complexities include inter alia:

- (a) *Sensitivity* to what happens in the school, how a project may offer traditional values and norms, how people conceive the project, how people relate, how influence is distributed, how feelings are expressed and/ or suppressed, what implementation problems occur, and sensitivity to what is heard and seen.

(b) *Diagnostic skills* that help management to really understand what goes on in the school. The ability to put data together, to make sense out of a messy situation, and share this meaning among staff.

(c) *Ability to act*, or to know how to intervene in a social system, to be able to communicate well, to problem-solve, to resolve conflicts, to work with others and to structure activities.

Through interacting with different role players from different schools, I have experienced what Dalin and Rolf (1993) call role reduction. The introduction of middle management at school especially Black rural principals led to more confusion, role clash and reduction. In some instances other principals regarded their deputies as a threat whereas in other cases Principals were busy doing the work that was supposed to be done by their Heads of Departments. Some Principals see themselves as exempted from supervising the work because HODs are there to do that. Consequently, they lose sight of what happens in a system. They do not know how teachers feel about their work or problems encountered.

On the other hand HODs and deputy principals feel heavily burdened by doing what they perceive as an extra job which the principal is supposed to do. They have to teach, monitor educator's files, plan for the year's activities and fill in all the documents from the department while the principal does his/her out-of-job errands. Should this feeling be the same with high schools that would mean our schools are in crisis because it is difficult to perform better under stressful conditions.

Black and English (1986) give some guidelines for success. They say a person should begin with a strong foundation by knowing who he/she is by understanding that one's job is to lead and give direction, not to make friends. They say one needs to know where one wants to go before one figures out how to go there. However, McLennan and Thurlow (2003) hint that the current thinking on education management in South Africa falls broadly into three paradigms or approaches. They argue that it is important to note that these paradigms do not follow consecutively, nor do they exclude each other. It is possible for all three to coexist in one organizational structure, approach or mind. They are not paradigms therefore in the sense of a complete view, but they do represent comprehensive approaches to education management. They also describe management both at the system level (Provincial and National Department of Education) and the institutional level (Schools and Colleges).

These approaches are:

The first approach: *Scientific education management (Christian)*. This approach is reflected in many of the writings on education management in South Africa. Many have associated this approach with authoritarian, hierarchical and inaccessible management styles. While this may not have been the intention, it seems to be a consequence. The approach is about stressing professionalism to all members of the organisation. Since it is based on the then Christian National education it stresses hierarchy and regulation. The subordinates have to comply with rules and policies. Managers are expected to be responsible for planning, organizing, guiding and controlling. This notion follows the principle that as God is superior, all the subordinates have to obediently follow His instructions. Oosthuizen (1992) cited in McLennan and Thurlow (2003:9) argues that order is the *sine qua non* of relevant

education, and that maintenance of school order is primarily the task of the education manager. Order can only be maintained in schools if the principals' power bases include:

- Coercive power- this power is based on compulsion or constraint.
- Reward power- where the manager has power to reward positive behaviour.
- Expert power- through this, the manager gets respect due to knowledge possession.
- Referent power- respect and admiration for the principal.
- Legal power- this power is based on the official position.

The second approach is *Education management*. This approach is about decentralization and devolution of power. It is evident in a shift in focus away from scientific management to business-oriented practices. It is probably a consequence of the introduction of the Model C schools in 1992. (Ibid:10). The Model C schools were introduced in order to cope with the economic realities of financial cutbacks in the then white education budget. In Model C schools, parents had greater autonomy in the development of school policy, but paid increased school fees. They managed and controlled the appointment of teachers, the admission policy, additions to the curriculum, the utilization of buildings and financial policy. With the passing of the South African Schools Act No 84 of 1996, Model C schools ceased to exist as such. School governing bodies created by the Act, were granted certain generic functions, with the provision that they could acquire additional allocated functions once they were able to demonstrate the capacity to perform these effectively. The Education Laws Amendment Act of 1997 confirmed the right of public schools, subject to certain

conditions, to establish posts for educators and non-educators additional to those determined for each school by provincial ministers of education. (Ibid:11). The Education Renewal Strategy (ERS) stressed a need for rationalization and cost-effectiveness.

Performance related incentives were suggested for teacher remuneration strategies, and facilities had to be utilized effectively. All of these principles are embodied in the management paradigm and are either explicit or implied in much of post 1994 education policy and legislation.

The third approach is *Education governance and management*. This approach is characterized by the concepts of governance and managing change. (Ibid:13). A growing emphasis on building relationships in education is no surprise given the traumatized nature of the education system. At the school level, much of the writing on governance is focused on issues of participation and managing potential conflict or resistance to change. Relationship building, recognition of diversity, participation and communication including responsiveness are required to dominate school governance at school level. Schools are also expected to collaborate with all role players in managing change successfully. District officials have to give support to schools and negotiate about school needs. All these approaches are evident in managing education in South Africa; education management with the emphasis on school effectiveness is becoming the norm for school principals.

2.2.1 School Effectiveness: The ideal and the real

In this section I shall discuss the notion of school effectiveness and school improvement. The essential features of this are that leaders and managers are regarded as successful if they yield positive results which are a result of planning, leading and controlling school activities.

Fullan and Hargreaves (1992), Duignan and Macpherson (1992), Bush and Middlewood (1997) agree that for a school to be effective, leaders need to involve teachers, parents, pupils and other players in formulating the vision for the school. Involving other people ensures ownership of decisions since there is according to them, free flow of information as stakeholders interact. Effectiveness is generally associated with the impact of the whole school. Gray (1998) in Bush et al. (2003:122) mentions that even in those schools designated as effective, the measurement of effectiveness is generally linked with academic and cognitive test results. In British research which was a study of secondary schools' effectiveness, Mortimore et al. (1988) in (Bush et al. 2003:122) used four measures to determine school effectiveness:

- Public examination results;
- Attendance;
- Behaviour;
- Delinquency

Although these measurements are predominantly quantitative since they deal with numbers, it is also possible to use qualitative techniques in qualitative research. Gray (1998), (Bush et al. 2003) clarifies that school quality can be assessed by three basic performance indicators, two of which can only be measured through qualitative

research involving the interviewing of pupils. Hence Gray (1998:23) stipulates that effectiveness may even consider the level of success of the individual student. There is little research on why pupils in the same school have very different experiences of schooling. Although my study will not answer this, it will look at those factors that are essential for the school to be effective. Since my topic is about varieties of recontextualisation in the implementation of curriculum reform it will look at ways school principals and other teachers choose to follow a certain method of curriculum delivery. The effectiveness of that method will be scrutinized.

The model of five idealized types of school cultures as developed by Stoll and Fink (1996) identified the relationship between school effectiveness and school improvement. This model characterized schools as moving, struggling, strolling, cruising and sinking. According to this typology, moving schools are both effective and improving. Cruising schools may be well regarded since they are effective, but such schools often have a high ability intake and may add little value to the education of their students. Consequently, they are unlikely to be actively seeking improvement. Although strolling schools may be trying to improve, they are doing so slowly. Struggling schools are ineffective in terms of examination results but are trying to improve, while sinking schools are both ineffective and deteriorating. (Bush et al. 2003:130-131). In order to support change for improvement, the culture needs to be a collaborative one with a common understanding of shared aims. Shared aims may determine whether the school is moving, strolling, struggling or cruising. It all depends on the nature of internal interaction among members and the will to take extra leadership responsibilities.

In support of the above claim, Harries and Lambert (2003:90) put it vividly that successful school improvement involves building leadership capacity for change by creating high levels of involvement and leadership skilfulness.

The crucial point is that in order to build leadership capacity there needs to be a focus and continued emphasis on the leadership capabilities of those within the school community that is parents, pupils and teachers. They say creating sustainable school improvement means, firstly understanding the culture that exists in the school, and secondly deciding on strategies for change and development that match that particular context.

The emphasis is that no one from outside can tell people what to do. They have to be allowed to search for their own solutions and to investigate and manage inside their own institutions. Fullan and Hargreaves (1992:22) also agree that educational change that does not involve and is not supported by the teacher usually ends up as change for the worse, or no real change at all. Their point of argument is that leadership that neither understands nor involves the teacher is therefore likely to be leadership that fails (Ibid: 23). However, the report of The Task Team on Education Management and Development which was commissioned to review the challenges faced by teachers in implementing the new curriculum, identified that:

The key challenge for education management relates to the inappropriate nature of the existing management systems, processes and structures. New education policy requires managers who are able to work in democratic and participative ways to build relationships and ensure efficient and participative delivery (Department of Education 1996b: 25).

Ironically McLennan (1995) argues that existing institutional contexts, and the norms and social relations which constitute them contain “countervailing tendencies” which inhibit the emergence of an institutional leadership of the ‘new’ education system. She identified these tendencies as follows: participation of stakeholders and the broader community; equity; effectiveness and efficiency; accountability; sharing responsibility and democratic process. In light of this analysis, McLennan suggests that one of the challenges for education management is the development of appropriate capacity in the systems, structures, ethos and managers of the educational system. This is necessary to ensure that the principles, newly defined in policy, are achieved. This will involve a clarification of the relationships between national and provincial departments, as well as between the key stakeholders in the education process such as trade unions, professional associations and civil society organizations. A primary task is the management of the political and institutional relationships that would lead to broad management on the priorities for education and the structures and institutional mechanisms which will ensure delivery.

It is easy for policy formulators to assume that if schools do certain things they will reap success. However, Reid, Hopkins and Holly (1987:22), Fullan (2001:52) warn that change is a process, not an event. Therefore there is no simple combination of variables that will produce an effective school. Consequently there is no universal recipe for success.

Every school is unique; therefore each school has its own characteristics which are shaped by such factors as its location, pupil intake, size, resources and most importantly, the quality of its staff. The notion of staff comparing schools in terms of

learner achievement is not worth it because what will work at one level in one school will not prove effective in another. Hence there is no certainty that the same combination of ingredients used in various schools at different times will produce similar results. Furthermore, Dalin (1998b:32) points out that one of the most important limitations in school improvement has been our lack of understanding of schools as organizations. We have taken it far too much for granted that schools function in the way that their formal structure would suggest.

We have made a number of assumptions about schools as organizations, and in so doing based our school improvement work on false premises. One of the South African writers on schools as organizations (van der Westhuizen 2002:78) defines the organisation as the framework within which human activities are depicted and coordinated. It is therefore a formal structure with common activities. The coordination of human activities means someone has to be in charge of that coordination and should possess particular skills relevant to that job. Principals of schools are by virtue of their positions entitled to manage schools. According to van der Westhuizen (2002:198-199) skills needed by principals to manage schools as organizations include among others:

- Good interpersonal relationships and ease of manner,
- A grounding in the ethics and philosophy of change,
- An understanding of how groups function,
- Familiarity with adult education and with running workshops,
- A willingness to confront people where necessary without generating hostility and;

- The ability to identify his /her own and others' strengths and weaknesses.

On the other hand Moloi (2002:2) posits that schools should not be managed as organizations only but as learning organizations. According to him a learning organisation in the school context is made up of educators who are committed to personal and professional development and growth. In a learning organisation, learning is a continuous process of growth and improvement through constant interaction with its environment.

This nurtures and brings about a strategic alignment (Ibid:3). In addition, it is important to facilitate working relationships with parents and the greater community in order to capture and share learning. When educators interact with the parent community, they create a context that allows them to identify those assumptions about what happens in the school and that provides clarity where it is needed. Through this interaction, parents and educators learn from each other and make efforts to work together and solve problems together. Senge (1996) cited in Moloi (2002:2) argues that learning organizations have a strategic capability that enhances their performance because individuals are given the chance to “zoom in” where they feel engaged. Their strategic capabilities lie in the linkages between various aspects of the tasks vested in a school management group, rather than in the skills of the principal. Thus a learning organisation is a place where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to act together.

Similarly, in his book *The Fifth Discipline*, Senge (1990) in (Moloi 2002:6) describes a process for building a learning organisation. It entails crossing five thresholds of learning: personal mastery, mental models, shared vision, team learning, and systems thinking. Each of these learning disciplines has to do with how people think, what they truly want, and how they interact and learn with one another. Moloi (2002) hints that to sustain your development and growth as an educator, and in order to regenerate yourself, you have to be aware of, and interact with your environment all the time. You should strive to develop methods to deal with varying situations in your school context by generating skills, attitudes and competencies that are required for delivering excellence in a dynamic environment. However, any successful innovation must come from people's attitudes and deeply ingrained belief systems because these are very difficult to change. The idea of continuous learning through constant interaction between parents, teachers, learners and other community members needs to be closely scrutinized since the South African Schools Act mandated parents to play an active role in governance matters.

Subsequently, what teachers have learnt from parents remains to be seen as Dieltiens and Enslin (2002:17) argue that besides the obvious benefit of legitimizing educational decisions, participation in school governance has many positive spin-offs. Since it is assumed schools have a firm grounding in the realities of their particular community, it might be argued that they know best what the needs of their students are and so the school and parents should be making the educational decisions rather than distant government officials. On top of that, because the community has been involved in generating a school's policy, they may feel a sense of ownership over the school and so support its progress.

Furthermore, Dalin's (1998a) warning of making school improvement plans on wrong premises cannot be overlooked. Since my research will be based on three deep rural schools, the concept of learning from each other, positive attitudes and other ideas about management of change will be looked at. This is essential since cultural and home backgrounds play an important role in learning. Also the language of learning has proved to play a measurable role in knowledge acquisition. Jencks' study on school effectiveness in Rossow and Warner (2000:10) found that a student's future job success in terms of status and salary was related to the occupation of the parents. In effect, these studies indicated that schools do not make a difference. No matter what the school does, the family backgrounds were found to determine success. This will be revisited in my theoretical framework.

2.2.2 School Management Roles

This sub-section cites what roles managers need to play in order to be effective and efficient leaders.

According to Smith (1995:ix) schools will be more successful if they depend for their effectiveness upon co-operative activity in which leadership exists to foster team work, facilitate problem solving and focus the team's attention and enthusiasm on working together to ensure continuous improvement of the teaching and learning process. In order to achieve this role, Rossow and Warner (2000:24) say principals need to model certain behaviour because the principals' behaviour communicates what is really valued. Teachers and students will tend to imitate actions, attitudes and beliefs of the principal. Secondly, the principal needs to be a cognitive coach. Anyone

in schooling can become a cognitive coach. Coaching provides instructional leaders with a set of maps and linguistic tools that facilitate reflective practice. The principal or colleague who mediates as a coach does not pre-suppose the problems or the solutions. Thirdly, principals need to be mentors. Mentoring requires the mentor to be familiar with cognitive coaching. There are two models of mentoring, i.e. mimetic (imitative) and transformational. With the mimetic, the mentor is viewed as having all the answers whereas with the transformational model the mentor and the protégé's thinking and values are changed as a result of qualitative shifts in their perspectives (Ibid: 59-61).

The study by de Jager (2005) which was conducted by using interviews and questionnaires in the Amajuba District revealed one principal, Mr. Sithole (Pseudonym) as an example of an imitative leader who was expected to guide teachers. After receiving the documents from the Department, unfortunately he could not move as there was insufficient information from the department. On the other hand two other principals showed themselves to be transformational leaders since they managed to plan for change in advance using the resources they had. My study will attempt to unlock how principals see their roles as either transformational or imitative leaders. That will be examined through their engagement with curricula needs and its management.

2.3 Theoretical and Conceptual Framework

According to Caldwell (2005:1) transformation is achieved when significant, systematic and sustained change has occurred, resulting in improved outcomes for all students in all settings, thus making a contribution to the social and economic well-being of the nation. To achieve this, it implies that school leaders should have the capacity to adjust to the changing scope of school-based management and must be ready to respond to control initiatives as they may be determined from time to time at the national, state/province, or district levels.

To explore the theoretical avenue of leadership, I shall restrict my engagement with literature to:

- Leadership styles;
- Leadership theories;
- Managing curriculum change; and
- Curriculum management critique.

2.3.1 Leadership styles

Smith (1995:51) outlines that whatever leadership style is developed, it must not encourage dependence on top-down decision-making, nor must it stifle creativity and innovation, and it must certainly not be afraid of change. Young and Gamble (2006) explain how South Africa was divided into different education departments and the impact it had on the racial divide and inequality. Consequently, this has led to what Dalin & Rolf (1993) could have called content dependence upon the given information and the resemblance to the previous leaders. Evidently, most people like to imitate

their teachers and as a result make schooling experience distasteful. The following are the styles of leadership emulated by most leaders.

Authoritarian. According to Harries (2002:17) this kind of a leader controls all aspects of the departmental work. This approach excludes team members from decision-making and leads to feelings of resentment because there is a lack of collaboration. Likewise, Coleman (2003) highlights that the main underlying way of analyzing styles of leadership is associated with the work of Tannenbaum and Schmidt (1973) who considered management style largely identified as decision-making on a spectrum from authoritarian through to democratic on the other end. At one end of the spectrum the leader/manager simply tells subordinates what to do while at the other end the leader consults with subordinates.

Democratic. With this style, the power to make decisions is virtually handed over to the subordinates. The sharing of decision-making is generally recognized as being preferable to telling. Bray (1996) in Coleman (2003) hints that the concept of democratic management is particularly resonant in South Africa where above all, educators should recognize the important role they are going to play in cultivating democratic values and norms in the education sphere and particularly in the wider South African community.

Laissez-faire. With this style, Harries (2002:17) posits that responsibilities are delegated to others. Nevertheless, this form of leadership places too much responsibility on others to complete and achieve tasks. It presents a lack of direction and responsibility for the work within the subject area or department. This form of

leadership will prove to be detrimental because too much is asked of team members against a backdrop of inadequate leadership and a lack of direction.

Transformational. According to Coleman (2003) the principal who practices transformational leadership is not dependent upon his/her personal charisma, but is attempting to empower staff and share leadership functions. Similarly, Harries (2002:18) emphasizes that transformational leadership fosters collegiality since it is a style that empowers others. Collegiality is people oriented and requires a leadership approach that helps other people to transform their feelings, attitudes and beliefs. Transformational leaders not only manage structures but also purposefully impact upon the culture in order to change it.

The following table illustrates comparisons of three leadership styles commonly used by managers. It is essential that leaders can review their styles by looking at the characteristics of leadership styles which might be either desirable or not. That helps to understand how to treat subordinates in certain conditions.

2.3.1.1. Leadership Styles comparison adapted from Harries (2002).

Authoritarian Tells people what to do. Keeps information from team members. Stifles debate. Tightly controls meetings. Give the impression that decisions are made before they are discussed. Employs rigid procedures. Seems to have 'tunnel vision'. Fails to develop colleagues by refusing to delegate.	Democratic Directs or supports people as necessary. Shares information of relevance to the team. Plans well-structured meetings which allow for debate but reach decisions. Agrees clear procedures with the team. Has a clear philosophy but listens to other views. Develops colleagues by negotiating the delegation of some tasks.	Laissez-faire Does not like directing people. Shares information unnecessarily. Allows so much debate that clear decisions are rarely made. Allows meetings to drag on. Lacks procedures. Gives the impression of having no clear philosophy for the team. Fails to develop colleagues by not planning delegation.
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Harries (2002) claims that Authoritarian and Laissez-faire styles of leadership are bad because they do not allow subordinates to explore development avenues. Hence, this table has limited application by managers since it does not give a typology of good and bad leadership styles that can be emulated. Coleman (2003) outlines the view that managerial styles are not fixed. They are not unchanging. They are determined by a range of factors. Many are subject to modification through formal instruction or self training. Democratic leadership and collegiality are the commonly favoured styles of leadership. However, there can be bad democracy and ineffective collegiality. Therefore it may be better to understand the culture of individuals in the organisation before adopting the leadership style.

2.3.2 Leadership Theories

There are varieties of leadership theories; however, for the purposes of this study I shall dwell on two types which are prevalent in educational leadership literature. These theories depict structures that are there in the education system. Bush et al. (2003) refer to structure as the formal pattern of relationships between people in organizations. Structure expresses the way in which people relate to each other in order to achieve organizational objectives. They further elucidate the notion of structure being created as significant since it underlines the potential for managers to restructure the organization to meet the changing requirements. Structures I am going to discuss include inter alia:

2.3.2.1 Bureaucratic Structure

According to Bush (2003) bureaucratic theories are associated strongly with the work of Weber (1989) who argued that bureaucracy is the most efficient form of management. The purely bureaucratic type of administrative organization is from a technical point of view, capable of attaining the highest degree of efficiency and is in this sense formally the most rational means of carrying out imperative control over human beings. Harries and Lambert (2003:48) state that most management structures in education, particularly those in secondary schools and colleges, tend to be consistent with bureaucratic assumptions and some could be regarded as pictorial representations of bureaucracy. Likewise, Holmes and Wayne (1989) in Bush et al. (2003:49) mention that:

All schools are bureaucracies. There are rules governing the behaviour of the members. There is a hierarchy and there are formal and informal norms of behaviour associated with various role...one difficulty with a bureaucratic school system is that bureaucracy and its survival becomes ends in themselves, and the goals of schooling become subsidiary.

In addition, Steyn and Squelch 1997 (Ibid:49) vividly indicate the point that South African schools have mainly been organized in a rigid hierarchy and managed from a top-down approach. Consequently, principals and teachers have been mainly responsible for implementing policies and decisions taken by education authorities at central and provincial level. Authoritarian leaders are commonly identified with this structure since members of the organization get used to being dictated to. Although it

is apparent that bureaucracy is inescapable, many flaws have been observed with this structure. According to Bush et al. (2003:50-51) these flaws can be summarized as.

- Bureaucratic theories characterize organizations as goal-seeking entities but in practice it may be difficult to ascertain the goals of educational establishments. Many schools have formal written statements of their objectives but these may have little operational relevance. Official goals are often vague and general and do not indicate how they are to be achieved.
- Bureaucratic theories focus on the organizations as an entity and ignore or underestimate the contribution of individuals within the organization.
- Bureaucratic theories assume that power resides at the apex of the pyramid. Principals have authority by virtue of their position as the appointed leader of the institution.

Bureaucracy may not be escaped since we are living in the bureaucratic world of dominance by certain individuals and institutions. Goals need to be understood by everyone, especially those who are at the lower levels because they are the ones who have to implement innovations. It becomes very difficult to work energetically for the realisation of innovations you are not clear about.

2.2.2 Collegial Theories

Bush et al. (2003:70) argue that the traditional emphasis on bureaucracy has been challenged by a normative preference for collegiality in many countries.

With this theory, structures are lateral or horizontal rather than vertical and hierarchical, reflecting the view that all teachers should be involved in decision-

making and own the outcome of decisions. Authority in collegial structures is based on professional expertise rather than position. The democratic and transformational leader may find this theory most suitable to his/her leadership style since it is based on empowering others. According to Harries (2002:19) the practice of effective leadership is underpinned by a number of core personal values. These concern the promotion of respect (for individuals), fairness and equality, caring for the well-being and whole development of students and staff, integrity and honesty. This sense of caring and belief in staff is the key to successful improvement efforts and is the core of effective leadership. In contradiction to praises allotted to collegiality, Bush (2003:56) warns of limitations as:

Democratic approaches to decision-making tend to be slow and cumbersome. Democracy may be compromised if most staff choose not to participate, especially when meetings to take decisions are after school and others would like to leave immediately after school.

Teachers at school are not the same; some believe that the head of school should make decisions and inform them. This over-reliance on the principal may best suit bureaucratic structures; in that manner, collegiality can not succeed if subordinates are willing to comply no matter what. Therefore, it does not matter how good collegiality might be; the principal has to refrain from it if it is not successful for the school or else manage a process of towards it.

2.3.3 Managing Educational Change

The notion of educational management has been discussed. This section discusses what managers in collaboration with the School Governing Bodies should do in order to manage change effectively.

The Department of Education teacher's Guide to implementing Outcomes Based Education in Further Education and Training (2002:17-18) stipulates that school governing bodies and management teams have the important responsibility to draw up plans for running the school each year. A school plan shows that the school has thought about how the curriculum links to the school's mission statement and what is in the interest of its learners and has not just planned to do what is in the various textbooks in each subject. Furthermore, teachers need to make sure that they know what skills, knowledge, attitudes and values learners should develop through the learning experience. The School Management Team (SMT) is responsible for ensuring that educators fulfil their responsibilities. It is also the duty of the principal, deputies and HODs to make sure that year plans or learning programs satisfy the requirements of the curriculum policy and the school's own vision and mission (Ibid: 37).

Since my research focuses on varieties of recontextualisation in the implementation of curriculum reform in the FET band, the manner in which the principals collaborated with the SMT and governing body members will be the focal point. Dalin & Rolf (1993:136) warn that schools differ in terms of their readiness and capabilities. He says it takes several years for a school to move from the first individual experience; it all depends on maturity.

The year 2006 was the year for introducing the curriculum reform known as the National Curriculum Statement (NCS) in South Africa. This New Curriculum was a result of symbolic movement from the Apartheid Education which was based on inequality in terms of race, resource distribution and overall quality of education. The strategic capabilities for all leaders are required since this curriculum brings new methods of teaching and learning which are not familiar and are abstract to teachers who received unequal training to teach their races. Kramer (1999:3) clarifies that most learners can achieve high quality outcomes given proper teaching, learning resources and time. In an Outcomes Based Curriculum all learners are expected to learn at their own pace because it is learners who have to indicate signs of mastery of certain concepts before moving to the next. Hence the Department of Education, (2002:26) specifies that OBE assessment is part of the learning process and not a separate activity.

Assessment at the beginning of the learning process helps educators to find out what learners have already learned and to decide how to move forward from that point.

Teachers have to adapt to new curricula demands as there are new compulsory subjects like Life Orientation and Mathematics Literacy. New determination and teaching skills are inevitable. According to Rossow and Warner (2000) mention is made that no change will take place unless all teachers are willing to change.

Similarly, Fullan and Hargreaves (1992:19-21) agree that individuals and groups of individuals must therefore take responsibility for improving the whole school or it will not improve. However noble, sophisticated, or enlightened a proposal for change and improvement might be, they come to nothing if teachers do not adopt them into effective classroom practice.

Harries and Lambert (2003:90) explain the notion that successful school improvement involves building leadership capacity for change by creating high levels of involvement and leadership skilfulness. The crucial point is that in order to build leadership capacity there needs to be a focus and continued emphasis on the leadership capabilities of all those within the school community- parents, pupils and teachers.

During the introduction of OBE in South Africa, teachers who received training for one week (5 days) were not ready to implement changes. Coleman et al. (2003) criticize the introduction of Curriculum 2005 for grade one teachers as one-off information sessions over a period of 3-5 days which were insufficient since there was no in-depth, sustained training with follow up support plans at the classroom interface.

The new curriculum policy did not differentiate schools as per their location and needs. All schools received little or no support; hence this kind of curriculum policy can be described as context blind (Ibid:42). According to Knoop (1987) in van der Westhuizen (2002:196) change implementation is the most difficult phase of the change process. Planning has to serve as a blueprint during this phase of making practice real.

Implementation means that new structures are created, rules and regulations changed, objectives set and training provided. The manner of preparedness and readiness to manage change in terms of planning for the subjects; human resources and material resources are key to my topic. Whitaker (1993) in (Rossow & Warner 2000:18) espouses the point that leaders need to understand how people work in terms of McGregor's theory X and theory Y. Theory X people dislike work and try to avoid it. They prefer to be led and wish to avoid responsibility. By nature these people are

resistant to change. In order to get work out of employees, the manager must direct, coerce and control people. On the other hand, theory Y people do like work and do not have to be forced or threatened. If allowed to pursue objectives to which they are committed, most people will work and not only accept responsibility, but actively seek it.

In addition, the principal's knowledge of the factors that motivate teachers can be the key to effective leadership. Bush and Middlewood (1997), Nathan (2000), Rossow and Warner (2000) all agree that among the most frequently cited motivation theories in educational administration are: Maslow's *needs hierarchy*, Herzberg's *motivation-hygiene theory* and McGregor's *theory X and theory Y*. Maslow proposed a theory that essentially asserts that there are basic needs that everyone seeks to satisfy and the quest to satisfy these needs acts to motivate the individual. I have alluded to McGregor's theory and will not repeat it. Herzberg's theory suggests that there are factors that satisfy employees and those that do not satisfy. The former are called hygiene factors. This can lead to high performance since it influences attitude. The hygiene factors can lead to dissatisfaction if not present, but their presence does not contribute to satisfaction. Fullan (1999) and van der Westhuizen (2002) all agree that the principal is expected to initiate change, to facilitate it and to implement it. Politicians, parents and the business sector all expect that schools will accept the responsibility of changing existing practices in the interest of progress. But all depends on maturity and state of needs for those led.

Since the principal is the highest employed official at school, it is fundamental that he/she knows how to manage people, including the understanding of factors that help

create a climate conducive to work under. Giving proper guidance is essential in gaining the trust and confidence of subordinates.

2.3.4 Curriculum Management Critique

Quite a lot has been said about characteristics or qualities of effective schools, how they should be managed, the calibre of teachers and leaders needed to contribute to the making of a bright future for learners as well as that of the country. All these assumptions are based on the premise that education is the key to success. In contradiction to the above mentioned claims, Coleman et al. (2003) argue that to speak of curriculum management in South African schools makes no sense because in South Africa, schools have very little control over the curriculum. The curriculum is handed down to schools, not discussed with them. Within the school itself, even the principal has no power to change or intervene in the substance of curriculum. Like teachers he/she is simply another link in the chain of curriculum flow downwards into the classroom.

It is astounding what effect this has on the learners' acquisition of knowledge. Hence Bernstein (1990) in (Hoadley 2004:23) indicates that middle class children generally created relatively 'context-independent texts' while those of the working class children were 'context-dependent'. In other words, the modal orientation of middle-class children was 'elaborated' and that of the working class children 'restricted'. The contributory factor to these differences is caused by what Bernstein (1996:122) calls the break of the hiatus (continuity) which is caused by different languages spoken at home and that of learning at school. Commonly the hiatus faces the working class children. Therefore curriculum management is similar to maintaining the status quo

about racial differences. According to Bourdieu's theory of cultural capital (habitus) in (Ross 2000:88-89) 'nature vs nurture' debate is not really relevant because we largely do not choose our identity- or indeed, cannot choose our identity. 'We receive the cultural identity which has been handed down to us from previous generations... as we grow older we modify the identity we have inherited. Similarly, Ross, (2000:82) argues that education to transform society has not happened. Apple (1990) in Ross (2000) says this is caused by the schools' contribution to inequality since schools are intentionally organized to distribute unequally particular kinds of knowledge. Rutter in Ross (2000) identified factors which are most found in schools with larger numbers of well motivated students. These schools would attract and motivate good teachers, and attract pupils from relatively privileged homes, and thus the cycle of reproduction would be maintained. Apple argues that this reproduction is not a conspiracy to deprive, but a 'logical necessity' to maintain the unequal social order. (Ibid: 83).

In conclusion, Coleman et al. (2003) note that curriculum management is not simply a technical or administrative process. At heart, curriculum policy management is a political process involving fierce contestations about values, symbols, priorities and capacities. The implication is that curriculum is a politically driven phenomenon. It is incumbent upon the government and politicians of the day to convince us of what is best to uphold values enshrined in the constitution of the government of the day.

2.3.5 Conclusion

The management of educators is fundamental if school managers are to be recognized as such. Managing school activities ensures that everybody understands what is expected of him/her. The pride of the school is realized through achieving good results which help label the school as effective or not. Managers can not be excused of ignorance should they fail to pursue their roles effectively.

CHAPTER 3

Research Methodology and Design

3.1 Introduction

The focus of my unit of analysis is the leadership and management of educational change.

The aim of the study is to explore how principals and other school management team members understand and pursue their roles in introducing the National Curriculum Statement (NCS) in the Further Education and Training band (FET). The study falls mainly within an Interpretivist paradigm. Research findings depended on a process of interviews and questionnaire interpretation of the varieties of recontextualisation of Outcomes Based Education (OBE) using theories of power relations, and are therefore qualitative in nature.

3.2 Research Methodology

An Interpretivist approach seeks to comprehend and describe meaningful social action through direct, detailed involvement with people with an aim of arriving at understandings and interpretations of how people create and maintain their social world. Heshusius and Ballard (1996), Delanty and Strydom (2003) outline the impossibility of distancing yourself when handling research; in that way, your personal knowledge, passion, and experience is central to all acts of knowing. However, from the critical theory approach point of view as stated in Cohen, Manion, and Morrison (2007) the critical theorists' intention is not merely to give an account of society and behaviour but to realize a society that is based on equality and democracy for its members. Its purpose is not merely to understand situations and phenomena but to change them.

As was indicated in the introduction the study is qualitative in nature, Henning (2004), Mouton (2001) point out that qualitative researchers often design evaluation tools that they then standardize. The researcher makes meaning of the data by seeing the bigger picture and by converting the raw empirical information (the “thin description” of the phenomenon) into what is known as “thick description” in qualitative research. Therefore, the researcher has to keep field notes as he/she participates in the fieldwork which is often in natural field settings.

3.3 Data Collection Methods

In this section I discuss how data was collected from research sites. Before describing the methods, I explain how access to schools was gained.

3.3.1 Gaining Access to Schools

Research can not be conducted without having approached participants before the project begins. When gaining access to schools, Hannan (2006:6) suggests that it is advisable to produce an easily readable version of your ethics protocol that you can send in advance or provide for your informants before beginning the interview. Although the consent letter that was sent to schools in the year 2006 did not contain much ethical information, principals and other participants were eager to participate in the project. The principals were given a letter stating the topic and the purpose of the research. The letter was not signed but left at school as a reference. All the research sites are in the deep rural areas of KwaZulu-Natal Midlands. However, all of them are electrified and have, according to my perception, equal chances of gaining more technological information and resources which may be helpful to meaningful teaching and learning and effective management.

3.3.2 Sampling: Participants' selection

The following discussion highlights how research participants were selected.

Behling and Law (2000), Wiersma (1980) agree that although it may be desirable to include an entire population of individuals in a research study, in many educational research studies it is not feasible to include all members of a population. The authors point out that a sample is a subset of the population, the population to which the researcher intends to generalize the results. Therefore, sufficient data can be obtained through study of a proportion of the population. My initial sample included three principals who were selected from three secondary schools. Those three principals were my main informants. In addition, twelve members from the school management teams (SMT) were given questionnaires to complete. This twelve was from the pool of nine Heads of Departments (HoDs) and three Deputy Principals (DPs).

In each school, there had to be three HoDs and one Deputy Principal. However, due to recent changes in staff establishment, my sample has now included two Deputies and eight HoDs, including three Principals as well. That change is due to movement of one Deputy Principal and one Head of Department to other schools as a result of a post provisioning model.

The following section is the discussion of how data was collected from the above mentioned participants.

3.3.3 Interviews

According to Walker (1985) it is difficult to draw a demarcation between 'method' and 'technique'. This difficulty is due to the fact that some people use the term 'method' to specify research recipes and use 'technique' to refer to the detailed practice of strategies. Hence, observation, interviews and questionnaires would be methods, while checklists, multiple-choice questions and interaction-analysis would be techniques.

Goddard and Melville (2001), Wiersma (1980), Gillham (2000) all define an interview as a conversation, usually between two people. During this conversation, one person, the interviewer, is seeking responses for a particular purpose from the other person, the interviewee. The interviewer uses questions to solicit information. Glesne (1999) hints that in interviewing, researchers ask questions in the context of purposes generally known fully only to themselves. Respondents, the possessors of information, answer questions in the context of dispositions (motives, values, concerns, needs) that researchers need to unravel in order to make sense out of words that their questions generate. The reason why I opted to use interviews with principals is to acquire more information regarding the manner of doing things at schools. I believe the principals as the highest officials in the school context will be able to furnish me with day-to-day activities in the running of the school.

Cohen et al. (2007) posit that the interview is not simply concerned with collecting data about life but it is part of life itself. Its human embeddedness is inescapable. There are different types of interviews; Bickman and Rog (1998) indicate that interview types include structured, semi-structured, informal, and retrospective interviews. Formally structured and semi-structured interviews are verbal approximations of a questionnaire with explicit research goals.

Whatever type of interview is used, Kvale (1996) warns that interview research is a craft,

which if well carried out can become an art. The reasons why interviewing is an art are that many analyses of the methodical decisions have to be made on the spot during the interview. This ability to analyse requires a high level of skill in the interviewer who needs to be knowledgeable about the interview topic and to be familiar with the methodological options available, as well as having a grasp of the conceptual issues of producing knowledge through conversation. For the purposes of my study, the semi-structured interview will be used. This kind of interview allows open-ended questions.

Cohen et al. (2007) argue that open-ended questions have a number of advantages since they are flexible; they allow the interviewer to probe so that one may go into more depth if one chooses, or to clear up any misunderstandings; semi-structured interviewing enables the interviewer to test the limits of the respondent's knowledge. The other reasons why a semi-structured interview is suitable for my research is that it allows me as a researcher to find deeper meanings and the chance to come back for follow-up questions in order to find more clarity on particular issues. However, Woods (2006:12) points out that if interviews are going to tap into the depths of reality of the situation and discover subjects' meanings and understandings, it is essential for the researcher:

- To develop empathy with interviewees and win their confidence.
- To be unobtrusive, in order not to impose one's own influences on the interviewee.

In order to achieve this gaining of interviewee confidence, the researcher has to develop rapport. Although Keeves (1998) argues that despite lip-service paid to this concept (rapport), it is not entirely clear what is meant by it. Gay (1981) and Glesne (1999) state that rapport is tantamount to a trust-relationship. Trust is the foundation for facilitating full and detailed answers to questions asked. The interviewer promotes rapport by the interest he/she shows in

what respondents say. By your verbal and non-verbal behaviour you demonstrate that you appreciate what you are hearing. Since most of the respondents are familiar with me; forming rapport was not difficult because I was not a stranger to them. Nevertheless, Behling and Law (2000), Gay (1981), Goddard and Melville (2001) and Hannan (2006) warn that researchers should be-aware of the fact that interviews themselves are contrived, artificial situations and interviewees often respond in a manner that reflects this. Thus, respondents may describe what they do in terms of what they think you will recognize, making full play of theoretical concepts intended to impress you, the researcher. In that way responses given may be biased and affected by the respondent's reaction to the interviewer.

In addition, Gillham (2000) hints that interviews require a lot of concentration and may be found a wearing business. It is advisable to space them out, and one every two days is about right. Cohen et al. (2007:349) further warn that the researcher using interviews has to be aware that they are expensive in time, open to interviewer bias and may be inconvenient for respondents. Issues of interviewee fatigue may hamper the interview and anonymity may be difficult. I concur with these authors because during interviews some principals appeared to be enjoying the support and had planned for change, but when asking for evidence they could not give it all to me. They also confessed that they were not following their strategies.

Finally, Sproull (1995) lists some disadvantages of interviews as:

- Very costly because of time required for each interview and the required training of interviewers.
- Less information can be gathered than by other methods because of time requirements.
- Probabilities of inaccurate data because people may lie, omit information or use selective recall.

- Possibility of inaccurate data because of interviewer bias or the interaction of interviewer and respondents.

Though I could not guarantee this since I would not pre-empt how participants were to respond, to avoid interviewee fatigue I tried to maintain eye-contact and kept probing questions to the point. Unnecessary comments were reduced as far as possible.

3.3.4 Questionnaires

This section describes the use and the purpose of using questionnaires in the study. Prior to the use of questionnaires, Hannan (2006:3) posits that:

Ask yourself, why should I use a questionnaire? It is worth being self-reflective when beginning to construct your own questionnaire, by writing down your reasons for choosing such a research instrument rather than another (say interviews or observation), for inventing your own rather than using one already available in the literature, and for asking the sorts of questions you want to use.

The reason why I chose to use questionnaires is to validate the principals' responses by comparing them with those of other SMT members. That is essential in seeing how proceedings are followed at school. According to Walker (1985) the questionnaire may be considered as a formalized and stylized interview or interview by proxy. They are often thought of as mainly applicable to large samples and as demanding rather superficial levels of questioning, or least questions that are carefully honed to give preordinately determined answers. Questionnaires may be used in more localized and intimate settings. Verma and Beard (1981:113) advise that a good questionnaire should not only represent the aims of the researchers who send it out but should also allow for the full variety of possible answers.

The questionnaire should be brief and should be persuasively introduced in a personal approach by an interviewer.

The type of questionnaire that was used is adapted from Sproull (1995). Some of the questions were asked in the study by Pamela De Jager in 2005. The aim of using some of the questions from De Jager is to figure out if what she found can be the same or different in another context. However, Gay (1981) cautions that criticisms of questionnaires are not to their use but to their misuse. This misuse often emanates from the rush in constructing questionnaires.

Despite the flexibility of questionnaires and their reduced time consumption to complete, Wiersma (1980:146) further warns of other criticisms of questionnaires as:

- There is excessive non-response;
- Items are poorly constructed and organized;
- Questions deal with only trivial information;
- Data from different questions are difficult to synthesize.

In order to overcome the problem of non-response or avoidance of certain questions due to clarity problems, I tackled the questionnaires together with respondents so as to clarify misunderstandings on the spot and collected them personally thus avoiding mailing constraints.

3.4 Data Recording and Transcription

In this section I discuss how data was recorded and transcribed.

During interviews, data was recorded using a digital voice recorder. Thereafter it was downloaded to a computer for transcription. Sherman and Webb (1988) indicate that

researchers rely on taped interviews and /or hand-written field notes in order to construct accurate typed protocols. However, the researcher must be sensitive to his environment in order to determine if using a tape recorder or taking notes in the presence of a subject will make them uncomfortable or disrupt their behaviour. Hence, Miles and Huberman (1994) advise that it is good to ask the interviewee whether he/she is comfortable with a tape recorder and explain the purpose of its use before using the device.

In addition, Gay (1981) states clearly that if responses are recorded after the interview, the interviewer is not likely to recall every response exactly as given, especially if many questions are asked. On the other hand, if a recording device such as a cassette recorder is used, the interview moves more quickly, and responses are recorded exactly as given. After each interview was downloaded on to a computer, it was accessed as folders that can be played and replayed with ease, which assisted during transcription of data because I listened while writing simultaneously. However, Cohen et al. (2007) emphasize that transcription is a crucial step because there is the potential loss, distortion and reduction of complexity. What becomes dangerous with much transcription is that it becomes solely a record of data rather than a record of social encounter, whereas the interview is a social encounter rather than a data collection exercise. Hence, transcriptions inevitably lose data from the original encounter. The authors argue that this problem is compounded, for a transcription represents the transcription from one set of rule systems (oral and interpersonal). It is essential to mention that the digital voice recorder was not to be the sole source of interview proceedings. In support of it I also used and relied on memos; where body language and other gestures which the recorder could not capture, were recorded. I think the memo helped me remember the mood, tone and even feelings the respondent showed.

The following section explains how data was analysed.

3.5 Data Analysis

Neuman (2000) argues that qualitative data are in the form of a text, written words, phrases, or symbols describing or presenting people, actions, and events in social life. Interestingly, the similarities between forms of analysis, quantitative and qualitative, are that both styles involve inference. But the difference is that qualitative research is often inductive since researchers rarely know the specifics of data analysis when they begin a project.

Consequently, Babbie (2002:375) emphasizes that there are no cut-and-dried steps that guarantee success. The key process in the analysis of qualitative social research data is coding which is classifying or categorizing individual pieces of data coupled with some kind of retrieval system. During the open coding the data is broken into discrete parts, closely examined, and compared for similarities and differences, and questions are asked about the phenomena as reflected in the data. Similarly Glesne (1999) points out that in the early days of data collection, coding helps the researcher to develop more specific focus or more relevant questions; making sense of the stories as a whole becomes harder. The researcher does not have to stop telling stories; but in data analysis the researcher must make connections among the stories and find out what is being illuminated and how the stories connect? What themes and patterns give shape to data? Coding helps in answering these questions.

In contradiction to what may be perceived as simple coding, Coffey and Atkinson (1996:26-30) caution that the segmenting and coding of data are *often taken-for-granted* parts of the qualitative research process. All researchers need to be able to organize, manage and retrieve the most meaningful bits of our data. The usual way of going about this is by assigning tags or labels to data, based on concepts. (emphasis added).

In practice, coding is usually a mixture of data reduction and data complication. Coding generally is used to break up and segment the data into simpler, general categories and is used to expand and tease out the data, in order to formulate new questions and levels of interpretation. However, one should try to ensure that coding does not lose more than is gained.

Based on literature, my data analysis was therefore based on manual analysis of data by assigning codes and labels to chunks of data looking for patterns and dissimilarities.

Neuman (2000:420) hints that coding frees a researcher from entanglement in the details of the raw data and encourages higher level of thinking about them.

3.6 Ethical Issues

This section explains what actions the researcher took in order to ensure the respect of the participants' dignity and anonymity. According to Glesne, (1999:115) a research code of ethics is generally concerned with aspirations as well as avoidance; it represents our desire and attempt to respect the rights of others, fulfil obligations, avoid harm and augment benefits to those we interact with. Hence, Sproull (1995:11) emphasizes that consent is usually obtained directly from the persons who will participate in the research and those letters of consent should be signed.

However, signing the letter of consent does not mean the participant is bound willy-nilly to participate. That is the reason why Wiersma (1980) and Mouton (2001) argue that according to the National Research Act of 1974, the researcher must protect the dignity and welfare of participants. The individual's freedom to decline participation must be respected, and the

confidentiality of research data must be maintained. More emphasis is put on the researcher to guard against violation or invasion of privacy. The issue of signing put me under difficulty as one principal who agreed to participate during our conversation, refused to sign as he thought I was investigating him as he was not coming to school regularly. I had to release him from his obligation and choose others. Although addressing all ethical issues may be difficult to achieve, respondents were apprised of their rights during and after research. In their consent forms, participants were informed that participation is voluntary and that they can withdraw at any time.

In the following section I discuss validity and reliability issues.

3.7 Validity and Reliability

Keeves (1998), Wiersma (1980) point out that a measure is valid if it does what it is intended to do. On the other hand, Behling and Law (2000) stipulate that reliability refers to the degree to which a measure of a construct is free from random error. It can be thought of as the correlation between a construct and itself. Thus, tests of reliability typically involve correlating two different measurements of the same construct. Furthermore, Cohen et al. (2007) hint that in qualitative data the subjectivity of respondents, their opinions, attitudes and perspectives together contribute to a degree of bias.

The validity of this research will be measured if the research questions answer what the research title intended to find out in terms of theory and practice.

3.8 Limitations

Since my study is qualitative in nature, just as it could be with other approaches, it does not mean it can reveal all the desired information.

According to Woods (2006:23) there are limitations associated with qualitative studies. He points out that it has been argued that single qualitative studies cannot provide grounds for generalizing across cases. Secondly, qualitative research can be a high-risk, low-yield enterprise. It can take time to negotiate access, assemble a sample, develop trust and rapport and find out what is 'going on' or what people are thinking. In addition, qualitative studies are accused of being impressionistic, subjective, biased, idiosyncratic and lacking in precision.

The author argues that some of the bias comes through, typically, in the rhetorical presentation of accounts. In dealing with these weaknesses, I tried not to be stereotyped about my questions. Instead I attempted to allow the truth to come through-allowing responses to be as spontaneous as possible. Although towards the end of my research dissertation there are recommendations, this study will not provide all the answers or solutions regarding curriculum reform. The people who are policy makers might not even read it due to the number of studies conducted in this field of curriculum implementation; consequently, my study can not inform practice. I also can not claim that what was found from three schools portrays what is happening in the Province due to the size of the sample.

3.9 Conclusion

Effective management of schools is informed by a variety of factors to which even interviewing principals cannot provide answers. There are factors which are beyond the control of educators which unfortunately impact either positively or negatively towards the schools' image. Examples of those factors include inter alia: home background, heredity, and motivation. Moreover, literature has revealed that even participants themselves may not be fair when answering research questions. In that way it may be impossible to measure whether it is research tools that were ineffective or not.

CHAPTER 4

Discussion of Findings

4.1. Introduction

In this chapter I discuss the topics/themes that emerged from the conducted interviews as data collection technique. During these interviews, two critical questions had to be answered [or unpacked.] Those questions are:

1. What are the varieties of recontextualisation used by Principals in managing the current FET curriculum reform process?
2. How do Principals understand their role in leading and managing this change process?

The following are the themes that emerged during data analysis. The analysis was manually conducted. No software was used.

4.2. Teacher incompetence to deliver the curriculum.

Successful curriculum implementation lies in teachers' understanding and immersion in the change process. Caldwell (2005) states that school leaders should ensure that they and their colleagues are up-to-date with their knowledge of good practice in school improvement. Hence, Fullan (1999) advocates that teachers are the agents of change, meaning that they are the wheels to deliver the change process. However, my data revealed that some teachers in Secondary schools are not ready to deliver the National Curriculum Statement (NCS) for various reasons. The issue of teacher competence and incompetence emanated from the question, How has curriculum reform been introduced in your school? One Principal had this to say about teacher competence:

According to the observations I have heard it is becoming too difficult in the sense that the standard is far above. Some feel very nervous.

Another principal revealed that his teachers are afraid to teach in front of others when they are being visited for performance management (IQMS). This corresponds to the findings of the early research about curriculum 2005 implementation which was plagued with problems. When giving the history of Curriculum 2005 implementation process, Jansen (2003), Coleman et al. (2003), Sineke (2004) outline the point that the language of curriculum was too complex for educators to understand. Secondly, the training was conducted so hastily that no in-depth knowledge was received by teachers. Hence, the authors believe that curriculum transformation was a post-apartheid political process and had nothing to do with real teacher development. Secondly, the other factor for teacher incompetence was that schools have to employ educators with grade 12 with no qualifications to teach learners. Obviously, those educators are not expected to be competent in curriculum delivery. Surprisingly, when asking the principal of school "T" about his teachers with grade 12 competence, he said they are coping well; that created disbelief about what was said since I believed he said so to please me or for continuance of the interview. The employment of educators with grade 12 who have no single qualification brings about questions of our Departmental policies.

The Employment of Educators Act No. 76 of 1998 and the South African Council of Educators (SACE) in Brunton and Associates (2003) defines the educator as someone with a minimum qualification of matric plus three years of formal training as an educator at a recognised tertiary institution. In South Africa, Colleges which supplied teachers were shut down because at that time it was said the country had more than enough educators and consequently, the training of others who could not be employed due to excess educators had to be stopped.

According to the Cotep norms and standards for educators in Education Department (2002b) the educators thought to be competent to be change agents are educators who are scholars and researchers; designers and interpreters of learning materials; assessors, have pastoral care qualities; life-long learners. Above all they should be reflective practitioners who can be in a position to go back and be able to see where, during their interacting with children, things went wrong and correct that in future. The question of incompetence means curriculum delivery problems are now becoming personal problems, not the departmental failure to train educators since all principals noted that:

Teachers have gone to workshops where they were introduced as to how this dispensation will be introduced.

4.3. Shortage of personnel.

The previous discussion has revealed that there is a huge shortage in terms of staff establishment. When asked if principals had enough human resources to implement change, the principal of school "S" said:

No we don't have enough human resources; at the moment we have a vacancy for a physical science educator; even the one who is teaching science is not qualified to teach it. His major subjects were English and Maths. He is just helping.
(Emphasis mine).

When asked where they experience shortages, the principal of school "T" revealed that they have more shortages in science and commerce such that they have hired teachers with grade 12. The principal of school "U" revealed that they had been affected by government policies which have called for some educators to leave the school, leaving learners unattended. His words were:

We have been affected by R and R and that animal is going to destroy schools.

Words like “that animal” show how teachers resent changes that are going to interfere with the smooth running of the institution. Nieto (2003:65) maintains that one reason for teachers’ anger is the steady, perplexing changes they experience throughout their careers. When one teacher is gone for any reason, those who are left behind have to cover-up. That increase in workload may lead to anxiety, stress, burnout and more teacher absenteeism. The report by Davids and Makwabe exposed how teachers are affected by increased workloads, unruly children who turn to attack teachers and more (Sunday Times of September 9, 2007). In that way teaching is done for the sake of teaching or getting the salary, nothing more; in that manner no positive learning climate is created.

According to Kyriacou (1998) it is stated that a relaxed, warm and supportive ethos stems largely from the style and manner of the relationship the teacher establishes with the pupils. Warmth can be thought of conveying to pupils as a sense that the educator cares for them and their learning. The shortage of teaching staff in South Africa unfortunately denies learners the chance to stand upon the shoulders of the giants so that they can see further. Kame’enui, Carnine, Dixon, Simmons & Coyne (2002) use the term scaffolding which refers to many kinds of assistance that students may receive as they move toward a deeper understanding of what is being taught. They say scaffolding may be provided by teachers through guidance and feedback; it may also be provided by peers through collaboration.

4.4. Overdependence on workshops; no internal planning.

The principal is supposed to lead the institution and give guidance in times of change and confusion. Fullan (1999), van der Westhuizen (2002) hint that the principal is expected to initiate change, to facilitate it and to implement it. Contrary to this assertion, my study revealed that principals were not in a position to guide teachers during the initiation of change

at secondary schools. In response to the question of how curriculum reform was introduced at school, principals responded in this way:

School “T” Principal: *This new curriculum has been introduced by the head of department; they attended workshops to introduce the curriculum.*

School “U” Principal: *Teachers have gone to workshops where they were introduced as to how this dispensation will be introduced.*

Nothing was said as to what internal strategies were put in place to plan for change and its complexities. All Principals in my study expected the Department of Education to conduct workshops. That is supported by their expectations of the Department to lead them by conducting workshops, in that way, there was no internal planning (change recontextualisation). My findings correspond with the findings of de Jager (2005) who conducted her study in Newcastle with three Principals using semi-structured interviews. Her studies revealed that one Principal Mr Sithole did not have standing plans to introduce curriculum reform but expected the Department to deliver documents so that he could read and train his staff, whereas the other two Principals had; despite the failure of the Department of Education to deliver, plans to make change less painful and suit their environment.

Failure of Principals in rural schools to plan is a source of concern since all learners are expected to have acquired a certain body of knowledge when they leave school. Issues of poor leadership in our schools have also been acknowledged by the National Minister of Education, Naledi Pandor who re-iterated that:

We have a (school) leadership that cannot analyse, cannot problem-solve, cannot devise strategic interventions and plans, and cannot formulate perspectives that are directed at achieving success (Niemann and Kotzé 2006:1).

Furthermore, Vinger and Cilliers (2006) argue that change is not itself a problem; the problem lies in an inability on the part of leaders to lead it. That is the reason why there is so much dependence on the Department of Education to provide workshops. However, one should not forget how principals were appointed in the past. One principal said he was appointed on the basis of his academic achievement; he was never the Head of department or the Deputy Principal. Moreover the education that Black people received did not prepare them for senior positions as it was inferior when compared to that of other races.

4.5. Curriculum complexity or confusion?

South African teachers come from a legacy where knowledge was prepared for them and theirs was to take information from the syllabi and present to learners as is. The new curriculum is unfortunately not based on prescribed content but the onus is upon each individual teacher to generate content. Gultig, Hoadley & Jansen (2002:17) maintain that content knowledge is conspicuous by its absence in curriculum 2005 policy documents. This is largely because C2005 designers, in line with the understanding of OBE philosophy, have taken excessive care not to prescribe content.

The Principal of school “U” commented like this about the curriculum:

It is not actually successful according to the observations I have heard. It is becoming too difficult in the sense that the standard is far too high.

The Principal of school “T” shared these sentiments about curriculum implementation in his school.

I use to send my managers to the workshops because I do not want to be a stumbling block because I know I have some old style.

The word curriculum carries different meanings and interpretations by different people and those interpretations can be confusing and misleading. Slattery (1995) and Salia-Bao (1987) give the etymology of curriculum from the Latin word which means a 'running course' and was originally used to describe the running course of the chariots in the games of ancient Rome. Jacobs, Gawe & Vakalisa (1996) mention that in education curriculum refers to subjects (content) which have to be taught in order to obtain certificates and diplomas. Minogue (1983) further states that curriculum tradition is more often a matter of oral folk lore passed from one teacher to another, more attention being paid to anecdotal stories and comments of fellow teachers than the official curriculum. And even when an effort is made to implement the official curriculum it is seldom done well. Why is it so? Slade (1984:32) assumes that the mental states of teachers make it difficult for curriculum reform policies to be implemented in any one generation of teachers.

What emerged as a major source of complexity is the nature of Outcomes Based Education (OBE), its learner-centeredness and requirement of creative educators who are curriculum designers. When going for the second round of interviews I spoke to HODs and asked how teachers were coping with implementing the NCS. They agreed that the educators are implementing the change process but there are challenges. I had to probe deeper as to where those challenges are and it was figured that developing learning programmes and work-schedules are the problem. Questionnaire analysis also supported this issue of educator inability to develop learning problems and most HODs and DPs did not agree that teachers are able to develop learning programmes as well. The development of content from assessment standards remains a thorny issue since most educators have been used to teaching from the book using the prescribed syllabus. Now the new curriculum requires educators to use assessment standards to create activities to be done during learning and teaching.

In conclusion, Berman, Hultgren, Lee, Rivkin and Roderick (1991) assert briefly that education is a quest, a series of turns, returns, and detours, not a forced march, not a series of tests, pretests, and measurements of the acquisition of skills. A teacher is neither technocrat, autocrat, nor bureaucrat, but a pilgrim. Curriculum is not a fixed, predetermined body of knowledge, but a metaphor.

As a metaphor, it stands for at least three phenomena: first, the structures within which, through which, and beyond which we recognise each other's being; next, the dialogue teachers and students have with each other during the process of education and finally, an inheritance, a legacy of human achievement and ruthlessness, the record that one generation passes down to the next for it to play or break it. Salia-Bao (1987) states that after independence in most African countries each government was determined to change the colonial education for a system that was African and relevant for development. In that way, those generations decided to break the chains of colonialism; just like South Africa and the post-apartheid system.

4.6. Teachers' exposure to ICT.

There is a belief that the child must be able to play with a computer and the teacher gives expert advice when the child encounters problems. According to Hawkrige (1983) an early stage in computer literacy consists of the keyboard literacy, acquired through playing with the machine, usually with games programs, just to get the feel of the keyboard and screen, and then to learn how to operate various components. The next step is for children to use 'courseware' educational programs already devised, probably obtained by the teachers from a program exchange or from commercial supplies. There is a growing concern even among

developing countries to use computers as a tool for learning and there are various reasons for this; the computer improves teaching, administrative and managerial efficiency; computers help students to become less dependent on the teacher as expert; computers require students to do less memorisation of facts and more information-handling and problem-solving. They (computers) further encourage students to learn by collaborating rather than competing with each other. Computers are seen as catalysts, enabling desired change in education to occur [Hawkrige et al. 1990:17]. The White Paper on e-Education (2004) stipulates that for management, teaching and learning, every teacher, manager and administrator in General and Further Education and Training must have knowledge, skills and support they need to integrate ICTs in teaching and learning. However, are the learners benefiting from schools with computers? It is worth noting that all three schools where research was conducted have electricity; and have therefore, equal chances of acquiring new technologies. In the question which asked about triumphs and dilemmas experienced during curriculum implementation, the principal of school “U” hinted:

I don't have triumphs I can mention because children are failing. It is difficult because even teachers are encountering problems; firstly this thing requires teachers to have access to the internet; we do have the facility but no one has the knowledge.

The Principal of school “S” also shared almost similar views about the educator’s ability to use computers:

Even the computer technology, the educator who is teaching it is our administrative clerk. So he switches between being a clerk and a teacher.

The Principal of school “T”: *It is very difficult to get resources like computers, televisions etcetera but I hope we will get it because we have ordered.*

This shows how the computer is valued by most school leaders, but that value is valueless since even those who have facilities do not use them for the school community benefit since no personnel has the required skills. It proves that effectiveness is not about having all the resources but how to use resources appropriately. Hawkrige et al. (1990:13) point out that computers may be installed with the help of foreign aid, but they are under-used because of lack of staff. That is the plight in most developing countries. When speaking with my colleague he mentioned that in their school they have twenty computers collecting dust because no one can use them. In contrast, most teachers who do not have these computer facilities believe computers can make them do their work better whereas in reality it is a different story.

Hence, Evans (1986) cautions that some schools have even elaborate computer networks set up in computer laboratories which, incidentally, are now being seen by many as a huge and expensive mistake because some of those schools did not have a documented plan for the integration of technology into the curriculum. Nevertheless, Fothergill (1988:162) believes the best designed curriculum is successful only if children are taught appropriately and learn effectively. The new curriculum requires approaches that offer greater flexibility, leading to a greater degree of autonomy for the pupils.

4.7. Corporal punishment nostalgia.

The democratic elections of 1994 in South Africa brought about changes in many spheres of life. One is education and the way things were done. Before 1994 schools used corporal punishment as a tool to enforce discipline and instil responsibility on the part of learners. The

South African Schools Act and the Bill of Rights brought about complete eradication of corporal punishment as it was against human rights.

It is now fourteen years of democracy but the issue of corporal punishment administration still surfaces. Here are some of the voices crying for corporal punishment. The Principal of school "T" lamented:

Coming to morale levels, in some years when I was a Deputy Principal the school used to be successful because we were using the stick. Now that it is not used some parents ask us to use it...even when we lock them outside the gate if they are late, they enjoy it especially grade 8 and 9. That lowers the teaching morale.

Principal of school "U" is notorious for using the stick in his school and this is what he said about disciplinary problems:

We as old teachers have been so much used to corporal punishment. Corporal punishment has been abolished in the true sense. We have to get used to the new method because if we don't we end up in jail.

Principal of school "S" further commented ...*after the abolition of corporal punishment, learners do as they like; you find that they fall in love easily and abortion takes place.*

These words show how used we have been to reprimanding children in our schools. Ayers, Dohrn & Ayers (2001) advise that if we desire a world with common frames of reference, we must begin at the same reference point. Children conform to the dictates and expectations of their environments. If we desire loving children, we must create loving environments. Clearly, our upbringing makes it difficult to part with things which we think made us what we are. Slee (1995:33) elucidates that reformers have, with considerable force, argued that corporal

punishment represents a residual barbarism in the culture of schooling, has limited positive effects, and establishes a model of violent conflict-resolution for young people to emulate. On the other hand, conservatives argue that it establishes authority by enforcing limits, is a measure of last resort, and never did any harm in their education.

On that similar note Davids and Makwabe's report cites John Labban, the Deputy Director of Independent Schools Association of South Africa who said, "The rights of children and change in discipline approach have had a major impact. I am not saying corporal punishment was good, I'm saying it was easier to teach under those circumstances" [Sunday Times September 9, 2007]. Maybe as Africans we need to revisit globalising our culture because in most cases it is different from the cultures we copy things from. Therefore, cultural migration brings problems for us.

4.8. How Principals portray educators.

Curriculum delivery rests upon dedicated staff who are eager to take on new challenges.

Kottler and Zehm (2000:133) highlight that there are basically two kinds of educators; those who are committed to the calling of being a teacher and those who are not. The first group has made their profession an integrated part of their lifestyle whereas the second treats teaching as merely a job. The second group, the "wake-me-when-it's-time-to-retire" teachers view themselves as technicians and see teaching as an easy way to make a living, have summers off, and stand in front of a captive audience that has no choice but to appear to be listening. My findings reveal how principals think of their educators.

The school "S" Principal had this to say about his teacher's eagerness to participate in IQMS.

They are eager but very lazy; sometimes they are even too lazy to say which areas do need development.

This is problematic because it is uncertain how educators can instil the love for reading if the educators who are torchbearers are too lazy to read.

The principal of school “T” highlighted how they overcome the problem of laziness in reading.

Coming to documents, we used to duplicate and pin important documents on the notice-board so that when teachers come to the office they can see them. Because they are too lazy to read we also inform them that after a certain period the document will be removed and no one should claim he did not see the document; in that way you find that teachers are coming to read in order to get information about new developments.

The concern of teachers’ laziness posed a major problem for me as the researcher because curriculum changes need extensive reading of documents and guidelines. Therefore, it is confusing how it can be attested that changes are failing when educators fail to make changes because of their personal problems.

4.9. Document analysis

In this section I present the analysis of documents that were retrieved from the research site. According to Miles and Huberman (1994) the researcher needs to know the documents and understand what each document’s significance is since documents are often lengthy and need to be summarised so that they can be able to tell the researcher and others what is important about the site. Furthermore, Scott and Usher (1999:122) hint that all types of educational research have to concern themselves with textual analysis, not least in that the researcher will produce a text of their own. The text allows an unequivocal reading because that reading is the consistent intentions of the author.

I had to do a second visit to the site where I got documents since the ones received during the first visit could not give me a picture of how things had been done before the introduction of NCS. The schools' improvement plan as outlined in appendix I specifies the electrification of the school. According to the evidence found at the site, those objectives were met because the school has electricity and acquired a variety of resources including a photocopier, printers and computers. However, computers are not utilised accordingly due to lack of expertise (see 4.6). The school has a performance problem which is caused by different reasons. Some include: learners dodging classes, poor motivation from learners and educators. This demotivation on the part of educators is claimed to be resulting from government's policies (see Appendix C). This appendix is about departmental meetings held by the HOD to discuss progress issues and other matters affecting teaching and learning.

Despite the hiccups faced by the school, it has well-developed plans. For example appendix D is the schools' assessment policy where activities are spelt out and people responsible are indicated. The Head of Department is responsible for checking the progress of continuous assessment which is done monthly and quarterly, but other meetings were chaired by the principal where dissatisfaction about subject performance was discussed and that posed a problem to me because that is the Head's responsibility. When asking for other documents/minutes and other controlling tools that were used prior to the introduction of NCS the HOD could not give them to me. During the interview with the principal, he noted that there is lack of parental involvement but the school tries its best to involve and inform them about their children's progress. The turnaround strategy (Appendix E) specifies activities to be done at school to ensure that teaching and learning is a success and learners yield good results. The use of English for teaching and learning including communication outside the classroom appears to be problematic. Hence the school stresses that educators have to use

English when communicating with learners (see Appendix H). This appendix is mainly concerned about activities to develop both educators and learners academically and professionally.

Lastly, as I have mentioned that the school thrives for excellence the intervention plan to improve achievement is a document which mainly provides strategies to be done to improve performance (Appendix G). Nevertheless, I am sceptical about some intervention strategies like the hiring of video lessons since the school is connected to the internet which is also a powerful tool that can assist in meaningful learning but it is underutilised. This is proof signalling that the availability of resources cannot guarantee success but the correct use and determination from all role players can indicate success.

4.10. Conclusion.

My data has revealed that there are many challenges the schools in rural areas face despite the DoE attempts to make preliminary preparations for change implementation.

All three Principals attested that their teachers did attend the training sessions organised by the department and they are relying on workshops to enable them to deliver the curriculum. This shifts the blame for curriculum failure to schools themselves unlike in the past when the Department of Education was heavily lambasted for failing to initiate and sustain support programmes of curriculum delivery. As Harley and Wedekind in Chisholm (2004:200) indicate “OBE training” for teachers was clearly problematic. Given the very short time between finalisation of the curriculum and its implementation, the national Department of Education and its various provincial counterparts had no choice but to provide crash-course training for teachers. The model adopted was one that sought to cascade the training down through the system. Because of lack of capacity, aspects of this training were subcontracted to a range of consultants and NGOs. Consequently, the quality of training was uneven. See also Coleman (2003), Sineke, (2004), Jansen and Sayed (2001). Principals are, despite hiccups

here and there, happy about the support received from the circuit officials who often visited their schools. Such a visibility of the officials signals that the onus is upon the teachers to successfully implement the curriculum.

CHAPTER 5

Conclusion, Reflections and Recommendations

In this chapter I make conclusion remarks, reflections and recommendations for further research, recommendations to: educators, principals as well as the Department of Education.

5.1. Varieties of Recontextualisation

According to Rossow and Warner (2000) the principal should be familiar with cognitive coaching and mentoring. Mentoring models include the mimetic and transformational; with the mimetic model the mentor is viewed as having all the answers while with the transformational model, the mentor and the protégés thinking and values are changed as a result of qualitative shifts in their perspectives. This study aimed at finding the varieties of recontextualisation used by principals and their staff in the implementation of the curriculum. This recontextualisation had to help find how the management prepares for the unknown. It became evident from data analysis that the imitative model of recontextualisation was used. Hugo and Wedekind (2006) hint that mimicry and imitation are powerful forces as it has been noted that several of the (middle range) South African Bernsteinians began their initiation into its mysteries precisely by seeking to emulate those they saw as their masters. The problem starts with trainers who do not position themselves to answer questions during training sessions; instead they want teachers to take information as is without questioning (Davey

2005, De Jager 2005). Such an attitude stifles creativity on the part of educators and in that way they are robbed of their chances to be transformationalists in practice.

I therefore concluded from the findings that the curriculum implementation was not modified to suit individual school needs. Instead all schools in my sample depended solely on the department to run workshops as information sessions which equipped teachers with knowledge of the new curriculum.

5.2 The Management and Leadership Challenge.

Principals are expected to play a dual role of being a leader and a manager of the school. Given the history of our education system it is apparent that the way people received education and the manner in which principals were appointed to leadership positions has a negative effect on their practice. The second critical question in my research was about how principals understand their roles in leading and managing change. Despite the fact that they regarded themselves as democratic leaders, what they said about leading and managing change had more questions than answers. The two principals vividly said it was the HoDs who led the implementation process in their schools since they are the ones who attended workshops. This puzzled me and I had to go for a second interview with the principal who did not say this. When asking him about the role of HODs in leading and managing change, he boldly stated:

The HODs are like the engine of the school. In fact most of the things are done by them. As you know, we have been prevented from going to classrooms. Probably I hear from them about what is happening in the school.

In contradiction, “the engines” also expected the principal to give leadership and guidance and had no clear plans as it was witnessed from the minutes; only two meetings were conducted per year and other meetings were chaired by the Principal (see Appendix C). This showed that Principals were uncertain about their role in leading and managing change in the school if they depend only on information from lower levels of management. Perhaps the new Advanced Certificate in Education leadership will provide solutions to uncertainties since it is going to be a pre-requisite for appointment to principalship.

5.3. Committed Practice.

South African educators especially those coming from the underprivileged backgrounds need to be injected with new teaching practice methods. I am advocating this because the paradigm shift that came with the introduction of C2005 and OBE put these educators in a serious dilemma. Changing from the known to the unknown is still a mountain to climb. In most cases educators ascribe failure to lack of commitment from the side of the learners. However, my study exposed that even the educators are not committed due to the government’s policies; consequently, the teaching morale is low due to frustration.

According to Dalin (1998a), William & Paula (2003) the management’s task is primarily to influence organisational behaviour. The management of change is intended to facilitate appropriate changes in the school culture. This facilitation can be expedited by a principal who becomes a role model because the subordinates like to emulate the person in charge. However, Harries (2003) warns that no one can tell people what to do. In that manner principals should guard against giving instructions while they are not involved in the daily running of the school as this hampers the spirit of commitment on the side of teachers.

5.4. Personal reflections.

Conducting this study was a thrilling yet tormenting experience for me as a novice researcher. It was evident that responses from the interview were at times idealistic. That showed that people do have an idea of how things should be done and are often tempted and ready to tell what they wish could happen in the real situation. The quest to deliver quality public education to all is there but the power is not. Patience is a big necessity to conduct a study of this magnitude since there is a lot of red-tape like waiting for the clearance certificate, finding participants who at times withdraw, can be seen as time-delaying tactics and confusing. Treatment from other principals, who answered phones and went out for a long time while interviews continued, was painful as I felt denigrated and neglected.

5.5. Recommendations.

For further study:

This study was conducted on a very small scale of three Secondary schools in a deep rural area of Msinga.

Findings may be used to research more; for example there is a need to investigate the implementation of the White Paper on e-Education since its goals are good but useless if not carried down to lower levels. The second recommendation for further study lies in delineating roles of principals as managers in an unobtrusive manner. The fact that principals could not give a clear account of their role in leading and managing change attracts more attention for further study. The new ACE in School Leadership might ensure that Principals understand their roles and act decisively.

To Educators

It is known that moving or shifting away from resting on your laurels can be excruciating and confounding. However, it has to be done if it is going to be for a worthy cause. As educators we are implementing policy. Our unions are there in chambers where negotiations about policy take place. Once all the stake-holders and the President of the republic sign, it is policy. So, there is no ground for us to remain gloomy about changes because those feelings of resentment have a detrimental effect on the part of the African child who depends on us to set them free. We all need to devote ourselves to the noble profession of teaching and to dare new things by being bold, innovative, willing to adapt to new developments and study endlessly.

To Principals

As the highest official in the school, the principal needs to be more hands-on so as to have a picture of events in the institutions. Delegation should not be used as an excuse to cover up for laziness. When delegating, the principal has to know that it is the duty (responsibility) that is delegated to the subordinate, not the accountability which still remains with the school Head.

Being hands-on can enable school managers to know if teaching and learning still take place because how can you drive the car where someone else holds the steering, brakes and change gears without the driver's knowledge. Although this can be seen as the enhancement of collaborative leadership, the Principal has to know what happens in the system.

To the Department of Education

When planning to introduce any change it would be better if principals are apprised first. The importance of this is that they are accountable; consequently, anyone who wants to know

about what is happening in the school confronts the principal. Secondly, the issue of educator employment needs to be revisited as it a mockery of the Department that Colleges which produced teachers were shut down as there was a 'surplus' of educators as well as the quality of educators they produced. In contrast, schools have to hire educators with grade 12 due to staff shortages. Thirdly, all educators especially those who were trained during the apartheid regime need to be assisted in making their practice better. Saying teachers need to be developers of learning programmes is futile if those teachers have no clue of how to go about that.

Finally, the monitoring of the curriculum delivery should not be done solely by checking files since lesson plans and year plans do not teach, but it is educators who teach. For that reason, actual performance monitoring could help direct where the budget is needed most which is the Integrated Quality Management System (IQMS). This system if used correctly can bring about good changes in the way educators perform but due to monitoring problems this may not be realised.

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7. Appendices

APPENDIX: A

Interview Schedule for Principals.

1. How has curriculum reform been introduced in your school?
 - 1.1. What is your view about your role as a manager in leading and managing change?
 - 1.2. What strategies are in place to ensure change sustenance?
 - 1.3. How has the composite time-table been affected as a result of NCS?
 - 1.4. Which learning area specializations are available for learners; why were those chosen?
 - 1.5. Do you have enough human resources to implement change? If not, what plans do you have to cover up for shortages?
 - 1.6. Is your staff ready to introduce new subjects like maths literacy and others?
 - 1.7. Since you started implementing NCS, what triumphs and dilemmas have you experienced?
 - 1.8. How have you reacted to dilemmas?
 - 1.9. What impact do you think the NCS has on your learners? Give examples.
 - 1.10. Has curriculum change impacted on time allocation for periods? If so how?
2. What values and attitudes you and your staff like to pass to learners?
3. How have personal experiences of schooling contributed to your management style?
4. What is the state of relationship between you and parent representatives at school?
 - 4.1. Do you involve them in making decisions that are going to affect them?
 - 4.2. Is support you receive from parents contributing to school development? If so how?
 - 4.3. Should there be misunderstandings about reaching certain agreements, whose voice is final?
5. As a leader, how do you understand your role in terms of:
 - 5.1. Dealing with resistance to change?
 - 5.2. Managing and leading change?
 - 5.3. Time management?
 - 5.4. Motivating and mentoring staff?
 - 5.5. Managing and controlling staff performance?
 - 5.6. To what degree is unionism impacting on your attempts to monitor work, guide and motivate staff?
6. To what extent are you and your staff coping with refining your professional development?
Consider: Workshops attended and planning to attend, exposure to relevant documents and enrolled courses.
7. What are the roles of the Deputy Principal and Head of Departments in terms of interacting with staff and other role players like parents?
8. When you applied for/were appointed to the principalship, were you professionally ready to handle your job?

- 8.1. What measures were put to assist you in doing your job effectively?
- 8.2. Is support you currently receive enough to make you a successful leader? If not, what support have you received?
- 8.3. How is your experience as a leader helping you set realistic and attainable objectives?
- 8.4. Do you consider yourself a successful leader, why, why not?
9. How has change impacted on the school culture? Consider the following:
- Morale levels.
 - Social relations.
 - Power relations among staff, you and SEMs and other officials.
10. To what extent has the devolution of power enabled you as the institutional manager to make beneficial/developmental decisions to the school in totality?
11.
What measures are there to evaluate the usability of textbooks used by learners?
12.
Are learners free to express their opinions about textbooks chosen for them?
13.
Have you received all the necessary policy documents, guidelines and resources from District officials to pro-actively implement change?
14.
Have you and your staff received training and support from District officials for the NCS FET? If yes, to what extent? If no, what are your views?
15.
Would you like to share any other ideas, thoughts or comments regarding the implemented curriculum change?

Appendix B

QUESTIONNAIRE FOR SMT MEMBERS

Student details:

Surname: Mkhonto

First names: Bhekumuzi Sitwell

Student number: 200400818

Degree: Master of Education

Institution: UKZN-Pietermaritzburg

Contact details: 073 6472002

Name of SMT
member

Gender

Age

Department you manage at
your school

Years experience in
education

Years experience as SMT
member

Scaled questions using a likert scale

	SD Strongly disagree	D Disagree	U Unsure	A Agree	SA Strongly agree	
	Circle your choice					
1	The management of your school has been prepared for NCS.	SD	D	U	A	SA
2	Your principal has been prepared for NCS.	SD	D	U	A	SA
3	Educators have been prepared for NCS.	SD	D	U	A	SA
4	Time allocation for periods has been affected due to NCS.	SD	D	U	A	SA
5	Favourable conditions re implementation of the curriculum are present at your school.	SD	D	U	A	SA
6	The principal has ensured that Favourable conditions re implementation stage are present at your school.	SD	D	U	A	SA
7	Collaborative planning is taking place in your school for NCS.	SD	D	U	A	SA
8	The principal has adequate knowledge regarding NCS and its expectations.	SD	D	U	A	SA
9	Your school is implementing NCS.	SD	D	U	A	SA
10	Teachers are clear about developing work schedules and lesson plans.	SD	D	U	A	SA
11	The principal expects the DoE to prepare your teachers for the NCS implementation.	SD	D	U	A	SA
12	All the existing subjects at your school were retained.	SD	D	U	A	SA
13	New subjects have been introduced.	SD	D	U	A	SA
14	The principal drives the planning and implementation process.	SD	D	U	A	SA
15	The principal has discussed the change re the assessment process at your school for the phase (Including recording and	SD	D	U	A	SA

	reporting).					
16	The staff of your school is qualified to teach the relevant subjects available at school.	SD	D	U	A	SA
17	Strategies are in place for learners in grade 9 regarding subject choices for their careers.	SD	D	U	A	SA
18	Adequate training and information has been received from the Departmental officials to plan strategically for change.	SD	D	U	A	SA
19	Planning for the NCS implementation has been included in your school development/improvement plan for this year.	SD	D	U	A	SA
20	Contextual factors will positively influence your planning and implementation stages of the FET NCS.	SD	D	U	A	SA
21	The SMT drives the planning stage of the NCS.	SD	D	U	A	SA
22	Power relations are acceptable at your school.	SD	D	U	A	SA
23	Some of the present subjects at your school will be phased out.	SD	D	U	A	SA
24	Your school receives enough support from parents	SD	D	U	A	SA
25	The school has enough resources available for NCS.	SD	D	U	A	SA
26	Social values within the school will change with the implementation of NCS.	SD	D	U	A	SA
27	Social relations within the school will change with the implementation of NCS.	SD	D	U	A	SA
28	School time has been influenced by the introduction of the new curriculum.	SD	D	U	A	SA
29	Learners have control/ input in what they learn.	SD	D	U	A	SA
30	The principal is supporting the staff and managing the change effectively.	SD	D	U	A	SA

NB: Participation is voluntary and you may withdraw at anytime should you so desire.

Appendix C.

Departmental meetings

March 2006

Present members: 3

Late comer: 1

Absent members: 2

Agenda

1. Departmental policy
2. Submission of educators' files
3. Year planner
4. Submission of learners' work
5. Use of log book
6. Use of information book
7. Minutes
8. Extra lesson planning

Year planner

When are we going to call learners' parents to see learners' performance?

This should be done in the second and third term.

Assessment records will be needed to show parents; this should be made of:

- 2 tests
- 2 assignments [This must be in line with the external question paper]

Quarterly schedule: To be done for all subjects

Log book

Person who fails to carry out instructions

Repetition of certain offences

You need to sign after log in has taken place or someone to witness. Verbal warning

Information book

You read and sign it and put some additions to indicate what was left out.

Minute book

Not everything we agreed upon

Apologies

Late coming

Extra lessons

On extra lessons you may ask other teachers to help you

We need to support each other. We agreed that after the common tests we are going to supervise the study as a team from Mondays to Fridays

The study will be from 2-3 hours.

ROASTER

Monday	Maths
Tuesday	Biology
Wednesday	Physical Science
Thursday	I D

Submission of educator's files must be done every Thursday before 10 o'clock. Learner books twice a month (every fortnight)

All files should have the following information:

- Mark lists
- Memorandum
- Analysis

23/05/06

Departmental meeting

This meeting was chaired by the principal. He started by saying that

1. The department is not doing well; therefore something must be done. If this continues it will lead to the termination of the subject.
2. He gave examples of subjects that have been closed; agricultural science and Afrikaans; therefore nothing can stop the closure of the subject that is not performing well.
3. Punctuality should be taken into consideration and those period registers should be considered as they also indicate time in and out.
4. The SEM made a promise to work with the department.

29/01/07

Problems facing the department and solutions:

- Learners absent themselves from classes.
- Demotivation on the part of the learners as they don't have goals.
- Parents have no idea of the schooling process; hence they take their children out of school during contact time.
- No interest on the part of educators due to Government's policies.
- SMT should follow up on the planned projects.
- Competition on the part of educators that will influence learners.
- Study groups competing with each other.
- Individualisation
- Morning classes
- Afternoon classes (properly organised)
- Notes should be signed
- Submission of files, same Thursday before 10 o'clock.

02/05/07

Problems facing the department

- Educators need to sign the learners' work.

- Learners leave books at home.
- Grade 12 learners don't have books.
- Grade 12 learners don't have portfolios particularly grade 12C
- Out of the given problems, the teacher should devise mechanism to prevent such problems.
- Finally, Miss X has problems which affect the work. What should be done to help her and the children? The decision was taken, staff meeting will be called.
- Period registers: they serve different purposes on the part of the learners and educators. For example, they are used by the office in solving the problems.
- What should be done to those who absent themselves but don't cause problems but they are losing a lot?

Appendix D

Assessment policy for school “U” 2006

MISSION STATEMENT

Vision

We will provide a balanced and relevant education to our learners and prepare them for the changing democratic South Africa

Mission objectives

- To uplift and take pride in the historical background our school.
- To encourage true team spirit between our learners, educators and other stake holders so as to achieve best results.
- To recruit the best academic and supportive staff.
- To expose our learners to true life situations of our cultural background.

Assessment policy

Aims

To ensure that quality teaching and learning occur and prevail creatively and effectively in [an environment conducive to achieving] academic excellence.

General

- All staff members are expected/obliged to familiarise themselves with the content of this document.
- All Head of Departments will have a copy of this assessment policy and will be expected to work according to their own CASS policy.

The deadline for the submission of evaluation documents and mark lists and other relevant information documents must be strictly adhered to and the procedures laid down are to be adhered to.

Policy Making Bodies

2.1. Examination committee: two examination committees have been elected to run the two sectors of the examination.

2.1.1. The matric examination committee

This committee consists of two members whose main responsibilities are to plan for the writing of examinations for the quarter and for the year end (Grade 12).

Proposals for their choice of examination venues to be used and see to it that requirements (that is, furniture.) etc are adequate for the undertaking of this exercise.

2.1.1.1. Invigilation

- The chief invigilator, i.e. the principal, appoints invigilators in writing every year.
- Invigilators are trained and given manuals about how to invigilate and the rules thereof.
- They sign copies of their appointment which remains in the file for external examination in the office.
- The agenda is made of minutes, dates and tasks for the day of training and subsequent duties during grade 12 final examination.
- Invigilation timetables together with relief invigilation timetable should be pinned on the staff room notice board.

Members

Chief Invigilator: The Principal

Deputy Principal

Two HODs

The above members can be re-appointed or replaced and trained to execute examination plan every year to have a strong vision for this exercise.

2.1.2. Internal Examination Committee

This committee is elected annually and the following members have been elected for the year 2007. These are Mr X and Miss Y.

Main Functions

- To draw the year plan for the school's formal assessment programme.
- To requisition the stationery.
- To arrange examination based meetings for the staff with the principal.
- To keep records for all material used and stored.
- To monitor the assessing of results and store report cards for the learners.
- To make sure that all machines are serviced before the commencement of the examinations.
- To display all examination timetables for learners and also to staff bulletin boards.

3. Formal Assessment

All subject committees agreed that a quarterly/controlled test with a minimum of 100 marks be written. The relevant HODs and subject heads concerned will do the evaluation and moderation of subjects. Other tests may be written at the discretion of the educator.

3.1. Recording of marks

All marks for tests given (formal/informal) will be recorded in the mark schedule issued by the HODs to all educators at the beginning of the year.

3.2. Typing of examination papers

All examination papers moderated by subject heads and the secretary of Examination Committee will take papers approved by the HOD to the typing staff.

3.3. Final Examination

Full examination papers will be set for all candidates from grades 8-11 at the end of the year. CASS will be considered for promotion purposes. During this session all candidates will be seated on one-to-one seating per grade. The ratio of 1:30 applied for all grades.

3.4. Year-Mark

This mark constitutes 25% of the total marks allocated to a particular subject. This mark is compiled cumulatively from marks obtained in the controlled and standardised monthly, quarterly and mid-year tests (formal assessment). Marks are obtained from subjects and assignments throughout the year. Informal assessments are also taken into consideration. All these marks are then processed to be the required mark.

3.4.1. Grade 8 and 9

Informal Assessment

- This mark constitutes 75% of the total marks allocated to a particular subject.
- Marks compiled cumulatively from controlled and standardised daily, monthly tests.
- Projects and assignments throughout the year.

Formal Assessment

Final examination which constitutes 25%

3.4.2. Grade 11 and 12

Grade 10

Informal assessment=50%

Formal =50%

Informal Assessment

- Constitutes 25% of total marks allocated to a particular subject.
- Cumulatively compiled from controlled and standardised monthly and quarterly tests.
- Constitutes also projects and assignments throughout the year.

Formal Assessment

- Constitutes 75% of the Final Examinations, which is grade 10 and 11.
- Full papers are set for grade 10 and 11 learners at the end of the year.

- Marks obtained are converted to 75% of the final mark.
- Grade 12 Trial Examinations are written.

3.4.3. All these processes and procedures are done in accordance with the provincial CASS year mark policy for each subject/learning area offered from grades 8 to 12.

Learners have portfolios to keep their CASS records which must remain at school and available on request.

Educators must have master files, which should correspond and accompany the learners' portfolios when moderation at all levels take place.

It should consist of the following:

Detailed memoranda and question papers

Examples of each portfolio items on which continuous assessment is based

3.4.4. Control of Continuous Assessment

3.4.4.1. SCHOOL LEVEL

It is the responsibility of the HODs to check continuously, (quarterly/monthly) the progress of CASS i.e. the learners' portfolio and subject educator master files.

The principal who is the Chief invigilator for grade 12 and also for all other grades monitors HoDs.

3.4.4.2. CLUSTER LEVEL

It is done according to circular 12 of 2002 page 2 numbers 1-9.

Done once a quarter for moderation of portfolios.

3.4.4.3. ISSUING OF RESULTS

The policy of this institution prescribes the results will be issued twice a year. The school is in charge of processing and recording everything concerning the details of the results (data capturing)

3.4.4.3.1. SYSTEM IN PLACE- GRADE 12

A semester system will be applied. All tests written over two quarters will be considered and expressed as 25% of the learners' half-year marks.

Examination papers for the trial are set as 75% papers and once the semester mark is added a full mark is issued.

Example: $S.M + E.M = F.M$

$$25\% + 75\% = 100$$

Where S.M = Semester (test) Mark

E.M = Exam Mark

F.M = Final/Full Mark

DATES OF ISSUING

All educators will finalise their marking and ascertain that results are issued to learners at the earliest possible time on the closing date. No postage will take place; results shall be handed to each learner on the issue date.

PROGRESS REPORT DOCUMENT USED

Results will be printed on an ordinary A4 paper report form from the department.

RESULTS WITHHELD

Candidates who failed to return all textbooks and other related learning material loaned to them by the subject educators/facilitators are not issued with the results at the end of the year.

COMMUNICATING RESULTS TO PARENTS

A parents' meeting will be convened during days preceding closure unless circumstances force divergence. The whole project bearing result analysis is pass or fail. Books to be purchased and result documents used will be delivered to parents during this meeting.

POLICY IMPLICATIONS FOR THE FUTURE

This assessment policy will be reviewed and reshaped to suit the needs for the next year and is both legal and an official document to be adhered to.

Signed-----

Date-----

Appendix E

Turn-around strategy template. 2007

Key Performance Area	Activity	Responsibility	Deadline
1. Teaching and learning	1.1. Each subject to be taught as prescribed in the subject policy.	All grades 10-12 educators	Ongoing
	1.2. Learners will be given home work from Monday to Thursday of every week.	Educators	Ongoing
	1.3. subjects will be taught according to NCS	Educators	Ongoing
	1.4. Teaching and learning should be honoured at all times. i.e. 27½ hours per week	Learners and educators	Ongoing
2. Teacher and learner support	2.1. subjects meetings held monthly to share teaching ideas, controlled tests and review learners' performance	HoDs	Ongoing
	2.2. Educators should attend workshops as prescribed and give feedback.	HoDs	Ongoing
	2.3. Invitation of PGSES for learner motivation.		
	2.4. Conduct school records management		
	2.5. Invitation of subject advisors to enrich experience of FET educators.	TLS	Ongoing
3. Learner assessment	3.1. Control test to be set in all FET subjects and all learning areas.	Educators and HoDs	March, June and September

	3.2. Assessment to be conducted in accordance with CASS policy per subject/learning area.	HODs	Quarterly
	3.3. Trial exams of the subjects that are not set provincially have to be set at school.	Educators and HODs	September
4. Management and Governance	SMT established systems for the monitoring of:		
	4.1. Teaching and learning coverage of the curriculum, setting of homework and assessment of learner performance throughout the year.	Principal and HODs	27 February
	4.2. Consolidation of the above 4.1.		
	4.3. Completion of registration	Principal & HODs and educators Principal	Quarterly February
5. Community involvement	Learners' parents to be informed quarterly on learner progress.		
	5.1. The school has to identify local expertise to assist in specific areas of operation voluntarily.	All stake holders	Ongoing
	5.2. Mobilize parents/guardians to agree that they will provide time and space for their children to do school work	Principal & SGB	March
	5.3. Give academic and financial report for the previous year.	Principal & SGB	

6. Monitoring	6.1. Ensure that teachers and learners are in classrooms at appropriate times.	Principal and HODs	Ongoing
	6.2. Period and attendance registers will be marked regularly	Educators	Ongoing
	6.3. Educators' and learners' files will be controlled and monitored.	HODs	weekly
	6.4. Educator appraisal will be conducted on IQMS principles.	SDT	ongoing
7. Safety and security	7.1. Security should search learners.	Security guards	Ongoing
	7.2. Trespassing is forbidden.	Security guards	Ongoing
	7.3. Educators should guard learners during breaks.	All educators as per time table	Ongoing
	7.4. Invite social and welfare to address on drugs and substance abuse.	Social welfare department	May
8. Accountability	School will set learner and teacher achievement targets with regard to curriculum	Ward manager and Principal	Ongoing

Appendix F

Informed consent for SMT members

Mkhonto B.S.
165 Cooper Street
Greytown
3250
16/05/07

The SMT Member: HOD/DP

Dear Sir/Madam

Consent to participate in the research project for the Master of Education Degree in 2007.

I hereby ask for your consent to participate in the research project to be conducted this year. You will be issued with a questionnaire to complete, guidelines will be explained.

The purpose of the research is to study the implementation process of the National Curriculum Statement in the FET band. Please note that during and after the research you are:

- Guaranteed privacy and anonymity, pseudonyms of you and your school shall be used;
- Guaranteed confidentiality; no person shall have access to records;
- Free to withdraw since participation is voluntary.

Your cooperation is always appreciated.

Yours truly,
Bhekumuzi Sitwell Mkhonto
Contact Details: 073 647 2002

Declaration by participant:

Ihereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I'm at liberty to withdraw from the project at any time, should I so desire.

.....
(Signature of participant)

.....
(Date)

Appendix G

Intervention Plan to Improve Achievement in under-performing school School "U" 2008

Key Performance Area	Activity	Responsibility	Deadline
1. Provision of critical resources	Hire video lessons from ELITS CASME. Ensure that distributed and mandatory lessons in English FAL are kept and stored safely and reach educators and learners. Recruit and fill all vacant posts. Additions of LTSM are available and distributed properly.	HODs and Principal	Regularly
2. Teaching and learning	Ensure that each subject to be taught as prescribed in a subject policy. Learners will be given homework from Monday to Thursday of every week e.g. Physics, Acc, Maths, Eng etc. Ensure that subjects are taught according to NCS Policies. Ensure that teaching and learning is honoured at all times i.e. 27½ hours per week. Draw study time table to ensure that study periods are done outside instructional time at school from Monday to Thursday from 14h15-15h30. Organise winter school (first week in July).	Educators Educators and learners Educators	Daily SMT
3. Teacher Support	Ensure that subject meetings are held monthly to share teaching ideas, controlled tests and review learners' performance.	HODs HODs	Monthly As per notice

	Educators attend workshops as prescribed and give feedback.		
	Invitation of PGSES for learner motivation.		
	Invite subject advisors in certain subjects as required.	TLS	Quarterly
	Ensure that records are kept and up to date.		
	Invitation of advisors to enrich the experience for FET educators.		
	Informal testing to be done on learners.		
4. Learner Assessment	Controlled tests to be set in all FET subjects.	Educators and HODs	Quarterly and Fortnightly
	Continuous Assessment conducted according to subject policy.		
	Trial exams not Provincially set to be set internally.		
	Quarterly tests to be set for all subjects		
5. Management and Governance	SMT establishes system for monitoring.	SMT	
	Teaching and learning coverage of the curriculum setting of homework and assessment and learner performance throughout the year.	Principal & HoDs	27 February 2008
	Targeted short courses offered to underperforming educators in their subjects.	SGB	Regularly
	To twin with other performing schools. Environment is secured for learning purposes.	Principal	February 2008

6. Institutional Turnaround	Completion of grade 12 registration.		
	Develop it with SMT.	Principal	15 February 2008
	Implement it.	All educators	
	Present it to community through SGB.	SMT	18 February 2008
7. Community Involvement	Learners' parents informed quarterly on learner progress. Report cards used for this purpose. Local expertise identified to assist in specific areas of operation voluntarily. Mobilize parents to advocate that they will provide time and space for their children to do their homework.	SGB	20 March 2008
8. Monitoring	Ensure that teachers and learners are in classrooms at appropriate times.	HODs and educators	Daily
	Registers will be marked regularly	HODs	Regularly
9. Accountability	School will set a learner and teacher achievement targets in regards to the National Curriculum Statement.	Ward manager and Principal	Monthly
	Educators to account on their subject performance.	Staff members	Quarterly
	The school improvement target is 70%		End target.

Appendix H

School development plan

School "U" 2005

Areas of concern	Activities	Responsibilities	Due date
1. Less gifted learners	Their work should be monitored.	Subject teacher or HOD	Continuous
2. Excursion	Should be organised to promote interest.	Financed by school if funds are available	Before June
3. Networking extra classes [Morning and afternoon classes including punctuality]	Networking will develop confidence in educators. Educators have to mark learners' attendance registers during weekends.	HOD	1 st , 2 nd , and 3 rd quarter
4. Parents involvement	Need to involve themselves.	Principal	Till the learner leaves the school
5. Communication/ English as a problem	Educators must use English when teaching or communicating with other learners.	Educators	Continuous
6. Funding the workshops	Educators should be funded when attending workshops.	School funds	2005 onwards
7. Cass	Educators must submit CASS to HOD to be updated quarterly.	HODs	1 st , 2 nd , 3 rd quarter
8. Debates	Groups, class and School debates.	Educators	Continuous
9. Study groups	Development of confidence among learners.	Educators	From February 2005
10. Report back to parents	Motivation of learners.	Educators	After March tests

Appendix I

School Improvement Plan

School "U" 2004

RECOMMENDATION	ACTIVITIES	STRATEGIES	TARGET GROUP	RESOURCES	BUDGET	TIMEFRAME	INDICATOR	RESPONSIBILITY
Electrification of staff room and HOD's offices	Installation	Phase meeting and planning	Educators	Eskom	Nil	30 May	Improvement	SMT and SGB
Electrification of three classrooms	Installation	Phase meeting and planning	Learners	Eskom	Nil	30 May	Improvement	SMT & SGB
Erection of educators' toilets	Building	Phase meeting and planning	Educators	Contractors	Nil	15 June	Improvement	SMT and SGB
Ceiling board at admin office and ceramic tiles	Fixing	Phase meeting and planning	Principal, Deputy and secretary	Contractors	Nil	29 July	Improvement	SMT SGB and SDT