

**SMT members' perceptions of their role in the
Continuous Professional Development of teachers in two schools in the
Umgungundlovu District**

By

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ABSTRACT

It is generally expected by those in the educational fraternity that members of the SMT contribute to the professional development of their teachers. Thus, this research study looked at the role played by members of the School Management Team (SMT) in the Continuous Professional Development (CPD) of teachers under their care in two Umgungundlovu schools, being Glow Primary School (GPS) and Diamond Primary School (DPS). Instructional leadership was judged to be the most suitable theoretical framework to underpin this study as it promotes the Continuous Professional Development of teachers. It is envisioned that teachers' enlightenment through their engagement with professional development activities, may result in empowerment of their learners, thereby creating a progressive and positive culture of learning and teaching (COLT) in schools. Acknowledging that Professional Development (PD) is not just a once-off event, but continues throughout one's career, the study suggested that it was in the hands of SMT members to exert their influence on teachers' participation in CPD activities. In like manner, the leaders in this study were found to lead with a vision, and to stimulate their teachers intellectually through the provision of various PD enterprises within their schools. Their intention was to help their teachers to acquire the necessary skills and knowledge so that they can perform at their optimum and thereby contribute positively to their learners' academic performance.

A qualitative method of inquiry was employed to look at the two case study schools holistically within their context, and to illustrate the experiences of these schools. I documented the narrations and voices of my sampling population comprising of two school principals, one deputy principal and four heads of departments who recounted their perceptions and challenges experienced in their endeavours. I paid special attention to abstractions of the data which were elicited via semi-structured interviews so that I might acquire a clearer picture of the SMT's attitudes, understandings and feelings during their enactment of their role. Thus, I approached this research project occupying the role of an interpretivist researcher, which meant that I made sense of the elicited data drawing from my personal reference framework. This process saw me looking for recurring patterns. These were identified based on my individual social meaning which I attached to the phenomenon of teachers' professional development leading to improved learner outcomes. The SMT members were found to promote the ideology of teachers learning collegially and collaboratively in networked teams with others, although this

proved a challenge at time. Furthermore, this study undertook to discover the extent to which the SMT members forged and built professional learning communities (PLCs) both within their schools, as well as externally with other schools. I demonstrated that cross-case analysis had a catalytic effect on comparison of commonalities and differences in the participants and schools under study. The findings highlighted that the SMT members and teachers in this study appreciated that they were lifelong learners, and both sought to continuously keep abreast with the latest trends. As agents of transformation in their schools as learning organisations, these leaders motivated, inspired, encouraged and offered their unwavering support to their teachers who coordinated projects to empower their peers, whilst participating in CPD initiatives to professionally develop themselves. This research study successfully produced new knowledge in relation to the manner in which these SMT members led, managed and overcame challenges in their quest to professionally develop their teachers. Thus, both new and existing knowledge and experiences were augmented and then disseminated for future use in the academic fraternity.

DEDICATION

I dedicate this to my husband, Anthony David, my sons, Kieron and Darrien and my mother, Pathma Chetty. This thesis is likewise dedicated posthumously to my guardian angels in heaven, my late dad, Sanjivy Chetty, my late sister, Vani Chetty and my late uncle, K.G. Chetty.

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LIST OF ACRONYMS AND ABBREVIATIONS

ANA	Annual National Assessment
CLNN	Canadian Literacy and Learning Network
CAPS	Curriculum and Assessment Policy Statement
COLT	Culture Of Learning and Teaching
CPD	Continuous Professional Development
CPTD	Continuous Professional Teacher Development
DAS	Developmental Appraisal System
DBE	Department of Basic Education
DPS	Diamond Primary School
ELRC	Education Labour Relations Council
GPS	Glow Primary School
HL	Home Language
HOD	Head of Department
IQMS	Integrated Quality Management System
LO	Learning Organisation
LoLT	Language of Learning and Teaching
MCTE	Ministerial Committee on Teacher Education
MEC	Member of the Executive Council
NPFTED	National Policy Framework on Teacher Education and Development
NPQH	National Professional Qualification for Head Teachers

NSNP	The National School Nutrition Programme
PD	Professional Development
PED	Provincial Education Departments
PENFP	Public Education Network and the Finance Project
PLC	Professional Learning Communities
SASA	South African Schools Act
SBM	School Based Management
SEM	Superintendent of Education Management
SES	Socioeconomic Status
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
SSE	School Self Evaluation
SWOT	Strengths, Weakness, Opportunities, Threats
WSE	Whole School Evaluation

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CHAPTER ONE

ORIENTATION TO THE STUDY AND POLICY CONTEXT

Introduction

Chapter One makes known the contexts of both schools and supplies details of the Orientation; the Introduction; the Background; the Significance of the study; the Motivation and Purpose of the study; the Research questions; the Context of the study; the Statement of the problem; the Rationale for the study; the Demarcation of the study and the Layout of the study, before drawing it to a Conclusion. My position and personal beliefs surrounding Continuous Professional Teacher Development (CPTD) are made explicit. To this end, arising from a desire for transformation, the creation of a democratic government in 1994 saw the post-apartheid government usher in numerous policies formulated at national and provincial level having a bearing on teachers' professional development, together with the role of members of the SMT in teachers' professional development.

My observation is that teacher education is evolving, with the past 22 years of continual attempts by policy makers to design it in a way that urges teachers to accede to the demanding responsibility of educating today's learners. It is recognised that teachers and learners in present times need to learn at a faster rate and be knowledgeable with current developments, so that they may fully cope with the pressures inherent in an environment that is constantly changing. It is nevertheless evident that most schools have not changed much over the years, with many teachers having not acquired the necessary practice and method of teaching compatible with the requirements of diverse 21st-century learners (Northouse, 2013).

In retrospect, one of the greatest challenges that education in South African schools are faced with is the creation of an effective culture of learning and teaching (COLT). In addition, Brandt (2016) stresses the view that teaching and learning needs to take precedence, acknowledging that although the COLT needs to be restored, it is a challenge to create quality education in South Africa. Thus, this places precedence of the transformation of the training and education system to assure calibration with the White Paper and the Constitution and on the Transformation of Public Service (South Africa, 1995). Members of the Executive Council of the KwaZulu-Natal Department of Education (DoE), Mchunu and Lubisi, likewise espouse that

schools, a reflector of society and their embedded community, should be centres where quality teaching and meaningful learning thrives (SMT Handbook, 2011). Thus, government enterprises to refine education include an increase in schools of site-based management, being the principal, deputy principal and HOD, who, as instructional leaders, are tasked with the responsibility of enhancing the culture of learning and teaching in schools (Bailey, Jakicic, & Spiller, 2014). The background to the study is now examined.

1.2 Background to the study

It is argued by Nieto (2009) that in order for schools to meet learners' diverse needs and demands, teachers need to devise a variety of teaching strategies which may be acquired through engagement with Continuous Professional Development (CPD) activities, being an avenue of teacher education. Heitin and Marzano (2011) propose that for CPD to have an everlasting effect, the selected content must be formulated according to the requisites of society's contemporary learners. Thus, in view of teachers being responsible for the well-being of learners under their care, for an improved COLT, and for the implementation of policies pertaining to the learning programmes and subjects being taught, it is imperative that the teacher be conversant with all relevant documents such as guidelines on teaching, conducting of assessments, record keeping and reporting (SMT Handbook, 2011). In order for these responsibilities and duties to be fulfilled, teachers need the encouragement, support and guidance of the SMT members.

To this end, research by Badasie (2014) suggests that within a contemporary society, learners need relevant skills and knowledge to prepare them for tertiary education. A failure to foster these skills within the schools' COLT may result in leaving learners feeling vulnerable and unprepared to meet challenges. This powerlessness is observable in the South African skills anomaly, where a considerable percentage of youth that is unemployed lack proper expertise to appropriately function in the knowledge economy (Badasie, 2014). In light of the above, Claxton and Lucas (2009) submit that a distinctive mind-set of teachers and learners is that of courage. These authors further assert that confident people embrace unpredictability and are brave enough to admit that they lack the know-how, which ultimately leads to them functioning within a sense of curiosity. In concurring with Claxton and Lucas (2009), Wilson (2007) agrees that compassion demonstrated within a cultural context permits learners to err, to learn from their transgressions and to bounce back. Likewise, Desimone (2011) posits that teachers with

expert content knowledge are motivated to further deepen their skills as compared to teachers who possess limited expertise, which brings us to the value of teachers' continuous professional development.

1.2.1 Continuous Professional Teacher Development (CPTD)

Having established the notion that it is through advancing knowledge, skills and career development of teachers, that learner achievement may improve, both national and international initiatives will now be explored. Offering a brief history on the inception of CPTD in South Africa, it is asserted that in 2001, a Ministerial Committee on Teacher Education (MCTE) was appointed by the then Minister of Education, the late Kader Asmal (2001), to create a framework for teacher education and development. Upon reviewing the MCTE's report, the National Policy Framework on Teacher Education and Development (NPFTED) was gazetted on 26 April 2011. Hence, the CPTD management system, which recognises all pertinent and relevant teacher development activities, was introduced. The responsibility of managing and implementing CPTD was conferred on the South African Council for Educators (SACE), whilst the support of the Department of Basic Education (DBE) and the 9 Provincial Education Departments (PEDs) was secured. Correspondingly, Usher and Edwards (2007) postulate that CPTD implies the creation of diverse avenues whereby knowledge and skills may be acquired by the teachers.

To this end, Totterdell, Hathaway and la Velle (2011) promote the ideology that learner achievement may be increased by teachers keeping updated with the latest trends in education through their engagement in CPTD activities. In the light of the above, Steyn (2011) advises that CPTD is an ongoing developmental programme aimed at deepening the attitudes, knowledge and skills of teachers in order that they may contribute positively to their learners' learning, thereby improving the COLT in their schools. In relation to the CPTD management system, it is purported to be a current support system for acknowledging teachers' CPD. The NPFTED (2011) in South Africa defines teacher education as those policies and guidelines created to equip teachers accordingly to perform their tasks effectively in the school, classroom and wider community. Additionally, one of the main functions of the SACE is to advance and smooth the way for the professional development (PD) of teachers through the CPTD

management system. The CPTD process is managed by the SACE, with the support of the DBE, the nine provincial education departments and education stakeholders (DBE, 2010).

Thus, the SACE has been supplied with those resources to sustain this portfolio. The PD points are expected to be utilised in accordance with a technique that is internationally acknowledged and employed by professional bodies to reward CPD participation. The administration of the CPTD management system expects all teachers, through engaging with PD activities endorsed by the SACE, to secure a minimum number of 150 PD points in each three-year cycle successively. Thus, the CPTD management system has the following six main purposes (DBE, 2013), which are outlined as follows:

- ▶ Fundamentally, the purpose of CPTD is to better learner outcomes, thereby suggesting that the quality of professional development participation by teachers is key to the improvement of the school's COLT for the development of professional competence.
- ▶ Secondly, it is to coordinate effective and relevant CPD activities so that teachers PD may be realised.
- ▶ Thirdly, CPTD aims to rejuvenate the teaching profession and its members, so that they may be productive in the classroom, catering effectively for the growing generation of learners.
- ▶ Fourthly, it is to advance the creation of enthusiastic, confident and empowered teachers who take responsibility of their CPD participation.
- ▶ A fifth purpose is to re-establish the teaching profession as being a pillar of social justice, thereby lending itself to the overall development nationally.
- ▶ Lastly, it is to appreciate teachers taking part in PD activities with the aim of being awarded points in the CPTD management system.

In view of this, CPTD has attained worldwide recognition and has acquired global currency in relation to lifelong learning (McKinney & Soudien, 2010). Recently there has been a shift from external to internal CPD participation, with internal CPD initiatives being secured within the school itself, based on the belief that long term and sustained CPD in the workplace may benefit teachers more. In furtherance, teachers are offered opportunities to draw from their background knowledge to unpack concepts and skills, visit classrooms to observe their peers teaching, share what works for them and to adapt and adopt what has been learnt (Steyn, 2009). Through this programme, teachers are provided with the necessary support to ensure that they gain more knowledge so that the high standards set for learners are achieved.

In light of the above, Steyn (2009) argues that conferences, seminars and workshops, which were the conventional ways in which professional development was mostly provided by external consultants, were found to be ineffective, and has slowly been superseded by fuller term internal PD initiatives. Taylor (2011) advises that this embraces the building of knowledge and trust through joint training or working, or encouraging others, including educational, health, social and specialist services, to support what the school is doing in these areas. Approaching professional development through different ways gives teachers an opportunity to train or work with other people who may be involved in some way or the other in the education and well-being of the child.

In this way, it allows different perceptions from different people that may be brought together in ensuring that learners receive the best possible education. It is believed that through upgrading the quality of teachers' teaching of core subjects, learners' content knowledge is heightened. In pursuance, Doherty (2011) advises the enhancing of professional learning through collaborative teaming needs to be strengthened. The need to explore the phenomenon of professional development has attracted many scholars in the past few years or so. Likewise, findings from a research carried out in the United States by Vescio, Ross and Adams (2008) implores the School Management Team (SMT) members and teachers to engage in continuous learning so that learners may be empowered. Findings from the International Academy of Education reveal that the key to improving the COLT is to ensure that teachers participate in a professional learning community (Timperley, 2011).

In a similar vein, Weeks (2012) postulates that when values, attributes and beliefs are shared by all in the school as a learning organisation, then individual learning may inadvertently be fostered. In addition, Barber and Moursheds' (2007) study found that teacher collaboration, a vital component of powerful professional development, featured in high-performing schools throughout the world. Similarly, findings from research carried out in the United States by Vescio, Ross and Adams (2008), suggested that it is imperative for SMT members and teachers to participate in lifelong professional learning. It is asserted that when shared attributes, values and beliefs that foster individual learning, feature in the COLT of a school, then that school may be deemed a learning institution (Weeks, 2012). On a similar vein, Pratt (2014) argues that for the CPD of its teachers to be translated into tangible and participatory action, it is vital that every school first determines what its needs are.

It is through the decentralisation policy characterising the new education dispensation in South Africa that the School Management Team members (SMTs) are tasked with ensuring that the training teachers receive, yields the desired results. Comparatively, there has been an increase in PD enterprises now more than was previously the case. Furthermore, it is suggested by Darling-Hammond (2010) that continuous teacher professional development must be site-specific and related to the school's curriculum so that learner success may be realised. Nevertheless, to fulfil this obligation so that all stakeholders in a school benefits, is not always as straightforward as it appears to be, as there are always subtle, hidden challenges found in individual schools.

Having outlined the merits of long-term, sustainable and Continuous Professional development, education researchers Darling-Hammond and Richardson (2009) argue that it is vital for teachers to learn from observing each other in their classroom practice, and from collaborative team learning. Therefore, it is against this backdrop that I sought to explore the perspectives of the selected members of the SMT as they are assumed to have insights and experiences of their role in the CPD of teachers under their care in two schools in the Umgungundlovu District. The desire to carry out the inquiry was based on the premise that members of the SMT are responsible for providing teachers with opportunities to develop themselves professionally, trusting that when teachers are motivated by their SMT members to participate in CPD initiatives, then the school as a whole may flourish and benefit.

In addition, it highlights the fact that when SMT members and teachers within the school share the same vision of striving to attain their long and short term goals within a collaborative culture, that successful endeavours are enjoyed by the school as a whole. I assert that since CPTD may be the driving force behind school developmental initiatives, members of the SMT are obligated to fulfil their mandate of supporting and encouraging teachers to extend their knowledge base, in turn promoting the success of learners and improving the school as a whole. Thus, I concur with Thomas and Brown (2013), who assert that CPD may be viewed as an ongoing process of teacher education, enabling teachers to revive and revamp their professional practices. Likewise, Gimbel, Lopes and Greer (2011) posit that in attempting to extend teachers' professional growth, SMT members need to foster firm relationships with their teachers through the medium of formal and informal activities and dialogues.

In view of the fact that subject content needs to be continually up-dated, I assert that the quest for lifelong learning by both teachers and learners needs to be a constant feature in schools. It is my belief that engagement with CPD activities may be regarded as an effective mechanism to enable teachers to adapt to the continual changes taking place in the educational sphere. In this way, they might acquire the necessary expertise to help them in their noble mission of equipping learners with appropriate skills to flourish in the society of the future. Wagner's (2008) study notes that although many schools provide ongoing PD, this is sometimes weak, with SMT members trying to change the way that a teacher teaches, without planning or creating meaningful opportunities for teachers to view teaching methodologies.

Thus, it is suggested by Wagner (2008) that too many SMT members seek the easy way out, making short term plans for teachers to engage with learning material, rather than focusing on the development of indefinite plans and nurturing structures of schools in a way that allows for exciting training and teaching practices to be fostered. With regard to teacher interest, research carried out by Ramango (2014) found teachers to lack self-motivation to engage in PD activities and that they needed to be continually encouraged by SMT members to engage in life-long career development. Sagor (2010) suggests that by encouraging teachers' engagement with PD activities and instilling in them the value of such professional development, the power distribution among the staff members is shifted so that it becomes a flatter network.

Nevertheless, it is acknowledged that teachers experience challenges which include limited time allocated for keeping abreast with the latest trends via PD activities. Furthermore, it is recognised that teachers spend many hours planning in accordance with the requirements as per Curriculum Assessment Policy Statements (CAPS), together with attending internal and external content and subject meetings which are mostly held after the school day. In proposing the above, I concur with the advice offered by Reeves (2010) who posits that one must be guarded that these initiatives of staff development, professional development and professional learning does not take the form of tedious PowerPoint presentations or are heavily-laden lectures punctuated with inconsistencies which may be difficult to implement.

Therefore, whilst members of the SMT are urged to encourage teachers to develop themselves professionally, they need to be selective in their choices, as some presenters may not be operating at grassroots level. This lack of classroom experience may see these facilitators

present irrelevant material that has no bearing on classroom practice. Recounting the importance of PD, DuFour (2011) suggests that when doctors, teachers and lawyers work collaboratively with each other continuously, they tend to make practical and feasible decisions for the benefit of all. Similarly, DuFour, DuFour, Eaker and Many (2010) suggest that professional development is no longer considered an isolated event for which the SMT plans a few workshops the year before.

These academics argue that professionals in their field of expertise must constantly reflect on their practice, be committed to continuous improvement and on-going studies, whilst working together as members of teams. Fulton and Britton (2011) postulate that this shift demands that teachers work and learn together in teams to build the communal capacity needed to perpetuate a successful aura, whereby learner performance and whole school improvement may be realised. Thus, sharing and collaboration are the components of building a learning community to help all students, teachers, and administrators. It is claimed that a learning environment is one that is conducive to a caring culture that promotes mutual sharing of a common vision by all (Parscale, 2013). Concurring with Du Four, *et al.* (2010), Thomas and Brown (2013) likewise suggest that PD may be the tool used to improve the Culture of Teaching and Learning (COLT). To this end, an exploration of the significance of the study is now made.

1.3 Significance of the study

DuFour (2011) maintains that teachers, as professionals, are obligated to remain updated with new developments in terms of knowledge, skills and technology to ensure competence in their chosen field of teaching. Since additional roles are demanded of them through enhancement of their personal and professional effectiveness, and through initiating and responding to change in the working environment, job satisfaction may be increased (DuFour, 2011). In a similar vein, structures and policies like the Education Labour Relations Council (ELRC, 1998), the Government Gazette of the Norms and Standards for Educators (2000) and the South African Council of Educators (SACE, 2002) were formulated with the intention of specifically promoting and monitoring the professionalism and leadership roles of teachers. In addition, De Clercq (2013) argues that governance at school-level expects individual schools to be responsible for their own PD and decision-making. From the above, it is clear that as from 1996, policies to change the system defining teacher education were created to address the ideals of democracy and justness underpinning the emerging South Africa. Thus, the

Employment of Educators' Act (1998), amongst other legislation, was created. The intentions of these were to boost the moral, professional and ethical competencies of teachers.

Bearing this in mind, the significance of this study highlights the contention that teachers are in need of the accompanying support and encouragement of their SMT members in their quest to develop themselves professionally. In addition, Darling-Hammond (2010) posits that to make improved curricular changes within a school, structures of support provided by SMT members as instructional leaders, must be in place. Findings from Darling-Hammond's (2010) study warn that PD training is delivered to many people at once, with teachers required to then implement these developments singularly in their classrooms. In extension of the above, findings of a study carried out by Somo (2007) likewise reveal that members of the School Management Team (SMT) are not supporting or supervising teachers to develop as professionals to the extent that they ought to. Evidence from studies in the field of CPTD (Mizell, 2010 & Culatta, 2012) reveals that teachers and members of the SMT have little clue regarding how CPD programmes need to be executed, organised, exercised and monitored at school level. Similarly, McFarland's (2014) research concludes that the members of the SMT in his study desisted from providing high-quality and long term PD activities for their teachers. It is furthermore highlighted that there is insufficient research looking specifically at SMT members' roles and attitude to their own and their teachers' CPD.

It is further acknowledged that when teachers work alone without their peers, then collegiality and collaboration become non-existent (Darling-Hammond, 2010), thereby restraining learner improvement. It is thus advised that the SMT members' support may positively influence teachers' willingness to keep abreast with the latest changes through their engagement with PD exercises. It is additionally observed by Malm (2009) that a connection exists between teachers' perspectives about what constitutes worthy professional development and what research recognises to be as appropriate PD. Thus, SMT members are urged to take cognisance of the manner in which their teachers view professional development, as their views determine whether or not they alter their classroom delivery. Professional development strategies designed by members of the SMT that are apt and realistic, have the potential to improve teachers' perceptions about professional development. In turn, as advanced by Mestry, Moonsammy-Koopasammy and Schmidt (2013), this increases their willingness to participate in PD activities, and to use their new-found expertise to raise their learners' standard of achievement. In light of the contention that SMT members' instructional leadership promotes

teachers' CPD and thus learner achievement, I postulate that this study may prove beneficial for members of the SMT as instructional leaders.

The idea of professional learning is not a new approach, with its preparation, research, and sustainability continuously having been studied (Vesico, Ross & Adams, 2008). In deepening the significance of this study, I concur with Johnson, Lustick and Kim (2011) who maintain that embedded in quality CPD are strategies required to improve teaching practice, thereby impacting on students' performance. This is done through the provision of quality CPD by SMT members, employing the strategies of promoting, guiding, sharing, transferring and discussing professional learning with teachers (Johnson, *et al.*, 2011). Furthermore, it is suggested that CPD promotes teachers' efforts by focusing on the teaching and learning process, on learners' scholastic performance through the medium of continuous assessment and on self- reflection and introspection of one's teaching methodologies.

Additionally, CPD provides the platform for diagnosing the manner in which learners' learn, so that teachers may accordingly adapt their teaching styles to suit learners' needs (Darling-Hammond, 2010). In light of the above, McFarland (2014) suggests that the past half a century has seen the role of the SMT move away from being just managers to that of leaders as well. It is argued that whilst a manager may be occupied with the task of bringing to fruition set plans, thereby ensuring the organisation's *status quo*, a leader is busy with ensuring that the vision for improving the COLT of a school is in place (McFarland, 2014). In addressing the purposes and benefits, I suggest that this study might serve to generate interest, knowledge and insight concerning CPTD, as it is likely to contribute by adding to existing research and literature in the field of CPTD.

Furthermore, it is envisaged that this study may shed light on how and what members of the SMTs' perspectives and experiences are in their role in the CPD of teachers under their care. This is an area which, in my opinion, appears to have been somewhat neglected. I believe that this research may help to bring to the awareness of members of the SMT that learning opportunities provided to the teachers to reflect on the learning of students. Likewise, I concur with Coutinho and Lisboa (2013) who protest that to maximise learners' learning and to stimulate the learning of others, teachers need to take responsibility for their own learning.

As professionals, teachers are expected to be active students who continuously make the effort to acquire new knowledge and skills in their subject areas and teaching practice (Coutinho & Lisboa, 2013). Thus, since researchers agree that a relationship occurs between the type of professional development enterprises that teachers enjoy, and their readiness to adapt their teaching and learning practices so that learners may be the beneficiaries, it is argued that members of the SMT need to find ways of motivating teachers across the school to embrace CPD initiatives (Coutinho & Lisboa, 2013). Therefore, in my opinion, it is imperative for SMT members to appreciate that they can impact positively on teacher learning through PD initiatives that fulfils teachers' requirements and adheres to accepted levels as stipulated by those in authority and education department officials.

A well thought-out and superior quality PD programme can alter teachers' perceptions so that they become more receptive to the professional learning drives promoted by the SMT members. Thereafter, using what has been learnt from the PD sessions promoted by these SMT members, teachers may be more receptive to enacting these innovations when they get back to their classes (Darling-Hammond, 2010). Thus, I assert that this current study is relevant since it serves to accentuate those attributes associated with powerful professional development, and the need for members of the SMT to motivate and provide opportunities for teachers to develop themselves professionally. High quality PD opportunities created by the SMT may increase teachers' willingness to implement knowledge gained and skills acquired in staff development sessions, to improve learner achievement.

I further anticipate this research to be significant since members of the SMT may utilise the findings of this study to design learning opportunities that will be of value and specifically meet the expectations of their teachers. It is anticipated that this may be the impetus for teachers to ponder on their present teaching practices and revamp and adapt these where necessary, so that their learners may achieve greater levels of success. This study may additionally deepen current understandings of the possible effects of CPTD on whole school improvement. Thus, this study may prove imperative to SMT members in their attempts to ascertain their role in the professional development of teachers under their care. The motivation and purpose of the study, is now outlined.

1.4 Motivation and purpose of the study

It is acknowledged that although external factors underpin research, this is a personal journey undertaken by myself as the researcher and a SMT member. I espouse that my motivation for this study was influenced by the current CPTD management system, which tasks members of the SMT like myself, to ensure the implementation and management of teachers' CPD at school level. Arising from this, my personal anticipation about the practicality and effectiveness of this CPTD management system, prompted my enquiry into the perspectives held by members of the School Management Team (SMT) regarding their role in the CPD of teachers under their care. Hence, through engagement with literature in this area, I discovered that whilst some research had been conducted in the area of CPTD, this appeared to focus on teachers' experiences, with insufficient research being conducted that considered the perspectives and experiences of SMT members.

The purpose of my study was to acquire an understanding of other SMT members' experiences and perspectives pertaining to their role in their teachers' CPD; to establish the extent to which SMT members provide professional development programmes for their teachers; and whether or not they believed that this CPTD management system has spurred teachers to engage in professional development initiatives, or whether PD had always been a constant feature at their schools, irrespective of its implementation. The SACE (2010) proposes that teachers are primarily responsible for their personal professional development within a potent education system defined by democracy, whilst this CPTD management system aims to propel teachers towards re-aligning and boosting their professionalism. In view of this, the SACE (2010) expects SMT members to ascertain the nature of PD programmes desired by their teachers, then take steps to steer teachers in the direction of their self-engagement with these programmes. Leading on from this, the research questions defining this study, followed by the context of the study, are now made explicit.

1.5 Research questions

- ▶ What roles do members of the SMT play in their teachers' Continuous Professional Development?

- ▶ Why do members of the SMT lead and manage Continuous Professional Teacher Development (CPTD) in the way that they do?
- ▶ How do SMT members handle challenges encountered in their quest to professionally develop themselves and teachers under their care?

1.6 Context of the study

The research I conducted entailed documenting SMT members' stories and voices regarding their perspectives of their enactment of professional development of teachers under their care. This study was based on two purposefully chosen cases, one being Glow Primary School (GPS) and the other, Diamond Primary School (DPS), which are not the real names of these schools. The rationale for choosing these particular schools and members of the SMT may be found in chapter 4, sections 4.5 and 4.6 respectively (p. 100). Both these schools were situated in the Umgungundlovu District in the KwaZulu-Natal province, South Africa. Glow Primary School was situated in the central business district (CBD) in the city of Pietermaritzburg, while Diamond Primary School was located in the northern suburbs of the same city. Formal and informal conversations were held with the members of the SMT, with these conversations being complemented by my informal observations whilst the teachers and learners in these schools went about their business of learning and teaching.

The elicited data demonstrated similarities and differences in the two schools as far as their situations, the staff and learner populations were concerned, a detailed comparison of which is offered in chapter seven. In pursuit of capturing their experiences and voices, an interpretive approach was used. This allowed me to adopt an empathetic understanding of the daily experiences of the SMT members from, in their specific settings and to make sense of what motivates a person to act accordingly, as alluded to by Bertram and Christiansen (2014). With this in mind, the profiles of Glow Primary School (GPS) and Diamond Primary School (DPS), are now offered.

1.6.1 The profile of Glow Primary School (GPS)

Offering an outline of the context of the two case-study schools, I advise that further details of the two schools, GPS and DPS respectively, may be found in Chapter Five, table 1 and Chapter Six, table 2. It had a learner population of 1 211, and a multi-cultural staff comprising

approximately 40 multi-racial staff members, which includes 4 members of the SMT referred to the following pseudonyms employed throughout this dissertation being, Mrs Maharaj (Principal), Mrs Alark (Foundation Phase HOD), Mr Pillay (Intermediate Phase HOD) and Mr Ken (Deputy Principal), 36 state paid teachers and 4 SGB paid teachers. Although the school had Coloured and Indian learners, they made up a very small percentage of the school population.

The majority of the diverse learners were Black learners living in the outlying areas of Sweetwaters, Hammarsdale, Imbali, Dambuza, Edendale, France and Willowfontein, with a few living in Central Pietermaritzburg. The learners' socio-economic status (SES) was made up of 60% being below average, 30% average and 10% above average learners. The National School Nutrition Programme (NSNP), a department initiative, fed approximately 1000 learners. Most of these learners were being raised by their grandparents as a result of their parents either being deceased or working a great distance away from home. Some were raised by single parents, whilst other learners emerged from child-headed homes, with only a few living in a traditional home-setting where both parents are married and take responsibility for their children.

1.6.2 The profile of Diamond Primary School (DPS)

The second case study school was a Section 21 primary school situated in the Northern suburbs. There were approximately 423 learners, with a staff population of 17 teachers, comprising 3 SMT members going by these pseudonyms which will be employed throughout this dissertation being, Mrs Radebe (Principal), Mrs Ally (Intermediate Phase HOD) and Mrs Lloyd (Foundation Phase HOD), 12 state paid and 5 SGB paid teachers. Most of the learners lived in the surrounding areas of Northdale. The majority of the learners were Indian with a small percentage of the learners being Black and Coloured.

Although the school was eligible for participation in the National School Nutrition Programme (NSNP), normally called a 'feeding scheme', learners in this school did not benefit from that school as it did not have a feeding scheme despite numerous applications to the provincial education department. The social context of learners of this school was defined by the fact that approximately 80% of the learners came from poor socio-economic background, with unemployment being a dominant feature of the community around the school. The parent

community was also plagued with the scourge of drugs and alcohol abuse, which impacted on their children's social and emotional well-being and academic performance. Against this backdrop, the statement of the problem is presented.

1.7 Statement of the problem

According to Given (2008), formulating a research problem requires questions on the specific problem under investigation to be formulated, as this will provide the researcher with the required focus. In concurring with Given (2008), Maree and Van der Westhuizen (2010) state that the research question specifies what intrigues the researcher, serving as the beacon that guides the researcher as answers are being sought. In a similar vein, Booth, Colomb, and Williams (2008) argue that qualitative research arises from a particular problem or phenomenon that the researcher wishes to investigate. This research problem is conceded as being knowledge that is incomplete or flawed, and which may be addressed through acquiring a better understanding of it (Booth, Colomb & Williams, 2008).

Bearing the above in mind, the problem that motivated this study so that I may gain a better understanding between what I already knew, and what I wished to understand, will be explored. It is observed that although some progress has been made in devolving responsibility and accountability to members of the SMT, improving educational quality at school level remained a challenge. It is noted by Bloch (2009) that most South African schools are not functioning adequately. This conclusion was arrived at based on international tests such as the TIMSS study of 2002, carried out in 46 countries, which found that South African Grade 8 learners achieved the lowest average scores in both Mathematics and Science.

Taking into consideration South African learners' unacceptably low results in the Annual National Assessments (ANA) and poor Grade 12 results in recent years, coupled with the fact that there are many unqualified and inadequately trained teachers who enter the teaching system, I am interested and inspired to examine members of the SMT's perceptions and experiences of their role in teachers' CPD. My engagement with literature reveals that whilst research has been conducted in the area of CPTD, this appears to be focused on teachers' experiences, with insufficient research being conducted taking into account the SMT's perspectives and experiences. I assert that as independent lifelong learners, both teachers and their learners need to know how to access and analyse fast growing and ever-changing

information. Thus, I concur with Mukeredzi (2013) that learners need to be adequately prepared by their teachers to enable them to employ their acquired knowledge accordingly, so that they may thrive in a global economy. For this to happen, it will be beneficial if teachers could receive appropriate support in the form of effective professional development, so that they and their learners may flourish in the society of the future.

Keeping the above in mind, it is argued that although in South Africa, the new CPD strategies claim to offer the necessary knowledge to members of the SMT to assist teachers in their PD initiatives, it is not as straightforward and simple a task as it appears to be. It was found that limited opportunities are offered to the SMT to equip them with the skills needed to help them promote effective CPD of teachers, thereby encouraging teachers under their care to become committed to their own development. I propose that more guidance and support be offered to the SMT by the DBE, and I concur with Fullan (2011), that a radical adjustment in the culture of learning and teaching (COLT) needs to happen, with a shift in thinking and practice being made from teaching to learning.

It is my understanding that when teachers themselves learn whilst engaging in professional development initiatives to keep abreast with recent changes, their learners' learning may be improved. Thus, I believe that to make certain that learners are sufficiently ready to survive and thrive in a global economy, schools are obligated to create a positive environment for learning, whilst enhancing the way in which teachers deliver the curriculum to learners. Having claimed the above, I suggest that for all intents and purposes, the role that the SMT is expected in play in the professional development of teachers is not as simple as it appears to be, as there are inherent challenges.

For instance, the findings of Doherty's (2011) study suggest that when the SMT ensures that a non-threatening atmosphere prevails, then all components co-existing in the school as a learning organisation feel at ease expressing their fears and standpoints with each other, without inhibition and fear of being judged. However, Doherty's (2011) research reveals that the SMT protested that they were not offered sufficient freedom and power to organise such PD strategies for their teachers. Similarly, Mukeredzi's (2013) study noted that although many schools provided ongoing professional development, this was sometimes weak. Whilst the SMT aims to change the way a teacher teaches, they do not necessarily have the skills of planning for, or providing meaningful learning opportunities for teachers. It is suggested by

Mukeredzi (2013) that many SMT members take the short-cut when it comes to the provision of PD ventures, by circumventing plans, rather than cultivating a school culture that accentuates continuous learning by teachers and learners.

McFarland's (2014) research reveals that a scarcity of research exists viewing the link between school leader's perspectives about professional development, and the influence of their behaviour on teachers' PD participation. It is suggested that those members of the SMT who appreciate what their teachers' desire regarding their professional development, may inspire their teachers to make positive changes in their classroom instruction and learner opulence (McFarland, 2014). Furthermore, findings from research carried out by McFarland (2014) reveal that teachers' unhappiness with PD schemes appears to be a scenario commonly playing itself out. Many SMT members espouse PD inventiveness to be unconstructive, failing to powerfully advance and improve teachers' classroom practices and organisational abilities (McFarland, 2014). An explanation for the rationale for the study, is provided.

1.8 Rationale for the study

According to Wagner and Kegan (2006), the SMT, as leaders, are ultimately responsible for mobilising PD enterprises central to improving teachers' and learners' competencies. Thus, the rationale for this study emanates from my desire to remind and bring to the awareness of members of the SMT the integral role they play in professionally developing teachers under their care. By the same token, I wish to learn of these school leader's perceptions of CPTD, and to gain insight into their experiences and challenges encountered, if indeed there are any, when executing this role. In establishing the genesis for this study and why I believe it is important to carry it out, I agree with Fullan (2011) who advises SMT members that the disparity between schools with a high learner success rate and those with a lower achievement is their teachers' acknowledgement about what is expected of them regarding their duties and responsibilities. Teachers, students, parents, and leaders will accept change if they witness success and improvement in learner achievement, or encounter the actual experience of being more effective (Fullan, 2011).

This concept of CPD of teachers to help learners improve is pivotal to the development of my educational career as a member of the SMT. Thus, the rationale for undertaking this study has personal, professional and academic dimensions. Through my readings, as a member of the

SMT myself, I find myself reflecting and introspecting on my own practice and attitude, with the aim of making the necessary changes for the betterment of my school as a whole. Therefore, it was anticipated that this study would offer a better understanding with regards to the role played by members of the SMT in teachers' CPD. It was believed that, armed with this knowledge, SMT members may refine and make available PD opportunities, thereby supporting and addressing teachers' needs, so as to allow learners to reach greater heights of success, leading to improvement of the school as a whole. The demarcation of the study now follows.

1.9 Demarcation of the study

Bless, Smith and Sithole (2013), assert that delineating the problem requires establishing the limit or boundary of the problem within which the research progresses. Thus, this case study approach concerns itself with the perceptions and experiences of SMT members concerning their role in the professional development of teachers under their care, noting also that they do not represent the whole population of the SMT. The research is only confined and limited to the experiences of members of the SMT in two schools in the Umgungundlovu District, the locality which I am familiar with as I live in one area and work in the other locality. It is further claimed that an unambiguous demarcation of the population gives a secure basis for planning one's study, reporting its findings and assessing its credibility. It will be useful for anybody who is considering applying these findings to one's own context because it allows for a comparison to be made between the intended new populations of study, to the one that was investigated earlier (Bless, Smith & Sithole, 2013). To this end, the layout of the study is presented.

1.10 Layout of the study

The study comprises eight chapters which are outlined in a nutshell below.

Chapter One

This current chapter serves as a broad map providing the orientation of this study being undertaken. It offers the direction of the journey I intend to undertake, my motivation for the

study, its context, purposes and rationale. Towards the end, the chapter provides an overview and summary, as well as the conclusion of the chapter.

Chapter Two

This chapter supplies an in-depth discussion of the reviewed literature, taking into account the three research questions. It landscapes the phenomena under investigation, among these being the elements of effective professional development, together with the role of SMT members in teachers' Continuous Professional Development.

Chapter Three

A broad overview of the discursive theoretical framework, being instructional leadership by members of the SMT, is found in this chapter. This thereby creates an avenue for an understanding of the core issues.

Chapter Four

This chapter sets out the journey I travelled during data production for this study, paying attention to the methodology and methods used to generate data that would answer the research questions. A description of the research process, design, data production, reasons for choosing these methods, techniques for data collection and the limitations placed on the study, together with the justifications for such methodological choices, is presented.

Chapters Five and Six

These two chapters present research data from the two research sites (Glow Primary School and Diamond Primary School). It seeks to locate the SMT members in their schools and communities on a site-by-site basis. The data is presented under various themes, accompanied by a discussion of the various themes arising from the data elicited.

Chapter Seven

This is an analytical chapter which offers a detailed discussion of the emerging patterns elicited from the two sites where the research was conducted. In essence, it attempts to theorise and make sense of what members of the SMT do when they manage the professional development of teachers in their schools. It does this through across-site analysis and also provides some linkages with other sources of data and literature and theoretical frameworks.

Chapter Eight

This chapter provides the findings as a synthesis of the journey providing the summary of the findings, the directions it takes, and recommendations for educational enactment and future research, will be presented. Finally, several critical documents, including a list of references, are appended to this dissertation.

1.11 Conclusion

Now that an outline of the chapters to follow has been outlined, the conclusion of this chapter is offered. I present a summary and concluding remarks, as well as recommendations to relevant stakeholders, as they arise from the study. It is envisaged that this study will generate knowledge that may help provide a better understanding regarding school leader's perspectives, perceptions and experiences in their role in teachers' professional development. Armed with this knowledge, perhaps school leadership may plan and provide professional development opportunities and support that will help address the needs of teachers. This may allow learners to reach greater heights of success, thereby leading to improvement of the school as a whole. The preceding literature provided in this chapter suggested that the responsibility of facilitating ongoing professional development, support and coaching for teachers, lies in the hands of members of the SMT, an initiative which may not be as straight-forward as it appears to be. A review of literature on professional teacher development, is now explored.

CHAPTER TWO

REVIEWING LITERATURE ON TEACHER PROFESSIONAL DEVELOPMENT

2.1 Introduction

I introduce this chapter by first offering an understanding of that which constitutes a literature review and the necessity of embarking on such a review. In furtherance, I assert that this literature review focuses on the specific topic of interest to me, being ‘School Management Teams’ perceptions of their role in the Continuous Professional Development of teachers in two schools in the Umgungundlovu District’, whilst it concurrently serves to provide a theoretical framework and rationale for this research study, as advocated by Galvan (2006). As postulated by McMillan and Schumacher (2010), the aim of this literature review is to create a conceptual or theoretical framework so that the researcher may demonstrate the merits of such a study. Concurrently, it may serve to highlight the limitations found in previous research, whilst earlier contradictory or ambiguous findings may be uncovered.

Thus, the purpose of this literature review was to help me explain how the findings from the two case-study schools under investigation fitted into the larger picture and why I have approached the topic the way I did. Thus, in writing this review, I wished to convey to you, the reader, the essence of accumulated literature in this field, whilst bearing in mind the submission by Galvan (2006) that it may serve as a stepping stone for my investigation. Bearing the above in mind, a literature study of local and international sources on members of the SMTs’ roles and responsibilities, together with the notion of CPTD, which included journals, information elicited via the internet, official documents underpinning South African education, and recognised authoritative books and researched documents, were accessed.

Now that an overview has been offered, a background to this topic will hence be introduced. Whilst acknowledging that apartheid education may have adversely challenged the provision of PD enterprises, the attainment of democracy in 1994 saw the birth of a single national DBE, its aim being the transformation and reconstruction of the COLT in South Africa. Researchers Msila and Mtshali (2011), amongst those in the global and national educational fraternity, argue that teachers, like other professionals, are obligated to continuously reinvigorate and recharge themselves through participation in continuous professional development (CPD) initiatives, so

that they remained updated with the latest developments in the field of education. The contention of Msila and Mtshali (2011) is supported by Patrick and Townsend (2010) who highlight that the value of professional development is largely unacknowledged, with very little attention at school level that focuses on the CPD of teachers and the potential contribution they might make to classroom practice so that the culture of learning and teaching (COLT) may be improved. It is likewise suggested that since teaching is central to the school as a learning organisation, teachers' CPD participation, which is one of the phenomenon under investigation in this study, is at the root of the quality of COLT in schools (Moolenaar, 2012).

Postulating that this study is embedded in the perspectives of schools leaders in relation to the role enacted in their teachers' professional development, I find it necessary to lay a foundation by offering a brief definition of the concept of leadership, particularly, instructional leadership, which is the other phenomenon in this research study. In essence, leadership implies the ability and potential of a leader to influence any group or organisation, being the followers, towards the achievement of identified goals (DBE, 2004). Whilst acknowledging there are different types of leadership theories, including, amongst others, transformational leadership, participative leadership, situational leadership, transactional leadership and transformational leadership, this study is aligned to the role of SMT members as instructional leaders. To this end, Ali (2013) advances that instructional leaders of the school have an obligation to develop and promote the school's vision and mission so that teachers' and learners' achievements may be realised.

Bearing above in mind, an orientation to the study was offered in Chapter One. In this chapter, Chapter Two, the review of literature continues by offering an introduction that provides an understanding of the proposed topic under study. The underlying assumption is that when teachers keep abreast of the most recent developments through their professional development, learners are the beneficiaries, leading to learner success and school improvement. This study embraces the notion that members of the SMT as instructional leaders, play an integral role in teachers' professional development and likewise, learner performance, with respect to two primary schools in the Umgungundlovu District.

Attempting to create a context for my study so that I may substantiate the above argument, I find it necessary to begin by presenting a national and international historic overview of education in schools. This is followed by the link between teachers' professional development

and school improvement. I then proceed to look at effective leadership and management practices, first viewing these components through a South African lens, and then through an international lens. To better illustrate the management and leadership portrayal, the role of the principal, deputy principal and HOD as SMT members in school improvement, is undertaken. A detailed description of professional knowledge development with its accompanying facets, is offered. This is followed by a description of teacher networking, together with the strengths, value and benefits of SMT members' promotion of collegial and collaborative relationships essential for teamwork and distributed leadership. Those challenges experienced by members of the SMT will also be explored. I advise that concurrently, SMT members' role in the CPD of teachers as reflected in literature, is interwoven throughout.

To conclude this chapter, guidelines will be offered to SMT members on how they may become effective instructional leaders in creating collegial and collaborative conditions in their departments, since these conditions promote positive learning and teaching in schools. Evidence suggests that teacher professionals possessing a high quality of professional development achieve high quality outcomes for their learners. Thus, it is advocated that a key driver of successful education lies in the quality of teachers and their leadership (Taylor, 2011). To this end, nationally and internationally, countries desiring continuous educational improvement, create intervention programmes which they believe will lead to transformational change. The strategy employed for this review is to research and evaluate existing related literature through the medium of a variety of resources, including journal articles and books.

Arguing that despite the context of schools as far as better-resourced against socioeconomically disadvantaged schools are concerned, most schools face similar challenges when it comes to the professional development of their teachers, I submit that this research will now trace the inception of education in South Africa, offering a historical synopsis of education, together with the present day status that education enjoys, whilst concurrently exploring the ideology of schools as learning organisations. A historical overview of education in South African schools is now examined.

2.2 A historical overview of education in South African schools.

Against the backdrop of literature reviewed, I observe that formal schooling in South Africa began approximately 150 years ago. Over the past 50 years, school education has both

nationally and internationally, become an integral area for policy development in governments and education departments across the world. With this in mind, I believe it is useful to trace how schools, as learning organisations, came into inception, and to describe their function, a description of which follows shortly. The history of schooling, according to Kruss (2008), began when western powers colonised other countries, a role fulfilled by missionaries who were keen to spread religion. In arguing that schools are constantly evolving, it is observed that schools emerged during the transition when societies were conventional and grew to becoming contemporary and industrialised. Coutinho and Lisbôa (2013) claim that schools operated as socialisation agents, in that the norms and values inherent in the home were perpetuated in the school.

Likewise, as the financial status of the county changes, schools prepare individuals for a variety of work through programmes that allow for the acquisition of skills and knowledge so that participation in modern economies may be fulfilled (Kruss, 2008). In view of the above, the political agenda post 1994, saw a determination to abolish that which was associated with apartheid, and to launch a variety of policies to fulfil the compound needs of South Africa (Du Plessis, Conley & Du Plessis, 2007), as schooling had been in dire straits for many years. In addition, Nongxa (2010) posits that the unfortunate tragedy is that, despite South Africa boasting a rich economy, learners' scholastic performance is rated amongst the poorest in comparison to others in the continent. Christie, *et al.* (2007) posit that currently, schools focus on developing school knowledge through formal and abstract thinking, teaching reading, writing and Mathematics in a manner that requires learners to practice mastery through repetition and recitation. Similarly, Bloch (2009) views schooling within the South African context as being an important vehicle by which previously disadvantaged communities may overcome adversaries and improve their circumstances in their hunger for a better life.

Taking into consideration that the education system during the pre-democratic era was structured to propagate and sustain the ideology of apartheid, leaders of a post-apartheid South Africa found it necessary to restructure the state education system in their quest to build a new and democratic social order (McKinney & Soudien, 2010). Thus, when South Africa attained democracy in 1994, the South African Constitution, embodying the values, became an Act. Furthermore, the new government attempted to bring about changes through the introduction of reform legislation and policy changes, namely the South African Schools' Act (Act No. 84 of 1996), which is the underpinning policy defining this study. Whilst under the apartheid

regime, the principal's role was confined to being administrators who facilitated the agenda of the state.

Presently, this post-apartheid education system requires the principal to play a dual role, firstly as being a member of the governing body, and secondly, as being responsible for professional matters (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008). It is thus imperative that the school management team (SMT), as leaders of schools as learning organisations, focus more intensely on teaching and learning with a view of improving learner achievement (Bloch, 2009). In light of this, learners' weak scholastic performance nationally and globally, has prompted educationists to seriously review the principal's role as the key player in developing and maintaining academic standards of the school (Mestry & Singh, 2007; Naidu, *et al.*, 2008; Kallaway, 2009).

Jantjies and Joy (2012) additionally protest that the apartheid South African education system were fraught with inconsistencies that adversely impacts on the present post-apartheid system. Thus, whereas most schools take for granted their adequate supply of learner-teacher resources, proper classrooms, well-stocked libraries and computer stations, together with professionally qualified teachers, these are scarce in most farm and township schools. To this end, the South African Schools Act (SASA), Act 84 of 1996 (ss. 34) (RSA 1996) purports that the state is responsible for funding public schools through capital cost allocations, whilst making attempts to remedy past ills by providing a high standard of education to its learners (Jantjies & Joy, 2012). I highlight that since the central concept underpinning CPD encompasses 'learning', this is further deepened through the perpetuation of the notion of schools as learning organisations. Thus, the following figure by Brandt (2016) demonstrates the relevant characteristics of schools as being systems open and aligned to the economic, social and political conditions associated with learning (Brandt, 2016).

2.2.1 Table 1: Characteristics of schools as Learning Organisations (Brandt, 2016)

- | |
|---|
| <ul style="list-style-type: none"> √Their incentive structure encourages adaptive behaviour. √Their shared goals are achievable but challenging. √Their members acknowledge the organisations developmental stages accurately. |
|---|

- √They use relevant information to promote their needs.
- √Knowledge is employed for the creation of innovative developments.
- √An exchange of material with pertinent sources occurs.
- √Evaluation on their teaching and learning service provision is elicited.
- √Their basic processes are continuously refined.
- √They enjoy a supportive organisational culture.

The figure below by Brandt (2016) demonstrates learning that takes place by individuals, as compared to learning by organisations.

2.2.2 Table 2: A comparison of learning by individuals and organisations (Brandt, 2016)

Learning by individuals	Learning by organisations
1. These individuals learn what is personally meaningful to them.	1. The incentive structure encourages them to adapt behaviour accordingly.
2. Individuals learn through their acceptance of challenging goals.	2. Their shared goals are challenging but achievable.
3. They proceed through developmental stages.	3. Their members are able to accurately identify the organisation's stages of development.
4. Their learning is individualistic.	4. Based on their purposes, they gather, process, and act upon information accordingly.
5. They use old knowledge to construct new knowledge.	5. New ideas are created based on their institutional knowledge.
6. Individuals learn through interacting with others.	6. Information is frequently shared with relevant sources.
7. Feedback is required.	7. Feedback on products and services is acquired.
8. Strategies of learning how to learn is designed by individuals.	8. Their basic processes are continuously refined.
9. A harmonious emotional climate lends itself to their learning.	9. A supportive organisational culture is enjoyed.

10. These individuals learn intentionally and unintentionally from the whole environment.	10. Their organisations are open systems which are sensitive to the social, political, and economic conditions found in their external environment.
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Now that a comparison between learning by individuals and learning by organisations has been expounded, the link between teachers' professional development and school improvement, will be briefly ventured into. The SMT is urged to examine their own performance and to employ self-improvement strategies such as peer coaching and adopting new partnerships in professional learning communities (Pratt, 2014). Against the above historical background of the evolution of education, this chapter proceeds with a discussion on school improvement within the COLT, as laid down in the Employment of Educators' Act (South Africa, 1998). It is envisioned that in so doing, it will aid me, the researcher, to develop a theoretical framework to examine and analyse elicited data on the role of the SMT as instructional leaders. Hence, I will bear in mind that an integral function of the school as a learning organisation encompasses members of the SMT forging school improvement through the professional development of teachers under their care. In view of the above, an examination of present debates on the above phenomenon of professional development and school improvement, follows.

2.3 The CPTD management system policy

It is purported by the DBE (2007) that CPTD, as gazetted in the National Policy, has as its intention, to prepare teachers adequately so that they may focus on making efforts to respond to the tests and trials inherent in the current education system. Furthermore, the DBE (2007) postulates that the ultimate aim of CPTD is to bring to learners' awareness that they are lifelong learners and therefore need to function as successful citizens and be an asset to their families and the nation as a whole, through their acquisition of the necessary skills and knowledge. To this end, it is suggested that CPTD is most effective when teachers introspect on their personal teaching practices, when well-coordinated PD activities are contextualised to address the requirements of teachers and learners at their schools, and when members of the SMT offer support and encouragement to their teachers in their professional development participation (Northouse, 2013).

In essence, it is proposed by the Northouse (2013) that the CPTD management system primarily endeavours to endow teachers with the essential expertise required to so that they may fulfil their task of teaching proficiently. By the same token, it is intended to prompt teachers to ascertain the areas in which they required intervention, so that they might then access the appropriate PD initiatives which possessed the potential of furthering their growth as professionals. The link between teachers' professional development and school improvement is now established.

2.4 The link between teachers' professional development and school improvement

In exploring schools' quest for improvement, it is argued that before the attainment of democracy, South African education was defined by disparity in the delivery of human and material resources, thereby culminating in an ineffective COLT (Mestry & Singh, 2007). Thus, although the desire for refined education and optimal learner success was common in other countries as well, it particularly became an urgency in South Africa. Mestry and Singh (2007) suggest that when a school as a learning organisation encourages learning by all its stakeholders, this invariably impacts on the institutional ethos of schools. To this end, reform initiatives by the South African government to improve the COLT include site-based management responsibilities (Bush, 2013). Thus, increased emphasis on the knowledge-ability and accountability of the principal, senior managers, and middle SMT members, may be found in ELRC (1998).

It is gazetted in the Integrated Quality Management System (IQMS, Collective Agreement Number 8 of 2003) policy that the aim of the DBE (2010) is to make secure public education that is of exceptional quality, thereby surpassing the mediocre COLT found in most schools. Thus, clearly documented in this policy, is that HODs are to be involved in class teaching, be accountable for their department's functioning and to create professional development and extra-curricular activities so that learners' education is successfully promoted (IQMS, 2003). It is submitted that most of these policies were formulated as a result of negotiations between teacher organisations and the government, suggesting that this development was necessary as a result of teaching taking place in a world where globalisation features.

In furtherance, Brown (2013) advances that PD measures are on-going, complementary ventures designed to equip teachers with the necessary skills and expertise in an efficient and effective manner. Furthermore, educational policies demand that all members of a learning organisation take ownership and enact leadership and professionalism roles. Keeping the above in mind, I contend that post-apartheid South Africa, 22 years later, is continually witnessing numerous changes taking place within the DBE (2010). Thus, embedded in the following policies by the DBE (2010), is a desire that all teachers engage in continuous study, keep abreast of the latest trends in education, and implement and assess learner achievement with the aim of providing meaningful learning for a diverse learner population.

These policies include SASA (1996), the Education Laws Amendment Act (No. 24 of 2005), the introduction of Outcomes Based Education (OBE), Curriculum 2005 embracing the National Curriculum Statement (NCS) and Revised National Curriculum Statement (RNCS), Integrated Quality Management System (IQMS), Foundations for Learning (2008) and Curriculum Assessment Policy Statements (CAPS, 2011). Thus, literature on professional development confirms that there is a clear link between teachers' engagement with a high standard of content based, CPD, and school improvement efforts (Hodkinson & Hodkinson, 2014). Professional support, according to Bubb and Earley (2007), implores SMT members to provide "on-the-job" support primarily intended to improve teachers' experience and performance. Activities in this category may include coaching, mentoring, and induction.

Often, professional development is facilitated to a large group, with individual teachers then required to put into practice newly-acquired knowledge whilst working individually in their classrooms. Thus, Northouse (2013) concedes in attempting to upgrade and enhance the internal COLT of a school, all teachers ought to be encouraged to participate collegially and collaboratively with each other in school improvement initiatives. Similarly, Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008) argue that the school improvement plan is invaluable in helping schools develop a successful culture of teaching and learning. On this note, Westraad (2011) suggests that schools are required by the DBE fulfil obligation of managing their self-assessment process annually.

The outcomes of this evaluation must then be fed into the School Improvement Plan (SIP), so that actions to address shortcomings may be executed and audited accordingly (Westraad,

2011). This is congruent with the suggestion made by McKinney and Soudien (2010) who define transfer of training as the extent to which teachers apply their recently obtained expertise in assisting them to execute their tasks adequately, thereby contributing to the enhancement of the school's COLT. To this end, SMT members are expected to initiate professional development activities, and to support and lead teachers under their care in different ways and under different circumstances. However, research by Darling-Hammond and Richardson (2009) found that the scenario mostly prevailing is the absence of structures of support from the SMT. From the above, it is clear that members of the SMT are accountable for reforming the school culture in a manner that lends itself to teachers working harmoniously and cooperatively together as team-players. Now that an overview of the link between teachers' professional development and school improvement has been explored, this review will examine leadership and management enactment as being the crux in the life of a school. This brings us to an examination of that which constitutes effective leadership and management.

2.5 Effective leadership and management

In congruence with existing literature, Christie, *et al.* (2007) suggest that leadership and management functions are inseparable, and that to be effective in their roles, leaders ought to effectively acquire, integrate, and demonstrate skills in both management and leadership activities. It is contended that the notion of leadership will first be delved into, followed by the concept of management. Literature on leadership is characterised by a variety of complex and paradoxical terminologies. Carrier (2014) observes leadership to be synonymous with an exhibition of behaviour by one that sways the other to adopt a similar stance in the hope of enhancing one's outcomes. It is thus proposed that leadership is undeniably one that is compatible with the leverage and domination of one over the other. In assessing the impact of productive leadership, Ali (2013) contends that central to ensuring a school's improvement and triumph is a powerful leadership and management enactment by SMT members, as these determine the depth of teachers' professional development and the extent to which they perform their primary task of educating.

Whilst acknowledging that leadership is different from management, attempting to offer distinctive definitions proves to be a challenging task, as these terms are often used interchangeably. Bearing the above in mind, Bush (2013) firmly believes that if management is not linked closely to the achievement of certain educational goals, it could lead to emphasis

on procedures, without considering the value of educational enterprises. Leadership practice may thus be viewed as the stretching over of roles and responsibilities of leaders, followers and situations (Harris & Spillane, 2008). Furthermore, it is maintained that since it is founded on premium values, the fundamental responsibility of a leader is to create conditions which foster the coming-together of all so that these supreme values are realised (Mercer, *et al.*, 2010).

In further examining leadership, Ali (2013) asserts that it is an exercise of influencing people to get things done through working alongside them. Taking into account that a leader's emotional intelligence influences the relationship, communication and level of motivation provided to people in their fold, leadership is not position-bound and may occupy different hierarchies within a school (Ali, 2013). Grobler (2013) views a leader as being more receptive to taking chances, and less confined by policies that are gazetted, arguing that leadership may be viewed as superior in some ways as compared to management. In light of the above assertion, the notion of leadership in schools in particular, is examined.

In view of the above, Parscale (2013) identifies the following leadership practices which includes vision building and setting direction with the aim of surpassing the school's standards, fully extending staff and renewing their commitment. In pursuance, it encompasses redesigning the organisation through the medium of furthering teamwork, decision-making, distributed leadership and engaging in professional learning communities. Bush (2008), in offering his perspective on leadership, asserts that leadership implies having such a profound impact that the other person is motivated to alter his or her behaviour accordingly. It is further proposed that if schools are to ameliorate the scholastic performance of their learners, then both SMT members and teachers need to fulfil the portfolio of being powerful leaders and managers (Bush, 2008). Against this backdrop of effective leadership and management practices, Kadalie (2006) urges all SMT members to possess some level of management and leadership capabilities, which is inherent in the following tabulation by Kadalie (2006).

2.5.1: Table 3: Differences between a leader and a manager (Kadali, 2006)

LEADER	MANAGER
Leaders do the honourable things	Managers do things fairly
The leader pioneers	The manager establishes
Leaders put the spotlight on people	Managers target structures and its systems
The leader brings about faith, hope and assurance, whilst capacitating his/her followers	The manager depends on regulation
leaders have an all-embracing outlook	Managers project a limited angle
Leaders inaugurate	The manager follows orders

Expanding on the above, the concept of leadership will now be viewed through an international lens.

2.6 Viewing leadership through an international lens

With respect to international literature on the influence of leadership on teacher and learner sequels, research conducted for the government of England by Leithwood, *et al.* (2010) found that whilst classroom teaching impacts greatly on student learning, school leadership and its influence follows closely behind (Leithwood, *et al.*, 2010). In like manner, Donaldson (2010), commissioned by the Scottish Government to investigate and reconceptualise the link between leadership and the career long educational development of Scotland's teachers, focused on teacher leadership and leadership for learning. In effect, some of the key strategies central and crucial to educational quality across the revised Professional Standards for Scotland's teachers, is now made explicit. Donaldson (2010) concluded that Scotland's schools, based on the

shared community values, may fulfil its desires for the youth by cultivating and nurturing leadership and teaching in a way that it fulfils learners' requisites.

Similarly, research conducted by Day (2011) found that SMT members in the US displayed passion as their key characteristic of effective leading and teaching, which lent itself to executing responsibilities by demonstrating courage, caring, inclusivity, trust, collaboration and commitment. Passion is associated with qualities of equitability and compassion which progressive SMTs display during their everyday social interaction. Thus, their passion for achievement encompasses the notion that good leaders see possibilities in all teachers, with good teachers seeing potential in all children, thereby setting high, yet achievable standards for each child (Day, 2011). A view of leadership through a South African lens, is now offered.

2.7 Viewing leadership through a South African lens

Leithwood, *et al.* (2010) argue that leadership in most South African schools resides in the School Management Team (SMT), comprising of the principal, deputy principal(s) and heads of department (HODs). It is asserted by Printy (2008) that well-functioning SMTs organise their teachers into effective teams whereby expertise is shared, leading to improved teaching and maximised learner achievement. This implies that members of the SMT, in attempting to lead and manage the school so that a high quality of COLT is generated and sustained, need to take cognisance of the responsibilities accompanying leadership and management so that they may execute their responsibilities fruitfully (Bush, 2008). Viewing leadership and management from the South African perspective, Khoza (2005) asserts that the principle underpinning African leadership and management is called Ubuntu, or "Umuntu ngumuntu ngabantu" in Zulu, which means, "a person is a person through other human beings."

Khoza (2005) observes that Africa deems itself to be a frontier of America or Europe, demonstrated in the way businesses behave. Khoza (2005) declares that in the corporate world, power relations rather than consensus in decision-making, underpins Eurocentric business practices. In addition, Khoza (2005) maintains that whilst these practices may be necessary for business to thrive globally, they may be improved if it functions within schools operating in a supportive environment characterised by Ubuntu. It is further advanced by Khoza (2005) that the pressure to complete and maintain intensive paperwork and records, minimises the time that teachers spend collaborating and sharing with each other within a supportive environment.

It is similarly asserted by McKinney and Soudien (2010) that since Ubuntu is characterised by kindness, respect and acknowledging that others' have meritorious intentions, a relationship between Ubuntu and emotional intelligence (EQ) follows. Those SMT members possessing a richer EQ are in a wiser position to enable the talents and capabilities inherent in other people. McKinney and Soudien (2010) explain Emotional Intelligence (EQ) as being the ability of one to communicate successfully with others, one's self-knowledge, self-awareness, and empathy demonstrated towards others.

African leadership principles operating in schools can further be expressed as leaders and teachers who display socially appropriate behaviour towards each other, who have the courage to acknowledge weaknesses, whilst demonstrating care and respecting the differences that each possess (McKinney & Soudien, 2010). Thus, depending on the leadership approach and style of members of the SMT, it is claimed that productive leaders collaborate and offer contingencies for teachers under their care to grow in confidence, thereby fulfilling the principle of Ubuntu (McKinney & Soudien, 2010). Now that the South African perspective on leadership and management has been examined, focus turns to the portfolio accompanying school management and leadership.

2.8 School management and leadership

Based on the reviewed literature in this field, in offering a condensed overview of management, which is the flip side of the same coin, I deduce that whilst management is associated with leadership, there are inherent characteristics embracing management that separates it from leadership. Thus, I concur with Ali (2013) that management is aligned to processes and structures whereby organisations fulfil their targets to ensure its effectiveness, and rather than being attached to persons, it is attached to formal positions. Grobler (2013) contends that management is a process governed by a framework of regulations, rules, and policies, which the SMT draws on to lead, control, plan and organise events accordingly. It is argued that in view of good management being integral to the effective functioning of schools, members of the SMT are urged to organise and promote PD workshops for teachers under their care. With this in mind, focus will be drawn on the distinctions between leadership and management, in order to understand their place in school leadership. Attempting to offer clear and concise definitions of the terms 'management' and 'leadership', I met with an array of literature from researchers associated with this field of study, whose views often overlap.

In distinguishing between both, Merriam (2009) views management as being short term, methodical and expedient, with leadership being long term, calculated and deliberate in nature. Bush (2008) argues that a manager may be deemed accountable for designing the calendar, timetable, policies and formal procedures to facilitate teachers working collaboratively and collegially together. However, it is those SMT members who are responsible for re-culturing a community whereby effective professional development and learning may take place. Furthermore, it is posited that whilst management aligns itself with implementation, leadership is associated with being purposeful (Parscale, 2013). Thus, the logical conclusion is that leading and managing should operate simultaneously when driving a vision for schools' COLT to be the best. In drawing further distinctions between managers and leaders, Van Deventer and Kruger (2008) contend that managers, having a short term view, accept the status quo and administer, maintain, control, imitate and question how and when something needs to be executed. On the opposite end of the scale appear the leaders, who challenge the status quo, demonstrate innovation, develop, inspire, have a long term view and enquire as to what and why things should be done.

Additionally, Van Deventer and Kruger (2008) assert that an effective leader is one who enlists the support of all staff members, creates and focuses on a mission that is shared, thereby enabling and empowering staff to achieve a high standard of learning and teaching. It is thus widely acknowledged that different leaders demonstrate different leadership styles, which amongst others, include being autocratic, democratic or participative, transformational, transactional and instructional. In view of the fact that instructional leadership is the study's underpinning theoretical framework, focus will now turn to the inception of the instructional leadership model which appeared earlier on in the 1980's, when an intensification of effective schools' research occurred. When it comes to an instructional leadership style, the prime focus lies in core activities defining the COLT of the school (Bush, 2013).

The instructional leadership model focuses on the leverage of instructional leadership on teachers and learners' learning. This implies a chain reaction in that members of the SMT engage with helping teachers develop professionally, whilst teachers occupy themselves with expanding their learners' learning. In furtherance, Bush (2008) postulates that these leaders' influence is on teachers learning through other teachers, which in itself, is an honourable expedition. Instructional leadership enactment by the SMT therefore involves promoting

professional growth, communicating with teachers and developing a school climate congruent with teaching and learning (Bush, 2013). In light of the above descriptions underlining the different leadership styles, it is posited that leadership occurs in a social setting. Focus now turns to the link between leadership and school improvement, part of the phenomenon defining this study.

2.9 The relationship between leadership and school improvement

Nationally and internationally, the leadership of schools is recognised as being tantamount to school improvement and learner achievement. Day (2011) acknowledges an increased interest in the support, promotion and provision of effective leadership in schools, including those around continuing professional development, reward, recruitment, roles and responsibilities, retention, succession planning and governance. Thus, Mercer, *et al.* (2010) argue that establishing the link between school improvement and the inherent leadership of schools, appears to be quite a recent manoeuvre. Doherty (2011) posits that opulent leaders of schools are those who are able to successfully enhance their teachers' productivity in the classroom. Mercer, *et al.* (2010) further urge SMT members to stimulate and induce teachers to develop themselves professionally so as to capacitate their learners' learning (Mercer, *et al.* 2010). The co-existence of leadership and management as necessary partners, will now be explored.

The approach adopted by this research study is that both management and leadership skills are needed for members of the SMT to be effective instructional leaders. In this regard, Taylor (2011) postulates that the key to the transformation of South African education is well-thought of, effectual, and well-organised leadership and management, characterised by values of a visionary leader. Similarly, Bush and Glover (2008) suggest that outstanding leaders are those who, having a vision for their organisation, are able to instil and institutionalise strong personal and professional values. It is posited that such values and a vision for future success and improved leadership, influences the effectiveness of the organisation best when they are well communicated to subordinates by passionate SMT members (Bush & Glover, 2008). In highlighting the importance of schools having an achievable and practical vision and mission statements, Moloi (2005) cites Martin Luther King as an example of power illustrated by a person who communicated a profound vision for a better future to be enjoyed by all.

Advising members of the SMT to have a sense of purpose whilst setting high standards for achievement, Fullan (2014) avers that keeping the purpose and the school's destination in mind, leaders are better able to deal with daily challenges. He insinuates that through the mind connecting with the desire for possibility, the end product is *vision* (Fullan, 2014), highlighting that it is important for leaders to be passionate about their visions, believing them to be achievable. In light of the above, Parscale (2013) argues that a vision cannot be developed in a vacuum. Thus, to fulfil and ensure that their vision materialises, SMT members advised to understand themselves and their school well. They are urged to be familiar with the community in which their school is embedded; and they need to possess a sound comprehension and appreciation of the schools' staff and learners (Bush, 2013).

Likewise, Weldy (2009) suggests that SMT members invite staff members to draw up a meaningful vision for the school, in view of the argument that when a collectively drawn-up vision is owned by all stakeholders, then that vision is able to sustain a much higher level of commitment than when the vision is autocratically imposed from the top. It is further argued by Blasé, *et al.* (2010) that leaders ought to inspire their teachers to acquire possession of the vision and to enjoy this communal objective, as a vision may only serve to motivate and generate dedication and engagement if it is of purpose and significance to each one.

Concerning the school's mission, which encapsulates the fundamental purpose of the school, Zepeda (2013) advises that this begins with a transparent foresight and aspiration of the best manner in which this pursuit may be accomplished. It is therefore posited by Bush (2013) that a basic, yet extremely important task of members of the SMT in their instructional role, is to provide their schools with a sense of direction that determines where they wish to take their schools to. Likewise, SMT members are advised to highlight the mission of the school by presenting and outlining the pre-determined and communally arrived at targets and objectives (Zepeda, 2013). Thus, together with informing the school's improvement plans, the mission and its' statements serve to keep the school focused on the beliefs and the values of the school community (Zepeda, 2013).

With this in mind, Yu (2009) cautions SMT members not to claim sole ownership of the mission statement as it belongs to the school community and, as such, ought to incorporate the collective vision of all collaborators demonstrating a vested interest in the school. In view of this, research conducted by Blasé, *et al.* (2010) found that successful and productive members

of the SMT made attempts to consult with the school's partners on issues such as making decisions, thereby establishing connections founded on open-transparency. These leaders demonstrate their willingness to share power, responsibility and accountability, whilst encouraging ownership. To this end, Bush (2013) suggests that the SMT can, through the engagement of everyday management tasks aimed at realising the vision and mission of the school, exercise instructional leadership, thereby demonstrating that leadership and management skills complement each other.

In light of these two concepts and practices of leadership and management being inseparable, Coutinho and Lisbôa (2013) and Grobler (2013) argue that to be effective in their roles, members of the SMT need to acquire knowledge and skills in both. On the issue of influencing staff motivation, commitment and working conditions, it is argued by Coutinho and Lisbôa (2013) that instrumental to school improvement is the urgency for SMT members to increase learner success by employing their insight acquired during internal and external networking sessions, to their leadership and management enactment. Coutinho and Lisbôa (2013) argue that rather than occupying the role of managers who merely promote policy fulfilment, SMT members ought to see the connection between the community and the school, thereby becoming leaders within their schools, as well as in the community beyond the confines of their schools. In view of leadership being values-driven, SMT members are advised to fulfil their role through leading by example, whilst taking cognisance of the fact that their own values filter through the culture of the organisation (Coutinho & Lisbôa, 2013).

In support of this statement, Zepeda (2013) espouses that management and leadership superiority, together with participative management supporting consultative decision-making, is imperative to schools' basic functionality. In a similar vein, Donaldson (2010) urges that the school management team (SMT), together with teachers, establish, sustain and enhance a positive ethos within a COLT, so that every learner achieves his or her full potential. It is further asserted that to offer leadership that targets and maintains all round development of the school, SMTs are advised to promote relationships built on those honourable virtues of non-judgement, faith, confidence, assurance, accountability and self-reflective inquiry (Donaldson, 2010). In light of the above, it is clear that the SMT, whilst focusing on self-evaluation and improvement, is accountable for ensuring that the culture is set for others to lead and manage effectively. Taking the above into account, focus will now shift to the link between the manner in which adults learn, and their endeavours to professionally develop themselves.

2.10 How adults learn

In addition, underpinning this desire to learn is the degree of motivation, the extent of prior knowledge, the depth of the learning process, and the application of learning (AEC, 2005). It is anticipated that predetermined judgements that adults bring to the learning process will be accordingly swayed. Therefore, it is proposed by the AEC (2005) that assessing these characteristics and adults willingness to imbibe knowledge, ought to be considered when planning professional development programmes. Upon identifying teachers' needs and interests, Heitin and Marzano (2011) postulate that professional development programmes need to incorporate both teaching strategies and curriculum design, encouraging self-directed, lifelong learning. During the implementation of these training programmes, the SMT is advised to put teachers at the centre, analyse their interests and treat adults as professionals and equals, irrespective of their background, expertise or previous experiences (Heitin & Marzano, 2011). The way in which teachers are facilitated during in-service programmes is not in harmony with how and what they are expected to teach when they return to their schools, as many are not aligned to gazetted policy requirements (Sutherland & Crowther, 2006).

Many teachers, like their learners, lack prior foundational knowledge and skills, and this, coupled with their age and expertise, influences their various developmental stages (Doherty, 2011). Yet, consideration is not always taken of the fact that learning styles of adults vary, with researchers in the educational field not reaching consensus on how adults learn aptly. Impeding factors that hinder teachers' professional development efforts include a lack of time on the part of teachers, poor working environments and proper classroom provision, a dearth of physical resources and a deficiency of interest and support by education department officials (Doherty, 2011). In furtherance, Doherty (2011) contests that teachers are not intrinsically motivated and desist from participating in PD enterprises as these are across-the-board programmes that fail to meet their individual needs. Likewise, they fail to see the impact that their new-found learning may have on their pedagogic practices (Van Deventer and Kruger (2008). Mercer, *et al.* (2010) similarly observe that insufficient resources, amongst others, and not their ability to teach, are identified by these teachers as posing obstacles in their teaching and learning practice.

To this end, Trotter (2006) suggests that school districts must offer programmes based on adult learning theory that recognises the prior and existing knowledge of teachers. Likewise, establishing how adults learn, findings from research carried out by the Canadian Literacy and Learning Network (CLLN, 2015) confirm that there are basic principles underlining adult learning. These include the fact that being intrinsically motivated makes it easier for adults to learn. Since active participation is important among adults, facilitators need to ensure that material is presented in a practical and interactive manner. In view of adult learning focusing on problem solving, the problems presented must be realistic and relevant enough to urge adults to use their skills immediately. In addition to the above, findings from the CLLN (2015) research notes that the wealth of experience that adults possess might prove to be both an asset, assisting them with the learning process, or a liability, hindering the learning process. Together with the above, it was found that adults learn best in informal, relaxed and inviting situations, especially where they are offered opportunities to discuss issues and decide on possible solutions. Similarly, it is claimed that adults' desire guidance and information that will help them improve their situation, therefore they choose options based on their individual needs (CLLN, 2015). Attention will now turn to trainers, the design and presentation of professional development programmes.

Taking the above principles underpinning adult learning into consideration, Malm (2009) espouses that since adults approach learning differently from children, trainers must treat adult learners as such. Often, although trainers may be familiar with the content material, they may lack the expertise of how to facilitate the material across to the audience (Malm, 2009). Since adults are autonomous and self-directed, trainers are advised to serve as facilitators and not teachers when involving participants in the learning process. Malm (2009) further recommends these experiences by adults to be interwoven into the pedagogic practice, and in certain instances, teachers need to be coaxed by their members of the SMT to discard past practices in favour of new, updated trends (Malm, 2009). Furthermore, trainers and facilitators must acknowledge that teachers basically take part in PD programmes to fulfil a personal or job-orientated vision. Therefore, training must be structured in a manner that takes account of learners' intents and objectives. In effect, objectives that teachers as learners can relate to, understand, then apply them in their own lives, must be set (Galbraith & Fouch, 2007).

In extending the postulation made by these scholars, in my personal capacity of being a wife, mother, daughter, daughter-in-law and teacher whose desire is to complete this degree, I strongly agree with the advice offered by Galbraith and Fouch (2007) that consideration must also be taken of the fact that adults sacrifice time to learn between juggling demanding jobs, family responsibilities, and community commitments. Thus, the challenge to members of the SMT and formulators of training sessions, is to establish the depth of teachers' intrinsic level of desire to acquire new skills and knowledge, so that they may match the content of their workshops to the level of teachers' motivation. In light of how adults learn, the roles and responsibilities accompanying principals, deputy principals and Heads of Departments (HODs) in teachers' professional development, impacting on school improvement, will now be explored.

2.11 Role of SMT members in the position of principal, deputy principal and HOD.

In the current climate of school reform, with school leadership occupying a critical role, principals are held accountable for learner success (Blase, Blasé & Phillips, 2010). Yu (2009, p. 738) asserts that highly motivated principals, described as "agents of change", create successful schools whose goal is to better learner performance. To this end, the responsibilities and duties of the principal in the South African context is clearly reflected in different legislations, these being the Employment of Educators Act of 1998 (South Africa, 1998), the South African Schools' Act of 1996 (South Africa, 1996) and the Education Law's Amendment Act of 2007 (South Africa, 2007). The gazetting of SASA (1996), has seen the role of the principal, post-apartheid, to have changed tenth-fold.

Principals are not only expected to manage their schools, but also to promote an effective COLT using the professional development of teachers as one of its means to accomplish this. The principal, as a professional, is mandated by SASA (1996), particularly section 16A and its amendments (RSA, 2007) to offer leadership and management to all stakeholders. This law compels a principal to formulate an in-depth plan, to put this into action, and then propose steps to taken as to how learner performance at the school may be enhanced (RSA, 2007). In pursuance of the above, the Action Plan to 2014 – Towards the realisation of schooling 2025 (Action Plan) (RSA 2011) advises principals to make certain that by 2025, teaching and learning occupies precedence in accordance with the national curriculum. By the same token, principals are urged to appreciate the notion that accompanying the position of a leader is one

who attempts to create optimal opportunities for a progressive work ethic to feature within and beyond the school community.

To this end, Naidu, *et al.* (2008) argues that in addition to good governance, principals are tasked with creating and sharing the school's mission and vision, whilst designing strategies to promote a high quality of COLT in schools. In further investigating deputy principals' duties and responsibilities, it is suggested by Bush and Clover (2008) that the duties of the deputy principal, in occupying a senior management position, is closely akin to those of the principal. The deputy principal assists the principal in his/her duties; deputises for the principal during her/his absence from school; provides support to the principal in professional leadership within the school; conducts opportunities for growth and development of staff; and mentors, coaches and provides general support for novice and under-performing teachers. Thus, as leaders of schools, it is incumbent upon the principal and deputy principal to influence and upgrade learners' academic achievement through developing the teaching staff (Carrier, 2014). Bearing the above in mind, focus will now be shifted to the professional and managerial expertise of principals and deputy principals.

Thus, through their sincere offering of avenues for leadership enactment, for the provision of PD enterprises, and for opportunities to participate in decision-making and teamwork, members of the senior management team promote the empowerment of those under their care. It is further suggested by Day (2011) that principals, when building personal capacity, need to be reflective and committed to their own continuing professional development. Blasé, *et al.* (2010) urge principals to have a clear idea of their roles so that they can balance both their managerial and leadership duties, arguing that neglecting either could seriously disadvantage the COLT at their schools. At this juncture, I find it necessary to explore the value of members of the SMT inspiring and motivating teachers to be life-long learners engaged in continual improvement. Bearing this in mind, I concur with Mestry, Moonsammy-Koopasammy and Schmidt (2013) that principals have the overall responsibility of inspiring, stimulating, motivating and creating avenues that promote a superior standard of work ethics within their school. Additionally, it is acknowledged that South African schools encounter many challenges such as the Language of Learning and Teaching (LoLT), amongst others, which impact on the school's ethos.

Nevertheless, schools are expected to offer opportunities for the professional development of teachers, thereby raising learner outcomes. Likewise, teacher professional development is an integral component of teachers as leaders in the teaching-learning process in schools. Now that the duties of the principal have been expounded, the instructional role of Heads of Departments (HODs), follows. Viewing their position hierarchically, it is contended that whilst principals and deputy principals occupy the first and second tiers respectively, HODs are positioned on the third tier, thereby serving as a link between senior management and teachers on the ground (Bailey, Jakicic & Spiller, 2014). I thus argue that ongoing innovations and dramatic policy changes that impact immensely on South African schools, propel HODs in particular, to devise plans so that teachers may be able to meet these challenges.

Postulating that these personnel are appointed to assist the principal, I concur with Bush (2008) that HODs have multiple responsibilities in the learning organisation as gazetted in policy. HODs are bound by legislative frameworks such as ‘SASA (Act 84 of 1996),’ and ‘Section 16(1), (2) and (3)’; Chapter 2 of ‘The Bill of Rights, Section 29 (3) (c),’ and ‘the Constitution of the Republic of South Africa, Act 108 of 1996, (Republic of South Africa, 1996)’ to accordingly fulfil their duties as instructional leaders. In relation to the above, the accountability of HODs to make invulnerable optimal opportunities for teachers under their care to advance professionally, is firmly proposed. The Norms and Standards for Educators, Act No. 27 (Republic of South Africa, 1996), in attempting to revamp education, highlights that HODs need to be increasingly accountable and knowledgeable when engaging learners in learning opportunities.

In a similar vein, Bush (2008) argues that HODs, as middle managers, are the backbone of the performance management system, and are bound by policy to perform specific duties bound by policy to perform specific duties. Mercer, *et al.* (2010) recommend that HODs enact their management and leadership roles by coordinating and supervising teachers’ performance so that collective prerequisites in their departments are fulfilled. It is further advocated by Davidoff and Lazarus (2010) that HODs demonstrate proficiency in their subjects so that they may increase their teachers’ knowledge, which in turn, may spur their empowered teachers to encourage their learners to perform favourably in the classroom.

Arguing that teachers ought to be familiar with appropriate content material, HODs demonstrate expertise in curriculum and other matters, continually plan and provide professional development opportunities, enforce the take-up of recent legislation and collectively draw up goals for revolutionising schools in line with the needs of teachers under their care (Mercer, *et al.*, 2010). In pursuance, Osterman (2008) suggests that HODs are the glue that holds all components of the organisation together. In concurring with Bennet, Woods, Wise and Newton (2007), Osterman (2008) contends that HODs are the driving force behind the school as a learning organisation that occupies itself with modifying the COLT. Likewise, as observed by Sindhvad's (2009), these leaders and kingpins possess expert, updated mastery and therefore set about transforming and energising the school's COLT.

In light of the above assertions, it is clear that HODs hold the ultimate responsibility of influencing the professional learning and development of teachers. Barnett and McCormick (2007) similarly urge that in exercising their role, HODs need to bear in mind that they are accountable for creating favourable school environments whereby outstanding outcomes for both teachers and learners may be realised. To this end, Grobler (2013) postulates that accountability embraces individuals' offering of how they execute their roles and responsibilities in terms of predetermined standards and criteria. Therefore, it is posited that whilst principals are authorised to improve schools all-round, HODs are especially accountable for initiating programmes that have leverage on improving the COLT, thereby motivating and unlocking the potential of the staff (Sindhvad, 2009).

Furthermore, it is suggested by Smith (2009) that the SMT needs to be instrumental in creating a learning culture amongst teachers, and to devise means and ways for the maximum talents and strengths of each teacher to be heightened. In concurring with Smith, (2009) Mercer, *et al.* (2010) suggest that as a result of renewed policies underpinning the learning and teaching practice, HODs are required to transform their leadership and management enactment in their quest to empower and develop teachers under their care. Thus, taking the role of the principal, deputy principal and HODs as instructional leaders into consideration, attention will now focus on the various facets accompanying professional knowledge development.

2.12 Professional knowledge development and its facets

Cambridge dictionary (2011) defines ‘development’ as someone or something growing or changing to become more advanced. Whilst the term ‘development’ connotes building upon a foundation, McFarland (2014) claims it becomes problematic to define professional development because not all teachers share similar backgrounds. According to Mestry, Hendricks and Bisschoff (2009), the reasoning behind CPTD is that since teachers’ teaching ultimately impacts on learners’ learning experience, it is vital for teachers to engage in some form of professional development. Thus, professional development enterprises encompasses an all-inclusive, exhaustive, broad and far-reaching innovation targeting an upgrade of learners’ achievements through enhancing teachers’ and SMT members’ expertise (DuFour & Eaker, 2008). It is suggested by Graham and Ferriter (2010) that during teachers’ participation in PD programmes, healthy conflicts without personal attacks can be a positive setting for the team, as it is good to disagree and demonstrate a non-attacking spirited debate. Bearing this assertion in mind, focus is now shifted to policies embracing CPTD.

2.13 Policies embracing Continuous Professional Teacher Development

In attempting to design and formulate a framework that embraces the education and professional development of teachers, the Minister of Education established a Ministerial Committee on Teacher Education (MCTE) in 2003. Upon consultation, on 26 April 2011, the Minister gazetted the National Policy Framework on Teacher Education and Development (NPFTEd) with special reference to Continuing Professional Development (CPD) for South African teachers. Its core aim is to make sure learners learn at their maximum and to prepare them for additional learning so that these empowered learners may be an asset and a profit for all. It is anticipated that this, in turn, will help citizens to lead satisfying and productive lives that may manifest in observable outcomes (Republic of South Africa, 2011). The National Education Policy Act, 1996 (Act 27 of 1996), Section 3(4) and Section 8 mandates the Minister of Education to fulfil requirements laid out in national policy with regard to designing PD strategies and assessing teachers’ participation in professional development activities.

In addition, the National Policy on Whole-School Evaluation (2001), provides guidelines against which a school’s education quality may be tested and verified. Other acts include the Skills Development Act 97 of 1998 (Republic of South Africa, 1998), which makes note of

skills development in schools, whilst in terms of Resolution 8 of 2003, the Integrated Quality Management System (IQMS) supplies a frame of reference to assess teacher development and performance, thereby enhancing the education quality. Similarly, the National Policy Framework on Teacher Education and Development Section 53 (NPFTED, 2007) in South Africa, submits the South African Council for Educators (SACE), as the coordinator and endorser, will take charge of the CPTD management system. Whilst it is evident that these teacher professional councils have been created to ensure that teachers abide by a democratically drawn up code of conduct, their purpose is to help in the professional development of teachers. In view of this, the National Policy and Legislative Council's Development Plan (2012) clearly advises teachers to acknowledge those areas which present as their weaknesses, so that they may engage in PD schemes to remedy and strengthen those shortcomings. An exploration of teachers' participation in Continuous Professional Development (CPD) activities, is now offered.

2.14 Continuous Professional Teacher Development (CPTD) participation

A decline in professional development participation by teachers, led the National Qualifications Framework (NQF), which is accountable for the transformation of education and training in South Africa, to revisit CPTD gambits. Their aim was to establish those appropriate enterprises which teachers may attend to deepen their expertise. Taking cognisance of the ethos that defined schools pre-1994, CPTD is increasingly recognised as being paramount to teachers' portrayal as professionals. In pursuance, the NPFTED (2007) notes that the CPTD management system embraces a collaborative linkage between various sub-systems. It is that envisioned that while the SACE, supported by the DBE, is responsible for overseeing the CPTD management system, PD programmes is aimed at transfiguring and revolutionising the knowledge, skills and expertise possessed by SMTs, individual teachers, higher education institutions, SGBs and teacher unions. With the central aim being to improve quality in a somewhat declining education system, on fulfilling the CPTD requirements of the SACE after completing their three-year cycle of PD participation, SMT members and teachers earn the set number of points (NPFTED, 2007).

To this end, the search for committed, passionate and fully qualified teachers, as envisaged in the NCS (DBE, Circular 18, 2007), are recognised by Chikoko (2007) as being intrinsically motivated teachers who keep abreast with the recent trends, seeking to build their expertise.

Smith (2009), argues that in retrospect, a reciprocal relationship exists since teachers' increased knowledge base leads to learners being empowered enough to meet curriculum requirements. To effect learner achievement, I argue it is imperative that SMT members make concerted efforts to ensure that their teachers, regarded as being lifelong learners, engage in CPD programmes, so that their schools' COLT may be improved. Thus, the success of professional development engagement by the staff is defined by the expertise of the SMT in developing, supporting, assessing and appraising teachers. Bearing the above in mind, the importance of CPTD programmes, will now be investigated.

In consideration of the value of PD initiatives, Ovando and Ramirez (2007) advance that SMT members make adjustments, thereby creating time for teachers to participate in these programmes. In light of this, I agree with Sutherland and Crowther (2006) that CPTD programmes must be designed in a manner that encourages teachers to make sense of new material, as this has the potential to allow them to become liberated and socially responsible beings. Furthermore, I concur with Weeks (2012), that a teacher is a reflective practitioner, and although there are times when teachers prefer working alone as it offers opportunities for reflection, the benefits of teacher professional development occurring through interaction and debate with fellow teachers and other stakeholders such as administrators and parents, is immeasurable.

Thus, it is agreed that teachers' career satisfaction is defined in terms of their desire to be of service, whilst making a positive impact in their learners' lives. A ripple effect is thereby created as professional development encourages shared ideals of improved job performance, in turn bringing about school improvement, which culminates in the successful running of schools. Likewise, Chikoko (2007) asserts that with professional development highlighting teachers' learning, it is in the classroom that teachers have the liberty to employ and expand on that which they have acquired. Now that the relevance of CPTD participation has been highlighted, the purpose of and need for CPTD was contemplated.

2.15 Need for and purpose of CPTD

It is argued by Morgan (2006) that since teachers are labelled as builders of learners' future, it is imperative that they remain competent in their field, arguing that CPTD provides an avenue for this to take materialise. Thus, in reflecting on the purpose of and the need for professional

development, Bolam and McMahon (2010) assert that CPTD deals with changes relating to teaching practice in respect of knowledge, attitudes, job skills, behaviour, beliefs, expectations and concerns at grade, school or district level. Since it does not tabulate between formal learning that is acquired through attendance at workshops, or informal learning that occurs whilst performing daily tasks associated with teaching, it is proposed that CPD encompasses the notion that beyond the basic training initially required, individuals continuously make attempts to refine their expertise.

Previously, these efforts aimed at developing one-self was referred to as engaging in in-service training, or INSET (Bolam & McMahon, 2010). With the current terminology change being CPTD, it suggests that the individual, and not the employer, take responsibility for his or her own learning within and beyond the school's structure. In asserting that teachers, as lifelong learners, desire to impact positively in their learners' lives, it is anticipated that they demonstrate the necessary skills, knowledge, attitude, competences and commitment required to function effectively within the COLT (Badasie, 2014). With this in mind, the quest for CPTD initiatives, internationally and in South Africa, will be focused on. Local and international literature suggests that high-quality CPD opportunities provided by the leadership of strong SMT, has the potential to develop teachers to become proficient by revolutionising their teaching strategies so as to help them holistically improve the COLT of schools.

In light of the above, Timperley (2011) contends that internationally, there is increasing acknowledgement of leaders' role in organising and expanding the learning of those they lead. Similarly, research by McFarland (2014) confirms that superior-quality PD ventures in public schools in the USA is rarely taking place. McFarland (2014) notes that although schools adopt new curriculums, set high standards, create admirable visions, order new textbooks and employ innovative technology, they neglect to provide quality professional development. To this end, McFarland (2014) views professional development as an avenue for retaining teachers, which is enforced when training that ensures competency is offered as per the No Child Left Behind, Act of 2001. Similarly, Badasie (2014) argues that weak and poorly delivered PD training hinders teachers' and learners' learning, as teachers who do not enjoy appropriate, meaningful and effectual opportunities for learning and development, experience frustration when attempting to change their teaching practice.

Thus, teachers are urged to read and analyse educational material, deepen their subject knowledge, continuously update their technological skills, design curricular materials appropriate to their learners' developmental levels, and scaffold tasks that encourages their learners to succeed and be accountable for their individual learning (Badasie, 2014). In addition, it is protested that often, training received by teachers is incomplete and in competition with other school requirements, culminating in teaching and learning without renewed modification (Darling-Hammond, 2010). Likewise, Wagner (2008) observes that in view of today's learners being slaves to social networks, and who present themselves as being curious, well-connected multi-taskers who hunger for instant gratification, their desire is for genuine navigation and leadership from earnest, trustworthy and profound adults in the persons of teachers. In order for these teachers to resonate with them and offer them the sought-after guidance, they themselves must possess the desired skills and expertise, which may be acquired through PD engagement.

Bearing this in mind, Darling-Hammond (2010) suggests that the SMT must train teachers with the intent of encouraging them to engage learners in a way that they become excited about learning. In particular, since today's youth are wired differently as far as things that motivate them is concerned, CPTD for teachers must be current and must acknowledge the changing needs of today's learners (Darling-Hammond, 2010). It is thus my belief that this study on SMTs perceptions and perspectives of their role in the professional development of teachers, may be the stepping-stone to help teachers fully understand and appreciate the need for their Continuous Professional Development to be a tool for learner achievement and ultimately, school improvement. By the same token, Steyn (2011) postulates that teacher professional development also has a positive impact on career furtherance as it helps teachers to acquire the necessary qualifications that may hold them in good stead when applying for promotion posts.

In view of the above, I protest that pursuing knowledge through securing tertiary qualifications is not the criteria used to select potential SMT members, as my observations confirm that many schools are led by principals and deputy principals with the minimum qualifications. My observation is aligned to Bush's (2008) claim that acquisition of formal leadership positions in England, France, Canada and Scotland is different to that found in South Africa, as those countries demand that a formal qualification in leadership ought to be in place before the SMT may assume the position. In concurring with Bush (2008), Duke, Carr and Sterrett (2013) posit

that in South Africa, being promoted as a member of the SMT is mostly a linear process of being awarded this position mostly on grounds of seniority, rather than possessing the necessary qualifications.

Against this argument, the purpose of CPD will now be discussed. Against the background of rapid changes taking place in society, Bolam and McMahon (2010) explain that CPTD may be used as a catalyst to develop school policies and curricula. It is further postulated by Bolam and McMahon (2010) that CPTD is necessary in view of the macro changes taking place in society and the economy over which governments have little control. These changes include the advancement of information technology, the growth of the knowledge economy and globalisation, together with natural disasters such as the HIV and AIDs pandemic. This need is reinforced in relation to the teacher as being the single most influential actor in the implemented curriculum (Keys, 2005). Day and Sachs (2010) additionally protest that CPTD is no longer a choice of whether or not to be participated in, but is rather an obligation to be fulfilled by all professionals as lifelong learners.

The different functions and purposes of CPTD is delineated by Day and Sachs (2010) as helping to guide teachers, to improve teachers' performance and student learning, and to contribute to an improvement of the status of the teaching profession. Nevertheless, literature claims that it is not always easy to engage in CPTD projects as many impediments are experienced. In view of this, the challenges of engaging in effective CPTD initiatives will now be explored. The Public Education Network and the Finance Project (PENFP, 2004) argues that uncoordinated and disparate content is presented as a result of funding for PD programmes being sourced from different sources. Furthermore, the National Centre for Education Statistics (2008) asserts that it is a challenge to allocate appropriate funds and to thereby finance PD initiatives in the different provinces. In view of the above, focus will now be shifted to how training is transferred.

According to Heystek, Nieman, Van Rooyen, Mosoge and Bipath (2008), a CPTD training programme that is well designed and well-delivered, ensures that a positive relationship between training reputation and training motivation is fostered. Thus, if the training programme is judged to be of little use to employees, the trainees' training motivation will be

low, which in turn will negatively affect trainees' intention to transfer (Heystek, *et al.*, 2008). It may also determine the extent to which new knowledge and skills acquired via training sessions may be transferred to the workplace and to the classroom (Sadler-Smith, 2006). Exploring the concept of full transfer of training, it is submitted by (Khoza, 2006) that this implies that when teachers return to their classrooms after attendance at PD programmes, their application of acquired knowledge will be tenth-fold, as compared to the end of their training. The potential of the CPTD management system in promoting teachers' lifelong learning, is now examined.

2.16 CPTD management system promoting teachers' lifelong learning

It is purported by the DBE (2007) that CPTD, as gazetted in the National Policy, has as its intention, to prepare teachers adequately so that they may focus on making efforts to respond to the tests and trials inherent in the current education system. Furthermore, the DBE (2007) postulates that the ultimate aim of CPTD is to bring to learners' awareness that they are lifelong learners and therefore need to acquire the necessary skills and knowledge so that they may function as successful citizens and be an asset to their families and the nation as a whole. To this end, it is suggested that CPTD is most effective when teachers introspect on their personal teaching practices, when well-coordinated PD activities are contextualised to address the requirements of teachers and learners at their schools, and when members of the SMT offer support and encouragement to their teachers in their professional development participation (DBE, 2007).

In essence, it is proposed by the DBE (2007) that the CPTD management system primarily endeavours to endow teachers with the essential expertise required to so that they may fulfil their task of teaching proficiently. By the same token, it is intended to prompt teachers to ascertain the areas in which they required intervention, so that they might then access the appropriate PD initiatives which possessed the potential of furthering their growth as professionals. It is argued that this acquired transfer of knowledge, values and skills may be cascaded during teachers' networking in Professional Learning Communities (PLCS), a discussion of which now follows.

2.17 Professional Learning Communities (PLCS) and teacher participation

Clearly gazetted in the ELRC (1998) is that schools must provide instruction in an appropriate environment, where teachers are encouraged to network collegially as members of teams. Likewise, Hodkinson and Hodkinson (2014) argue that since learning activities are socially and contextually bound, with individual knowledge construction occurring in social contexts, teacher networking has its basis in socio-constructivism. Likewise, Darling-Hammond and Richardson (2009) concede that leaders need to foster, promote and advance a positive school climate that lends itself to teachers' and learners' learning and growth. PLCs or networks may be classified to be teams of teachers who immerse themselves in mutually learning, abetting and encouraging each other in their quest to improve their own and their learners' outcomes (Sagor, 2010).

It is asserted by Leana and Phil (2009) that progressive teachers desist from working alone, with teachers who work on their own experiencing a stunt in their professional growth. Likewise, since teacher networks offer opportunities to foster leadership and to develop leadership skills through interaction with others, teachers who are found to work collegially with others, enjoy the much needed support so that they may encourage and boost their learners' learning (Leana & Phil, 2009). In view of the above, Niesz (2007) and Baker-Doyle and Yoon (2011) suggest that the following praiseworthy characteristics of networking. Teacher networks provide a platform for teachers to work collaboratively, to offer encouragement with each other and to share learning materials.

By the same token, it offers teachers avenues for their professional development. Teacher networks foster teacher leadership in that they promote the voices of teachers on various issues. Together with the above, teacher networks have the potential to foster professional growth of individual teachers so that they may make a positive difference to learners' outcomes (Niesz, 2007). In like manner, Moolenaar (2012) delineated that teachers' relationships with each other on a social level, lent itself to the manner in which their instructional pedagogy played itself out in the classroom. Thus, well-established networks of teachers align themselves with successful teacher productivity and high learner achievement (Moolenaar, 2012). Furthermore, research by Baker-Doyle and Yoon (2011) found that in instances where educational leaders, together with their teachers, participated in lateral, networked leadership,

improved learning and achievement was promoted. This served to establish that networking with various stakeholders in the external school community, enhances school leadership as all work together for the common benefit of all learners (Baker-Doyle & Yoon, 2011).

It is further asserted that as from 1994, members of the SMTs' portfolio has changed from being just managers, to that of versatile leaders (DBE, 2014). It is thus suggested that members of the SMT encompasses those areas relating to image, professional learning and competencies (DBE, 2014). Expounding this notion of professional learning, Gumus and Akcaoglu (2013) urge SMT members to be effective instructional leaders. In order for optimal learning to take place, it is advised that these leaders put strategies in place that encourages teachers to appraise and offer feedback to their learners as far as their performance is concerned. Gumus's and Akcaoglu's (2013) proposes that since assessment and feedback helps teachers identify those areas for professional learning to take place, staff must be encouraged to self-reflect and identify their weaknesses and strengths.

The SMT is thus urged to offer opportunities and time for their teachers to attend PD programmes, participate in PLCs, to engage with personal studies and to work collegially with others in teams. In view of the above, it is argued that whilst schools, its' teachers, administrators, parents, policymakers and legislators, seek to function as a community of professional learners in their quest to sustain their learners' interest, many have not attained their minimum teaching qualification level (Ramango, 2014). Thus, these SMT members are urged by Moolenaar (2012) to take cognisance of the fact that teachers are fully occupied with their mission of teaching. Therefore, if, in their quest to enhance their teachers' practice, they compel them to participate in teacher networks, teachers may resist and perceive it to be unnecessarily taking up their time and energy. In order that teachers may not view networks as an added burden, the SMT is advised to provide a platform and dedicate time for teachers to participate and acquire the necessary tools to enrich their practice (Moolenaar, 2012). In light of the above, SMT members' enactment in the professional development of teachers under their care, will now be probed.

2.18 The role of the SMT in Continuous Professional Development of teachers

It is acknowledged that the basic aim of the DBE (2010) is to create accessibility of a high standard of education for all so as to boost and enhance the school's COLT. The Integrated

Quality Management System (IQMS) and Collective Agreement Number 8 of 2003, endorsed by education policymakers, bear testimony to the initiatives driven by the DBE (2010) to transform the COLT of schools successfully. Thus, Mercer, *et al.* (2010) argue that the DBE (2010) propels these enterprises by creating new policies and targets all the time which are aimed at improving the COLT in schools. Therefore, in their attempt to improve learners' outcomes, Mercer, *et al.* (2010) suggest that teachers need to receive professional development, training and support by the SMT, especially when drawing up assessments and analysing learner achievement data, an area which I, as a teacher myself, can personally testify that most teachers experience difficulty in.

It is thus argued by Brown (2013) that in addition to performing organisational and managerial tasks, contemporary SMT members as leaders, are expected to provide direction for the teaching and learning of learners. They also concurrently expected to offer professional expertise, encourage psychological and career-cycle development, and develop teachers in their schools through coaching and teaching. In addition, in motivating teachers to be lifelong learners, as instructional leaders, SMT members are urged to encourage and recognise teachers' professional development initiatives, introduce rewards to keep teachers career-oriented and help them establish a high sense of efficacy (Brown, 2013).

According to Muijs and Lindsay (2008), the leadership abilities and skills displayed by the management team in any school plays a vital role in promoting school improvement of its staff and learners. In effect, Steyn (2011) describes CPTD as an ongoing developmental programme which aims at deepening the knowledge, skills and attitudes needed in improving the COLT. To this end, the central purpose of professional development, according to Day (2011) is to enable teachers to respond to continual educational reforms and remain committed amidst the changing contexts in which teachers work and learning takes place. Thus, I concur with Day (2011) that since the role of teachers is concerned with improving students' performance, the role of the school management team (SMT) ought to concentrate on improving the performance of teachers through professional development.

In retrospect, this re-directs the focus on educational establishments' capacity for leadership, advising that the SMT remain au-fait with staff and curriculum matters and assessment and monitoring of teachers' instructional capabilities (Mercer, *et al.*, 2010). Furthermore, the SMT is deemed to be accountable for providing direction with regard to the most recent trends and

innovations in the relevant learning areas. It is gazetted that members of the SMT, as instructional leaders, need to play an integral role in managing schools to become more democratic, inclusive and participatory (DBE, 2000b). Furthermore, as governed by the Employment of Educators Act (EEA, 1998), members of the SMT are to supervise teachers' performance through guiding and supporting those under their care, thereby enabling them to teach as effectively as possible.

Similarly, demonstrating their accountability and responsibility dimension, SMT members as instructional leaders, are urged to address the underpinning issue of staff development, by streamlining teachers' potential in a way that promotes the organisation's goals. In view of the above, Muijs and Lindsay (2008) suggest that this may be achieved through SMT members' building of collaborative cultures that generate positive relationships amongst teachers. Bearing the above in mind, total quality framework (TQM) and its place and value in the management and leadership of the school, is now highlighted.

2.19 The value of Total Quality Management in schools

It is in my opinion that total quality management (TQM), an approach used to enhance quality and productivity in the business world, may successfully be adopted and employed by members of the SMT in schools. According to Kumar (2011), leadership and teamwork in TQM go hand in hand, and is a continuous improvement process encompassing the culture, attitude and organisation of a company. It entails the recognition of small, incremental gains leading to sustainable improvements over a long-term. In addition, Kumar (2011) posits that in the modern context, TQM requires participative management and the functioning of teams in the work-place. Similarly, Sayed and Ahmed (2011) assert that TQM encourages the fostering of personal relationships among members of an organisation, thus de-emphasising traditional top-down management methods. Likewise, I concur with Bush (2008) that leadership ought to should be decentralised to all levels of the organisation, thereby devolving power to lower-ranking levels, which is labelled as site-based administration. The link between CPTD, teamwork and a collaborative school culture, is now examined.

2.20 Link between CPTD, teamwork and a collegial and collaborative school culture

Findings by PwC (2007) reveal that members of the SMT who are truly committed, passionately demonstrate their ability to meet and address challenges as they appear. Thus, in their quest to create a progressive learning and teaching culture in schools, Totterdell, *et al.* (2011) perceive the pedagogic partnership between colleagues to be brokered and mediated through teamwork, power by senior leaders to be surrendered, and schools to be transformed into collaborative, professional learning communities. For this to happen, Grant (2006) argues that members of the SMT need to relinquish their own power and encourage their teachers to lead and manage the COLT effectively. It is further asserted by Southworth (2009) that principals, members of the SMT and teachers communally share their concerns and experiences, whilst working with and through others. According to Pratt (2014), the forms of influence of leaders' practice include direct effects on teachers' practice through demonstrating or modelling, and indirect effects which encompasses alterations by teachers with respect to leaders' supervision, cooperative teamwork and shared dialogue. This exchange of ideas between leaders and teachers, whether formal or informal, leads to improved classroom practice.

Likewise, based on their study on teacher development within a community of learners, Graham and Ferriter (2010) emphasise the importance of the role of the SMT in creating a collaborative culture in which teachers learn together with shared purpose, mutual regard, and caring and integrity, with the aim of increasing learner achievement. Culatta (2012) proclaims that teachers working together as a team may prove a powerful tool for changes in teaching practice to be realised, as this had a bigger impact on teachers' beliefs, values and assumptions, than merely talking about these matters. On the issue of collaborative learning, Eaker and Keating (2012) argue that the SMT ought to jointly assist their teachers to manage classroom discipline by offering alternatives to corporal punishment, together with other strategies to help teachers function optimally. Likewise, Brandt (2016) claims that in the SMT supporting and assisting teachers to design lessons that involve learners in cooperative, developmental learning, they are ultimately guiding and correcting learners' behaviour.

Furthermore, Brandt (2016) advocates that members of the SMT ensure that teachers build on learners' past experiences and prior learning, and that they follow schemes of work aligned to

the education policy and also that adequate resources to promote a positive COLT are made available. For their role to be effective, the SMT is advised to urge teachers to be punctual and report promptly to class, to check the classroom environment before-hand to ensure that there is adequate seating, relevant materials, worksheets and writing implements and have 'rules, rights, responsibilities and consequences, prominently displayed in the classroom (Smith, 2009). To this end, the DBE compiled a Manifesto on Values, Education and Democracy, whilst placing on record the basic values of equality; social justice; non-racism and non-sexism; democracy; and Ubuntu, all of which are integral for the personal advancement of all stakeholders in the school's population. The above expects teachers to function collegially as a unit together with previously disadvantaged learners, so as to eradicate traces of discrimination, inequity, infringement and prejudice (SADTU, 2010).

It is additionally proposed by Kallaway (2009) that in an attempt to ensure a collateral and ethical ethos, the SMT needs to function within structures that recognises equal and just rights of all. From the above, one may deduce that the SMT has an integral role to play in creating a collaborative COLT in the school as a learning organisation which fosters amicable relationships between teachers amongst each other, as well as teachers and learners. Thus, in reinforcing that the school is a structured organisation where learning takes place, it is asserted by DuFour, *et al.* (2010) that bringing about a cultural shift that occupies itself with upgrading classroom pedagogy is a somewhat manifold and complicated mission. Thus, many facets to bolster a comprehensive diary of PD activities soliciting school improvement, need to be drawn up. Those schools defined by a supportive infrastructure are advised by DuFour (2011) to create sequels whereby members of staff, as potential teacher leaders, are given time and opportunities to cohabit and assimilate information together, so that learners may be the beneficiaries of such productivity.

In pursuance, teacher leaders are those foster united, communal linkages with the principal, SMT members and peers, and who permit and entrust themselves and their colleagues towards realising a common vision for an enhanced school's COLT (Crowther, *et al.*, 2009). Thus, a crucial element is the forging of synergy and coherence amongst the staff by the SMT. In a similar vein, Osterman (2008) posits that the SMT, in approaching this venture of professional development with the mind-set that teachers are professionals and ought to be treated as such, set time aside for CPTD initiatives. Furthermore, these leaders, with the aim of improving the

COLT of schools, are compelled to offer encouragement and guidance to their learners and teachers (Osterman, 2008). This would allow for the availability of multiplex conditions favourable for experimenting, with this contextualised knowledge then leading to manageable learning.

Osterman (2008) adds that successful SMT work in collaboration with teachers, showing respect for the COLT of the school. These members of the SMT find numerous ways to build teachers' determination and capacity to pursue their collective goals, whilst supporting and encouraging teachers to complete their tasks efficiently. As the SMT demonstrate their leadership roles, they are required to attend to the professional needs of teachers by nurturing and coaching those who display talents, and who demonstrate ingenuity, competence, prowess and dexterity (Barnett & McCormick, 2007). Militello, Rallis and Goldring (2009) additionally argue that the intents of supervision are both formative and summative. This suggests that it is in the hands of members of the SMT to create opportunities for supervision and assessment, thereby urging teachers to introspect on their own teaching pedagogy.

Thus, through teacher evaluation, members of the SMT offer teachers feedback with the intention of assuring that acceptable performance standards are maintained. In turn, this prompts teachers to extend their potential in an effort to attain the school's visionary goals and force them to think critically so that the COLT of the school may be improved. During the post-evaluation interview process, the SMT, together with the teacher, is advised to reconstruct the lesson using notes from the SMT member's observation. In pursuance, at the feedback session, it is suggested by Militello, Rallis and Goldring (2009) that the SMT member allows the teacher full participation for a beneficial interview. In devising a performance improvement plan, the objectives must be discussed together to ensure understanding, so that improved performance and better results may be obtained in the future. Patterns and trends arising from the teacher's lesson should be identified by the SMT.

It is suggested that this can be followed by a constructive discussion session, using a non-critical tone, whereby the strengths and weaknesses, the areas for improvement, and recommendations for better success in the future, are identified (Barnett & McCormick, 2007). Similarly, McFarland (2014) suggests that the SMT, in helping develop teachers professionally, are advised to offer teachers valuable, profound and genuine feedback, whilst allowing the teacher to first explain his or her views. Thus, when offering counselling and not

judgment, the SMT, together with the teacher, devises ways to improve outcomes of lessons, so that new objectives and development plans may be implemented. This may prompt them to identify areas for professional development. Nevertheless, Barnett and McCormick (2007) warn that this process is not as linear and simple as it appears to be. Although the SMT acknowledges that evaluation of teachers is an important component of their portfolio, Barnett and McCormick (2007) assert that many hesitate to hold teachers accountable for classroom performance, especially if these were unsatisfactory.

Furthermore, some teacher unions' policies obstruct the process of evaluation of teachers by the SMT, which serves to hinder the formal evaluative process (Barnett & McCormick, 2007). Davidoff and Lazarus (2010) espouse that the SMT ought to be knowledgeable about both digressive and erratic conditions under which schools function. This knowledge which they possess may be employed to sustain and maintain, or change things around for the betterment of the school (Davidoff & Lazarus, 2010). Thus, the actions of the SMT to yield the desired results, is linked to their power to influence others as a result of their formal leadership position as coaches and supervisors in their departments (Davidoff & Lazarus, 2010). Moore (2009) asserts that supervising encompasses the concerted attempt by someone to develop others in a manner that allows them to reach their all-round maximum level of functioning.

Bearing the above in mind, a common thread inherent in education policies is the desire for a high standard of education, making the SMT's role an exhaustive and demanding one. Furthermore, Bush and Glover (2008) assert that all-round improvement is reliant on the efficacious leadership of the SMT, thereby compelling the SMT to be accelerators in process of learning and teaching. To this end, the Education Improvement Commission (EIC, 2000) advocates the SIP to be a living document, its purpose being to map out those innovations required to bring about the necessary changes for the betterment of the school's COLT. As far as the necessity of the SIP to achieve quality education is concerned, it is asserted by Van Deventer and Kruger (2008) that planning is the primary management function that members of the SMT are expected to fulfil. In view of this, it is imperative that schools have a formal School Self Evaluation (SSE) tool drawn up first, so that areas of weaknesses and shortcomings may be assessed. This then forms the basis for the SIP so that the progress of staff personnel towards whole-school development may be steered. The DBE, KwaZulu-Natal (2007) outlines specific aspects that SMTs have to bear in mind when developing and implementing the SIP,

which has to be closely monitored. These include a demonstration of knowledge pertaining to the school's developmental improvement process, and volunteering to impart this knowledge with all concerned.

Nonetheless, although SMT members acknowledges the importance of the SIP, they lack the capacity to design and implement plans for school improvement (DBE, 2009). Duke, *et al.* (2013) remind us that this is not purely a South African issue. Investigations carried out internationally confirms that the SIP, a plan regarded as a vital component for improvement, emphasises that the future of the youth is compromised if the poorly-performing schools fail to ensure productivity (Duke, *et al.*, 2013). To this end, Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008) claim that although the value of a SIP is to develop a proficient COLT, the SIP is absent at many underperforming schools. The findings mostly reveal that the SMT in the researched schools adopted a laissez-faire approach, and that although some schools had the SIPs in place, these were seldom implemented. In addition, Naidu, *et al.* (2008) argue that schools are requested by the DBE to annually manage the process of self-evaluation, and to generate the outcomes electronically into the SIP, which schools then have to implement and monitor. Furthermore, the DBE and UNICEF South Africa (2008) advises the SMT to support and guide teachers in identifying areas for development, and thereafter draw up the SIP for the school.

It is thus proposed that teachers themselves identify those areas in which they require development, so as to gain ownership of their professional development participation (Desimone, 2011). Correspondingly, the DBE (2007) concedes that CPTD management system expects teachers to personally take control of their self-development by first recognising those areas in which they need to professionally develop. To this end, the SMT is advised to analyse the data so as to discern those areas requiring revamping, and to put measures in place to remedy such shortcomings. An investigation conducted by Van der Voort (2013) found that the SIP of those schools which did not perform at their maximum, did not contain measurable, attainable targets, with stakeholders not being encouraged to participate in the planning process. In concurring with Van der Voort (2013), McFarland (2014) promotes the value of the SIP as an agenda and accountability tool that SMT members could use to measure and thereby improve schools' functionality. I concur with Grobler's (2013) proposal that the SMT create a strong and supportive organisational culture in the workplace, so as to allow teachers to apply and practice what they have learnt in training.

In addition, McFarland (2014) suggests that pivotal to a successful and effective COLT is the presence of strong SMT leadership. It is contended that their behaviours and actions may either positively or negatively influence the professional training and learning of staff. In retrospect, Darling-Hammond and Richardson (2009) note that CPD for the SMT is just as important as it is for teachers, as the SMT may not always comprehend that which underpins exceptional and worthy PD initiatives, and may not always know what teachers require as far as their training is concerned. Grobler (2013) proposes that SMT members identify the nature of teachers' morale prevailing through the adoption of policies, practices and procedures. It is argued that members of the SMT who are committed to improving the COLT of the school play an active role through their classroom visits, demonstration of their teaching methods, and assessment of the suitability of learning materials (Grobler, 2013). Furthermore, dedicated and effective SMT members work side-by-side with teachers to maintain high curriculum standards, develop practical vision and mission statements, and set achievable performance goals and objectives. These entail the school manager working with heads of departments, teachers, school counsellors and other staff members in order to enhance and ensure the academic achievement of learners (Grobler, 2013).

In concurring with Grobler (2013), Fullan (2011) contemplates the role played by the SMT, suggesting that the SMT engage in a number of collaborative activities characterised by teamwork and mutual communication. Fullan (2011) maintains that this interpersonal interaction between the SMT and teachers appears to be fundamental ground upon which other relationships stem from. It is espoused that if the teacher-SMT relationship is characterised by helpfulness, support and trust, so too will other relationships. Likewise, if the SMT-teacher interactions are guarded, distant or judgmental, it is likely that these traits will then permeate through the school. To this end, the relationship between SMT members and teachers appears to amplify and model what all relationships will be like (Fullan, 2011). In extension of the above, it is asserted that decision-making is the most crucial aspect of leadership, a dimension which will now be explored.

2.21 Decision-making

With respect to decision-making as being an integral component in leading and managing staff members, Kumuyi (2006), offering a South African perspective, advises the SMT to involve

teachers in decision-making if the schools' targets are to be achieved. This is considered important since, giving teachers a role in decision-making, helps the principal to empower and train them. In turn, this enables the school manager to influence teachers to achieve their instructional objectives, as teachers feel empowered and accountable for what they do at school. Fullan (2014) and Eaker and Keating (2012) likewise submit that the creation of collegial school cultures by members of the SMT is fitting, so that programmes for improvement may be fostered.

This is espoused in Fullan's (2014) proposition that sustainability may be maintained when leaders develop other teachers to be leaders. Identically, Eaker and Keating (2012) reaffirm that when others are empowered to lead, then leadership is sustained and spread. Likewise, these members of the SMT form part of the Development Support Groups (DSG) in relation to the Integrated Quality Management System (IQMS). They assume the role of performance management team leader during the monitoring process, thereby taking part in peer review processes. Similarly, the National Professional Qualification for Headship (NPQH, 2015) in Seattle espoused that it is a mandatory requirement for all newly appointed SMT members to participate in the 'Leading from the Middle' professional development programme (NCSL, 2015).

Additionally, they might also participate in the NPQH (2015) programme, a professional qualification for aspiring English and Welsh school head teachers. As far as developing and empowering self and others is concerned, Kumuyi (2006) contends that when members of the SMT collaborate with all stakeholders and welcome the enactment of Ubuntu, then the creation of a professional learning community (PLC) within and out of the school is encouraged. Kumuyi (2006) proposes that Ubuntu may feature in a school when relationships based on trust that celebrates and acknowledges differences in gender, race and ethnicity, is nurtured. Thus, members of the SMT are tasked with promoting quality, securing allegiance and enhancing the schools' stakeholders' enactment towards attaining a productive COLT (Kumuyi, 2006). Thus, I reiterate that members of the SMT is crucial in creating opportunities for teachers to participate in CPTD programmes, thereby creating excellent teachers in order to ensure improved academic performance of all learners leading to school improvement. In light of the above, the associated challenges experienced by the SMT with regard to their personal and their teachers' CPTD participation, will now be highlighted.

2.22 Challenges experienced by SMT members

In attempting to reveal the challenges facing the SMT, Senge (2007) suggests that the role of the SMT, which encompasses leadership responsibilities and increased educational accountability, is both complex and intensive. Although it is agreed that the SMTs' primary responsibilities include researching, studying and attending professional development sessions so that they may become familiar with curriculum development, Darling-Hammond and Richardson (2009) postulate that their portfolio is not without challenges. Members of the SMT, in their quest to develop teachers, whilst supervising and evaluating them, are faced with the challenge of ensuring that skills, knowledge and attitudes that teachers acquire during their CPD initiatives, are practised in the classroom (Darling-Hammond & Richardson, 2009). It is argued that the DBE neglects to offer guidance workshops or provide direction to the SMT on how to support and monitor teachers' developmental activities (Grobler, 2013). Thus, Mercer, *et al.* (2010) urge members of the SMT to use their discretion and taper their management and leadership enactment to suit the various, complex situations as they arise within the school. In addition, Mercer, *et al.* (2010) advise the SMT not to function solely using the defining policies as a point of departure, but to rather strive towards attaining set goals.

In view of significant shifts in educational policies on the COLT of schools, thereby impacting and adding pressure on teachers to contribute optimally within the COLT, SMT members are requested to secure reasonable and just management practices (Mercer, *et al.*, 2010). Therefore, in order to improve the COLT of schools, SMT members require complete comprehension and appreciation of their challenging instructional leadership enactment and its accompanying impact. In this way, these leaders may consciously make attempts to develop the appropriate skills in leading and managing teachers under their care so that learner success may be enjoyed (Mercer, *et al.*, 2010). Goslin (2009) argues that, because of their preoccupation with mundane administrative and managerial issues, the SMT mostly overlook their responsibility of offering instructional leadership in their schools. To this end, the conclusion arrived at by many researchers is that South African members of the SMT demonstrate deficiency in their approach of effectively leading and managing schools (Mestry & Singh, 2007, Naidu, Joubert, Mestry Mosoge & Ngcobo, 2008; Kallaway, 2009).

In congruence, Mestry and Pillay (2013) emphasise the impediments encountered by the SMT with regard to the transfer of teachers' training. These include inconsistencies in the

workplace, lack of technology or resources to support teachers' training, and co-workers' attitudes and behaviour that does not resonate with a collaborative and collegial environment. Thus, the SMT is left to their own device and has to find creative ways in which to develop, lead and manage teachers under their care. Furthermore, the poor academic standards prevalent in most South African schools is indicative of a dearth of successful management and leadership portrayal, with few SMT members demonstrating a high level of commitment towards the attainment of the schools' objectives. It is postulated by Goslin (2009) that most principals neglect to fulfil their instructional leadership responsibilities mostly resulting from their lack of understanding of what this entails, and because much of their time and energy is consumed with attending to those administrative tasks associated with managing the buildings and its' people, including attending to the disciplining and welfare of learners.

Similarly, findings by Ovando and Ramirez (2007); Bush and Glover (2008) and Mestry, Moonsammy-Koopasammy and Schmidt (2013) reveal that South African principals generally preoccupy themselves with financial and human resource management and other issues aligned with policies. In addition, Mestry, *et al.* (2009) observe that the expectations of the principal have evolved from merely fulfilling a management portfolio, to that of leaders who are ultimately responsible for the professional growth of their staff, for securing parental participation, and for encouraging learners' success. In light of this, Blasé, Blasé and Philips (2010) argue that whilst old responsibilities and activities remain, additional leadership tasks now define the principal's role, posing a challenge for principals to balance their administrative duties with their instructional leadership duties. This results in the already complex role of members of the SMT becoming overloaded, with them having to attend to an array of paradoxical demands (Blasé, *et al.*, 2010).

In concurring with Goslin (2009); Bush and Glover (2008) and Mestry, Moonsammy-Koopasammy and Schmidt (2013) observe that the escalated rate at which changes take place in the education system pose a serious challenge for many principals, placing them under enormous pressure. These include increased paperwork, the introduction of new curriculum philosophy as well as constant changes in curriculum, being Curriculum 2005, Revised New Curriculum Statements (RNCS) and more recently Curriculum and Assessment Policy Statements (CAPS), with very little training and development afforded to teachers and SMT members. Similarly, findings from research on the management of teaching and learning (MTL) conducted by Bush and Glover (2008) in eight schools in the Limpopo and

Mpumalanga regions, revealed that SMT's were mainly mal-functional and unproductive. They reported that this was due to participants' inability to distinguish between the expectations that HODs as individuals were to fulfil, and the responsibilities accompanying that of the SMT collectively, with regard to the professional development of their teachers and curriculum leadership. In pursuance, Bush (2013) deduces that SMTs functioning exceptionally well, present with a higher rate of positively influencing their teachers to produce effectively in the classroom. Their findings showed that out of the eight case study schools, only one demonstrated characteristics aligned to ideal instructional leadership enactment (Bush, 2013).

The findings of Vescio, *et al.* (2008) reveal that although the SMT may offer opportunities for teachers to professionally develop themselves through participating in external PD programmes, not many teachers demonstrate a desire to attend. It is therefore suggested that involving teachers in planning CPD activities within the school may result in teachers displaying enthusiasm and receptiveness to suggestions of ways in which pedagogy may be upgraded (Vescio, *et al.*, 2008). Darling-Hammond and Richardson (2009) posit that a recurring challenge experienced by the SMT is their inability to offer appropriate and sufficient support and opportunities for the professional development of their teachers. This happens mostly as a result of circumstances beyond their control, as the structures within the school do not always allow for CPD initiatives to be fostered. In light of the above review of literature, this chapter draws to a conclusion.

2.23 Conclusion

In conclusion, I postulate that this literature reviewed CPTD, together with its accompanying facets, whilst focusing on the role played by members of the SMT in teachers' professional development leading to school improvement. Thus, a thorough examination of the duties and responsibilities of the SMT as outlined in South African legislation and in current literature, was expounded. Literature highlighted that successful facilitation of teacher professional development ought to be a joint responsibility of teachers, principals, HODs as well as other stakeholders such as the DBE. Hence, the underlying perceptions that the professional development of teachers as impacting on school improvement, is echoed throughout.

What also emerges as significant in the literature is the rising need to encourage ongoing teacher professional development, including teacher networking, in an attempt to improve

learner outcomes. Evidence from literature strongly proposes that effective schools are led by SMT members who display instructional leadership behaviour. It is further suggested that instructional leadership practices such as having well defined goals for their school; being involved in the curriculum and its planning; promoting self and staff development and creating a climate in their schools that is conducive to teaching and learning, is advanced. Literature reveals that for professional development to have a meaningful impact in schools, it ought not to be a once-off programme but should continue throughout the teaching profession.

This has been noted as playing a critical role in improving the core of business of schools which is teaching and learning, consequently enhancing learner outcomes by motivating and inspiring teachers to engage enthusiastically in the school's COLT. Furthermore, the concepts of Total Quality Management (TQM), distributed leadership and instructional leadership and existing research conducted on the topic, as well as its effects on learner achievement, was reviewed. The challenges accompanying the role of the SMT in teachers' professional development is also identified. In furtherance, this research study adopts the stance that despite the inherent challenges, members of the SMT are mostly responsible for teachers' professional development. In light of the above, the underpinning theoretical framework of this study, which is the demonstration of instructional leadership by the SMT members of GPS and DPS, and its influence on teachers' professional development, is explored in the following chapter.

CHAPTER THREE

THEORIES AND MODELS FRAMING THE STUDY

3.1 Introduction

The previous chapter has provided a landscape of various issues relating to Continuous Professional Development of teachers and the role that is played or expected to be played by SMT members. This chapter discusses various theories that frame the analysis of the data produced. It is acknowledged that one of the greatest challenges encountered in the education fraternity both globally and in South Africa, is the restoration of a sound COLT. Thus, there has been increasing emphasis on the continuing demand for accountability by members of the SMT with regard to increasing learner performance. To this end, SMT members are compelled to lead schools as instructional leaders so that there may be favourable learner performance. This is an observation that was brought to the fore in both Chapter One, an orientation to the study and policy context, and Chapter Two, where a review of literature was presented. In pursuance, this research argues that one of the avenues through which this drive may be accomplished, is through the CPD of teachers. As leaders tasked with the provision of a high standard of education in schools, it is argued that SMT members, as SMT members and managers, are accountable for building a positive COLT, and for creating opportunities for CPD initiatives for teachers under their care (Kriek & Grayson, 2009).

In the light of the claims made in the above paragraph, I suggest that in order for teachers to engage in CPD activities, support and encouragement by their SMT members needs to be secured. The reforms accompanying legislation in its mission to revamp the COLT in schools have led to decentralisation and distribution of leadership, and a significant change in the role of members of the SMT who are advised to enact instructional leadership roles in their quest to empower teachers (Southworth, 2009). It is further postulated by Kriek and Grayson (2009) that CPTD, particularly in South Africa, ought to fulfil the requirement of enriching the pedagogic and subject content knowledge of teachers. Furthermore, the DBE (2006) suggests that CPD needs to be interwoven into the life of a teacher, so that teachers may acquire skills to help manage for instance, diversity in the classroom, whilst taking into cognisance the ever-changing social character defining schools.

As a researcher exploring the perspectives of the School Management Team (SMT) as far as their instructional role in the CPD of teachers under their care is concerned, I claim that in the literature review chapter, an argument was made that the professional development of teachers impacts on learner achievement. Thus, inherent in this chapter is an analysis and examination of current literature pertaining to the roles and responsibilities of the SMT in the professional development of teachers. The literature highlighted that successful facilitation of teacher professional development ought to be a joint responsibility of teachers, principals and heads of departments as well as other stakeholders including the DBE. In tracing the path of concepts related to the topic, I included literature on the school as a learning organisation; the role of leadership in school improvement, and the value that total quality management and distributed leadership may make in ensuring a successful COLT in schools. I take a stance that SMT members are mainly charged with the task of addressing the school's management and leadership functions, including embracing the challenges as contained in the Schools Act (1996).

Likewise, MacBeath and Dempster (2009) postulate that members of the SMT are answerable to the DBE for making certain that teachers in their care adjust and adapt their pedagogy to suit the requisites of the school as a learning organisation. Elected as a result of the knowledge and expertise they possess, and tasked with issuing appropriate support and development to subordinates, SMT members are expected to use their ingenuity to advance the performance of those in their care (Bush, 2013). Thus, amongst other educational researchers, it is suggested by Marishane and Botha (2011), West-Burnham (2009) and Fullan (2011) that the instructional leadership enactment of the school management team is a complex, non-linear and multi-level process which expects the associated qualities of Distributed Leadership to prevail. Bearing the above in mind, a description of Distributed Leadership now follows.

3.2 Distributed leadership

Literature on distributed leadership confirms that it is in the hands of principals, deputy principals, heads of department and senior staff to empower members of their staff by creating a collegial and collaborative environment in which teachers happily and willingly enact leadership roles both within and outside of the classroom. Culatta (2012) emphasises that SMT members, as instructional leaders, lead with the vision of empowering others through encouraging their participation in leadership tasks. Thus, it is advanced that the SMT

members' key role is to be a facilitator in equally distributing leadership roles and responsibilities. Ultimately, this implies that members of the SMT are responsible for enhancing teacher involvement in leadership roles, especially in those aspects of leadership that focus heavily on management of teaching and learning. This requires principals to both distribute their leadership roles through delegation while at the same time empowering teachers so that they engage in continual professional development. In supporting this view, De Jong (2013) highlights the importance of creating an environment where change is welcomed and where distributed leadership enactment within the organisation is encouraged. It is further submitted by Grant and Singh (2009) that distributed leadership, which endorses the sharing of roles, ought to be facilitated in schools so that there is a slow elimination of hierarchical levels.

In view of the above, the likelihood of teacher leadership prevailing is dependent upon whether or not the SMT's decides to relinquish their power, and whether or not teachers accept the suggestions and advice of their peers (Grant & Singh, 2009). This implies that school principals, whose objective is to develop a relationship of trust with staff members, will thus need to become leaders of leaders, as argued by Harris and Spillane (2008), and encourage teacher leadership with its accompanying freedom and responsibility. In addition, Harris and Spillane (2008) postulate that distributed leadership encompasses a collection of roles and behaviours that can be shared and used sequentially. In essence, this implies that at any given time, multiple leaders can exist in a team, with each leader assuming a complementary leadership role. Thus, different from leadership substitute approaches where attempts are made to eliminate the need for a leader, the distributed leadership model promotes the furtherance of leadership portrayal within the organisation. This is enhanced by the core expectation that each member of staff, irrespective of being formal or informal leaders, has the potential to enact leadership capabilities required by the school at some point or the other. Harris and Spillane (2008) further posit that the common principles underpinning distributed leadership include it being a broad-based leadership style requiring multiple levels of involvement in decision-making, whilst focusing primarily on improving classroom practice or instruction. It links vertical and lateral leadership structures and extends to and encourages the voices of learners to be heard.

By the same token, distributed leadership is flexible, versatile, fluid and interchangeable, and is ultimately concerned with improving leadership practice so that it may influence teaching

and learning. This form of leadership accords well with the ideas of democratic practice and consensus building, as it relates well to ideas around shared dialogue and reflecting together. It is further posited by De Villiers and Pretorius (2011) that distributed leadership concerns itself with providing networks of encouragement and collegiality which can only feature at a school where the principal and members of the SMT have empowered and trusted their teachers to accept accountability for their choices. Thus, when teachers, as learners, choose to act in a collegial manner, they function in an atmosphere and attitude of dependency, enjoying the community spirit of support and sharing which breaks down barriers and turns challenges to solutions (Du Plessis, Conley & Du Plessis, 2007). Likewise, a member of the SMT, as a teacher-leader operating in such a community, is expected to have problem-solving and conflict management skills, whilst having the ability to establish trust among members.

Bearing in mind the intention to work for the good of the school as a learning organisation, it is suggested that members of the SMT exercise their leadership by encouraging teachers to seek and maintain collegial relationships (Day & Sachs, 2010). Likewise, to promote teacher leadership and the empowerment of teachers, may require the SMT to create such conditions that will allow for the above to flourish. Thus, distributed leadership is congruent with the notion of democracy and arriving at mutual decisions, which augers well with communal conversations and joint reflection. It is conceded that for all of the above to prevail, members of the SMT need to trust others to make the right decisions, whilst creating a collegial and collaborative COLT. In extension of the above, the qualities and characteristics associated with instructional leadership, is now examined.

3.3 Qualities and characteristics associated with instructional leadership

Instructional leadership is characterised by the notion of teachers working collaboratively as team-players to enhance teaching and learning techniques. MacBeath and Dempster (2009) contend that instructional leadership embraces the ideology of teachers working collaboratively as members of teams in efforts to attain commonly arrived at targets. It is further submitted that developing teachers professionally and employing data to assess the opulence inherent in the teaching and learning practice, are consistent with the components of instructional leadership. In expanding on the ideas expressed above, Southworth (2009) advises that instructional leaders monitor and remain abreast of learners' proficiency through eliciting and analysing related data. It is further maintained that monitoring ought not to be viewed as a

daunting additional aspect defined by availability of time, but should rather be viewed as a vital component in the instructional leadership practice.

It is likewise suggested by Stiggins and Duke (2008) that PD enterprises accompanied by various assessment techniques, have the potential to assist SMT members to apply their theoretical knowledge to their practical work. Suggesting that leadership entails being *au-fait* with assessment techniques and appropriate pedagogy, Stiggins and Duke (2008) aver that members of the SMT need to be assessment-literate, and must have an awareness of how adults learn so that improvements may be accordingly made. Instructional leadership, as defined by Bush and Glover (2008), encompasses leadership that engages with the business of teaching and learning, targeting teachers' interaction with learners in the classroom. In a similar vein, Southworth (2009) concedes that SMT members' impact on teaching and learning assumes the form of direct effects, which entails the impact of direct actions on the objectives of schools; indirect effects which embraces outcomes being indirectly demonstrated through others; and reciprocal effects, whereby leaders influence teachers, and teachers in turn influence leaders. This vital role enacted by members of the SMT is of paramount importance in the overall design of school improvement (Hayward, 2008). Hence, this study views instructional leadership as an approach to leadership that propagates active participation on the part of members of the SMT to encourage teachers to develop professionally.

In this way, empowered teachers may provide quality instruction that will allow learners to reach a high level of academic achievement. Likewise, Bush (2013) asserts that instructional leadership by SMT members' impacts on teachers directly as these teachers participate in programmes affecting the scholastic advancement of their learners. Bush (2013) states that instructional leaders influence teachers' professional growth by encouraging them to learn collaboratively with, and from their peers. This, according to Culatta (2012), is the most important dimension because it targets the schools' key purpose, that of improving the COLT. In furtherance, the DBE (2011) urges that the present South African schooling system be consciously structured in a way that allows the COLT to be improved so that the divisions of the past may be healed. It is thus advised that instructional leadership enactment by members of the SMT is a prerequisite.

Bearing this advice in mind, it is envisioned by the DBE (2011) that the portrayal of instructional leadership will foster a sense of South African nationhood and create educational opportunities that will contribute to breaking down deep inequalities that still pervade South African society. In extending the concept of increased collaboration among teachers in the school, Militello, Rallis and Goldring (2009) propose that SMT members ought to engender opportunities whereby teachers may work collectively together so that they may design common targets and standards for learners' learning, whilst they communicate their expertise within the confines of the group, and decide as a team, the strategies to be executed in fulfilling the above expectations. Since technology defines the 21st century, Malm (2009) suggests that members of the SMT should be tasked with ensuring that learners are equipped with specific skills such as information skills and creative thinking skills. In addition, teachers under the watchful eye of instructional leaders, are motivated to extend their learners to be globally aware, whilst helping them to acquire cross-cultural skills so that they may cope with the globalised economy. Similarly, Carrier (2014) concedes that this new imperative requires SMT members to rethink how best they may exercise their instructional leadership so as to encourage teachers to create opportunities for their learners' acquisition of these skills.

This argument is in line with the findings of educational research studies carried out by as Hoadley, Christie and Ward (2009); Bhengu and Mkhize (2013); Bush (2013); Grobler and Conley (2013) and Naicker, Chikoko and Mthiyane (2013). Through my engagement with literature in the above areas, I arrive at the conclusion that researchers have investigated some of the above-mentioned factors as bearing an influence on learner achievement and school improvement (Vesico, Ross & Adams, 2008). Nevertheless, there appears to be a dearth of literature surrounding members of the SMTs' perspectives, and what they perceive, believe and understand their role in the CPD of teachers under their care to be. In retrospect, my engagement with the work of Blasé, Blasé and Phillips (2010), Yu (2009) and Bush (2013), amongst other researchers in the field of instructional leadership, has inspired and led me to adopt instructional leadership as the theoretical framework underpinning my study. In light of this contention, I believe this framework to be both relevant and compatible to my investigation on School Management Teams' perceptions of their role in the Continuous Professional Development of teachers in two schools in the Umgungundlovu District. To this end, Day and Sachs (2010) view instructional leadership by SMT members to be such that it inspires,

nurtures and gently sways teachers to transform their pedagogy when new and innovative approaches are introduced to them.

From an epistemological position, I am of the opinion that my subjective perceptions of those schools under study will permit me, as the researcher, to supply an exhaustive overview of the SMTs' personal encounters in their teachers' CPD. In view of this assertion, literature has proposed that members of the SMTs' extensive instructional leadership enactment, to be a viable instrument in assisting teachers to grow increasingly confident, innovative and conscious of performing exceptionally well in the classroom so that their learners become the recipients of their talents (Yu, 2009). Together with this, school leader's inter-subjective, philosophical views and attached meanings to their actions in their interactions with teachers, their peers and learners under their care (Creswell (2014), would form part of this inquiry. Taking into consideration the argument that premium, worthy and well-executed PD enterprises serve as a foundation for schools' instructional change (Blasé, *et al.*, 2010), this chapter will now focus on three areas, being the conceptualisation of instructional leadership, the enactment of instructional leaders in the professional development of teachers, and the impact of instructional leadership on learner achievement leading to school improvement.

3.4 Conceptualising instructional leadership

In claiming that instructional leadership is not a new concept, this chapter will explore international and national literature pertaining to instructional leadership over the past thirty years. The 1980's saw instructional leadership as being paramount and taking precedence in the administration of schools (Ruffin, 2007). Hallinger (2008) notes that thereafter, between 1992 and 2002, instructional leadership interest waned, with renewed interest demonstrated in distributed leadership, teacher leadership, and transformational leadership. Consequently, as Hoadley, *et al.* (2009) in their review of South African studies on leadership assert, there is very limited South African leadership research base. Hence, knowledge of how members of the SMT manage the process of South African schools' teaching and learning strategies, is limited. Nevertheless, in describing instructional leadership, it is suggested that it refers to leadership that is directly related to the learning and teaching process.

According to Hoadley, *et al.* (2009) instructional leadership may be seen as encompassing the efforts and actions that SMT members take to make secure that productive learning and teaching happens at school level. These actions entail, amongst others, the enactment of members of the SMT in offering guidance, encouraging collegial relationships and nurturing of fellow teachers and learners. Thus, SMT members are responsible for the identification of weaknesses in the COLT, and for assisting to solve general problems at school. For these challenges to be recognised, Brown (2013) asserts that the instructional leadership of SMT members demands that these members of the SMT ground themselves physically in the classroom so that they experience challenges confronting their teachers first hand. This direct engagement is additionally necessary so that SMT members may identify and help solve problems the teachers and learners may be experiencing at grassroots level. Similarly, Fulton and Britton (2011) associate instructional leadership of members of the SMT to be the generation of direction, resources and support to teachers and learners so that all may produce maximally.

In addition, Sim (2011) and Grobler and Conley (2013) emphasise guidance provided by SMT members in identifying and analysing instructional problems, whilst Fulton and Britton (2011) emphasise actions that members of the SMT take in attempting to improve the COLT. Kelly, Luke and Green (2008) further imply that this is knowledge management, which urges members of the SMT to fully support and expand teachers' expertise. To this end, the fundamental ontological assumption informing this framework is that in order to support life-long learning by teachers, instructional leadership by SMT members must feature. Baker-Doyle and Yoon (2011) likewise align instructional leadership with members of the SMTs' exhibition of those defined and communicated shared goals, thereby prompting schools to foster in their learners a commitment to fully achieve set outcomes. Furthermore, the value of offering feedback during the pedagogical process is advanced, which in turn fosters effective professional development.

Thus, in attempting to create a backdrop for the argument that the demonstration of instructional leadership is pivotal in the life of a school as a learning organisation, I support Senge's (2007) suggestion that when schools neglect to engage in the learning process, they encounter a learning disability. It is therefore clear that the role of the SMT as instructional leaders is to promote opportunities for teachers, as professionals, to personally learn and

develop. In this way, the kind of human capital required to achieve school excellence, may be promoted (Senge, 2007). Similarly, Fullan (2011) advises that a disparity between effective and ineffective schools occurs when teachers fail to comprehend that which comprises their portfolio, and what is expected of them as teachers. An integral responsibility of the school leader, according to MacBeath and Dempster (2009), entails him or her offering an outline of norms, values and expectations which teachers are obliged to abide by. By the same token, Day (2011) argues these leaders' portfolio embraces their use of conscience and moral compass to manage the necessary changes, so that teachers may be subtly coerced into working as members of teams to attain the pre-determined aims and objectives of the organisation.

From the above, it is clear that for schools to reap success, they need to have knowledgeable and empowered SMT members in their midst, whom Yu (2009) describes as being agents of change. In view of this, Fullan (2011) postulates that since the process of change on any level is difficult to comprehend, teachers, students, parents, and leaders will accept change more readily if they experience its effectiveness or the actual experience of being more effective. Added to the above responsibilities of an instructional leader, is the writing or counter-signing of reports on staff members, ensuring the equitable distribution of work, inducting new members; professionally developing all staff members; participating in teacher appraisal systems, and securing the proper application and organisation of all forms of assessment (Blasé, *et al.*, 2010). As part of their portfolio, members of the SMT are also required to make contact with the necessary and relevant bodies with regard to mentoring student teachers and submitting learners' records and performances, as well as managing In-service Education and Training (INSET) developmental programmes. SMT members are also obliged to encourage teachers under their care to engage in departmental and PD committees, and PLCs, where they may be provided with a platform to promote their professional views and knowledge (Republic of South Africa, 1996).

3.5 The structure accompanying instructional leadership

In adopting a similar stance, Grobler (2013) quantitatively looked at the structure of instructional leadership in the South African context. In arriving at a conclusion based on the findings, he postulated that the following list or sub-dimensions are enacted by the SMT, which includes designing and communicating school goals; curriculum coordination; monitoring learner progress; making maximum use of instructional time; supplying teacher and learner

incentives, and encouraging the CPD of teachers. Furthermore, Mestry, Moonsammy-Koopasammy and Schmidt (2013) point that in South Africa, it is unclear as to the function that instructional leadership plays in SMT members' organisational management, their daily work, and their instructional leadership enactment. In light of the above, like other researchers, I am motivated and inspired to examine the perception of the SMT in relation to their instructional leadership in the professional development of teachers. Instructional leadership is described by Mestry and Pillay (2013) as being leadership that inspires, encourages and boosts teachers' attempts to acquire new knowledge and to transform their practice in the classroom. Bush (2013) observes instructional leadership to be one that links leadership to learning. It is described as a leadership enactment which focuses on and targets its influence on the school's core activity. The centrality of this conceptualisation is the preoccupation with the development of teachers and learners, which is a primary focus of instructional leadership, and a perspective which resonates with the focus of my study, being the perceptions held by members of the SMT in respect of their experiences surrounding their role in the professional development of teachers under their care.

Likewise, Harris and Spillane (2008) assert that instructional leadership is relationship that influences, encourages and nurtures teachers' efforts to reform their teaching pedagogy according to the needs of their learners. Carrier (2014) confirms this assertion by arguing that good members of the SMT focus on classroom instruction because they know that this impacts on student learning. According to Bailey, Jakicic and Spiller (2014), instructional leaders keep schools focused on dialogue so that optimal levels of functioning may be enjoyed by all stakeholders. In concurring with Molo (2005), Bailey, Jakicic and Spiller (2014) suggest that dialogue is associated with open communication where there is an exchange of ideas and understandings with the intention of improving teaching practice. Likewise, Eaker and Keating (2012) contend that SMT members ought to offer opportunities for teachers to voice their opinions, whilst encouraging all to demonstrate tolerance, respect and patience when listening to viewpoints about challenges and shortcomings that may have been encountered in their classrooms, as well as to highlight successes enjoyed. In light of the above contentions, the focus will now shift to the models underpinning instructional leadership.

3.6 Instructional leadership models

Tan (2012) argues that although there is a vast amount of literature offering guidelines for instructional leadership enactment, when viewed in light of escalating educational enterprises, recent interrogation of this notion proves to be deficient. Since it is increasingly recognised that teachers are to tailor their instruction so that it addresses learner needs, SMT members is expected to equip them with teacher training and work competencies to enhance effectiveness. This new imperative urges members of the SMT to rethink how best to exercise their instructional leadership, bearing in mind that by directly facilitating teacher development, learner acquisition of these skills are indirectly influenced (Tan, 2012). In light of this, several models of instructional leadership have evolved, suggesting that SMT members may enact their instructional leadership in their schools using different models at different times in leading the learning and teaching process of their teachers and learners. A model may be viewed as a disentangled representation of a phenomenon and is aligned to the internal and external characteristics of the said phenomenon (Tan, 2012).

At this juncture, I posit that in this section are to be found nine models of instructional leadership which are presented in chronological order. Taking the above into cognisance, I reiterate that members of the SMT as instructional leaders, employ different strategies as the situation arises. Thus, no single instructional leadership model has been employed, as I found it appropriate to instead utilise the inherent strengths of each of the identified models to frame this study. To this end, Mestry and Pillay (2013) espouse that productive leadership may be viewed from the perspective of the context in which people reside and the accompanying values inherent in the school as an integral component in society. Likewise, research on instructional leadership has been carried out mainly by studying the behaviour of members of the SMT whose schools are perceived to be 'effective schools'. Deductions of instructional leadership have been based on the traits, behaviours and processes that 'effective principals' are seen to exhibit and follow. Thus, in arguing that instructional leadership theory is used as a framework for this study, the various associated models of instructional leadership are now offered. At this juncture I claim that I found merit in each of the accompanying models, which I espouse spoke directly to the different avenues of the portrayal of instructional leadership of SMT members, and therefore could not favour any one or two over the others.

3.7 Hallinger's and Murphy's (1985) conceptualisation of instructional management

Although researchers and scholars differ as to the exact nature of instructional leadership tasks, most reach consensus stemming from Hallinger and Murphy's (1985) conceptualisation of instructional management, the model of which is illustrated below.

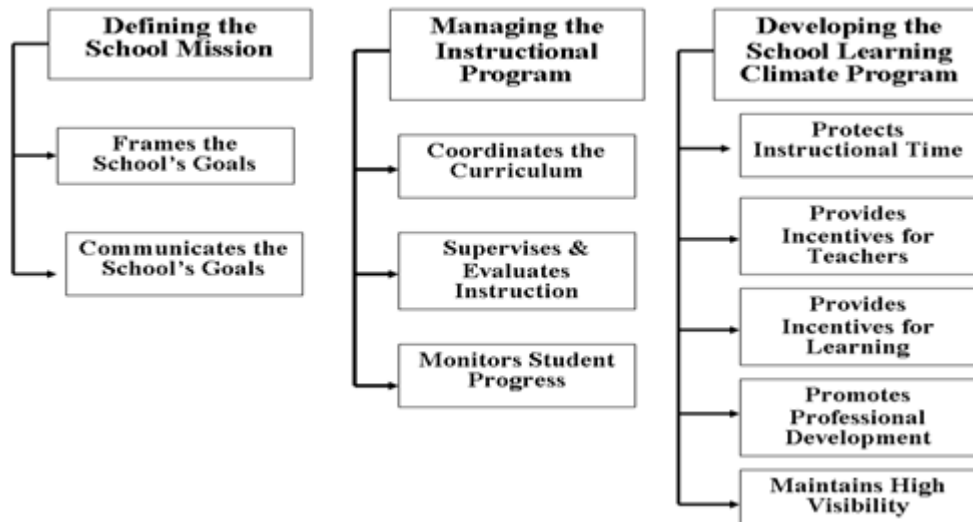


Figure 1: Framework of Instructional Management (Hallinger and Murphy, 1985, p. 56).

3.7.1 Hallinger and Murphy's model (1985)

The most fully tested and empirically supported instructional leadership advancement is found in Hallinger and Murphy's (1985) model, particularly as it relates to teachers' professional development leading to learner outcomes. This model finds itself in compelling research dealing with schooling matters. Instructional leadership is viewed two-dimensionally, being leadership functions and leadership processes (Hallinger and Murphy, 1985). Eight different functions feature in this model, including establishing and making known the school's goals; monitoring and assessing instruction; matching and relating the curriculum; setting optimal standards and expectations for academic achievement; supervising learner progress; inspiring the CPD of teachers; ensuring maximum instructional time and creating rewards for learners and teachers. It is thus suggested that the goals of the school, which focuses on the success of learners, ought to incorporate the school's collectively drawn up vision and mission.

In terms of the Instructional Management Framework by Hallinger and Murphy (1985), the first segment details the tasks around which instructional leaders organise their instructional

leadership practices. The second part describes the nature of instructional leadership as conceptualised by Reitzug, *et al.* (2008). Hallinger and Murphy (1985) acknowledge the development and promotion of a fruitful school learning environment as a third dimension of their theoretical framework for instructional leadership. According to Hallinger and Murphy (1985), this dimension has a wider intent and scope and embodies those activities necessary for the furtherance of a potent learning climate through activities engaged in indirectly. Furthermore, it promotes the notion that successful schools foster a culture of continuous improvement. Murphy's (1990) model of instructional leadership is now presented.

3.8 Murphy's (1990) model of instructional leadership

A comprehensive reflection of instructional leadership literature revealed the findings of Murphy (1990), who notes that principals in effectual schools where teaching and learning is productive, directly and indirectly demonstrate instructional leadership. An instructional leadership framework was built, emphasising the following activities which presents with implications for instruction. These include a drawing up of the school's goals and mission; coordinating instruction, monitoring and assessing curriculum and instruction; promoting a learning climate; fostering a working environment that is supportive; securing external resources and encouraging parent-school partnerships (Murphy, 1990). In pursuance of the above, it is clear to see that Murphy's comprehensive model (1990) illustrates similarities with the earlier Hallinger and Murphy model (1985), but notes a firmer focus on encouraging parental cooperation and communication. The model of instructional leadership by Weber (1996), is now made explicit.

3.9 Weber's (1996) model of instructional leadership

It is postulated that Weber (1996) recognised instructional leadership as comprising five domains which include an outline of the mission of the school; instruction and curriculum management; advancement of a learning climate that is positive; instruction furtherance and instructional programme evaluation. Weber (1996) further recommends SMT members as instructional leaders, to arrive at a collectively drawn up school's vision and mission. It is advocated that leaders' instructional practice correspond with the schools' objectives, bringing to teachers' awareness updated educational knowledge, trends and research, making efforts to provide the necessary instruments to fulfil these objectives. It is finally submitted that the

prototype and execution of instructional enterprises ought to be constantly evaluated to establish the level of its productivity. The conceptions of instructional leadership as proposed by Reitzug, Angel and West's (2008), are now presented.

3.10 Reitzug, Angel and West's (2008) conceptions of instructional leadership

Taking into consideration that contexts vary from school to school, Reitzug, Angel and West (2008) assert that there is no prescribed manner in which instructional leadership may be enacted. Whilst bearing in mind their aim of enhancing students' learning outcomes, members of the SMT, as instructional leaders, have to adapt their instructional leadership to suit the situation. It is postulated that the four underlying characteristics of instructional leadership include relational, linear, organic, and prophetic instructional leadership (Reitzug, *et al.*, 2008), a discussion of which now follows.

3.10.1 Relational instructional leadership

Reitzug, *et al.* (2008) observe relational instructional leadership to be an incidental theory of instructional leadership. These researchers contend that deeper learning and advancement in education is not a by-product of interacting essentially and solely with the discipline programme. Instead, it is an off-shoot of richer allegiances between stakeholders. Furthermore, Reitzug, *et al.* (2008) suggest that relational instructional leadership is founded on the principles defining intellectual and personnel relations literature, and is based on concepts of self-efficacy, self-reflection, self-concept and intrinsic motivation. A description of Linear Instructional leadership is now explored.

3.10.2 Linear Instructional leadership

Linear instructional leadership is indoctrinated in assumptions of rationality, linearity, and straight-line cause and effect (Reitzug, *et al.*, 2008). This suggests that systems can be designed in such a manner that one action may propel itself towards attaining a preferred objective, having a ripple effect and leading on to the following outcome that is coveted, thereby forming a chain reaction. It is a form of instructional leadership that clearly aligns itself to the high-standards found in the educational environment (Reitzug, *et al.*, 2008). The characteristics underpinning organic instructional leadership, is now presented.

3.10.3 Organic instructional leadership

Organic instructional leadership is promulgated by Reitzug, Angel and West (2008) as being established on the belief that the schools' instructional and living element is a fraction of the bigger picture. Different to linear instructional leadership, which separates and compartmentalises elements found in an instructional programme and then sequentially tries to ensure that these parts are congruent with each other, organic instructional leadership adopts the stance that instructional constituents may not be viewed as separate from the bigger whole (Reitzug, *et al.* 2008). Thus, it stands to reason that there is no specific beginning point of departure. Contrarily, organic instructional leadership begins by interrogating and deliberating those matters appearing in the school or society that is considered to be most urgent and requiring prompt attention. Thus, the underlying supposition is that instructional success takes place as a result of the on-going professional development and learning of teachers in relation to their personal as well as their school's all-round performance (Reitzug, *et al.* 2008). A description of the prophetic conception of instructional leadership, is now presentation.

3.10.4 Prophetic conception of instructional leadership

Stemming from the word prophet, I concur with Reitzug, *et al.* (2008) that for most, including myself, teaching is a 'calling.' Thus, in examining the characteristics underpinning prophetic instructional leadership, Reitzug, *et al.* (2008) espouse that this concerns itself with taking the school to greater heights congruent with an emotional, spiritual and psychological dimension instead of just steering the school to acquire politically driven objectives. In effect, the implication for SMT members personifying a prophetic ideology of instructional leadership has implications in that it is unadvisable to simply adopt the vision for schooling as advocated by the government. Instead, the grounding for the prophetic conception of instructional leadership lies in the theological literature surrounding this tradition. It is proposed by Reitzug, *et al.* (2008) that it lies in the hands of SMT members to include the school's community in evaluating and measuring the curriculum, the educative role of schools and teachers' instruction against the morals, norms, values and principles defining the above theological assumption of instructional leadership.

3.11 Supovitz, Sirinides and May's (2009) model of principal instructional leadership

Supovitz, Sirinides and May (2009) conceptualise SMT members' instructional leadership enactment as a construct comprising their reasoning behind the formulation of their school's mission and targets, placing importance on dependability, assurance and certainty, whilst attending to the business of teaching and learning. SMT members' instructional role is conceptualised by Supovitz, *et al.* (2009) as comprising three distinct but overlapping areas, these encompassing their responsibility of paraphrasing and annotating the way in which to take the school forward; paying attention to education offered at their schools; and their responsibility of creating opportunities whereby collaboration and collegiality features.

Thus, as attested to by Supovitz, *et al.* (2009), it is clear that professional development is an integral facet lending itself to school improvement. It focuses on the influence of teachers' amicable conversations with their colleagues, as they collaborate and consult with each other about their challenges encountered, curriculum matters and instructional enactment (Supovitz, *et al.*, 2009). This advances the freedom of teachers to share their expertise with their peers internally and externally through the medium of PLCs. In effect, Supovitz, *et al.* (2009) hypothesise that through this networking practice, SMT members' instructional leadership practice, and hence teacher and peer influence, empowers those within and out of their schools, which then positively impacts on learner outcomes. Tienken's (2010) collaborative model of instructional leadership is now forthcoming.

3.12 Tienken's (2010) collaborative model of instructional leadership

A collaborative model as the one suggested by Tienken (2010) promotes wide and potent distributed leadership enactment via deep conversations revolving around selected needs of learners and productive instructional settings via which teachers engage in. It is envisioned that at regular and intermittent SMT and instructional leadership meetings, knowledge and skills pertaining to areas of professionalism, pertinent literature is distributed and dispensed between the members of the SMT as instructional leaders, and subject teachers. Through this avenue, collaboration through PD programmes offered by external providers such as the DBE, infiltrates freely throughout the school, leading to some of the following outcomes. These include greater communication across grade levels, as it is anticipated that when teachers deem collegiality to be central to their instructional leadership enactment, the chances of them

distributing their expertise across the grades, is more likely to occur. This in turn offers teachers an opportunity to address foreseeable challenges before they present themselves in the classroom. Transparent communication pertaining to instruction inspires and motivates teachers both as individuals, and as members of teams to work collaboratively in attempting to advance their school's education (De Clercq, 2013).

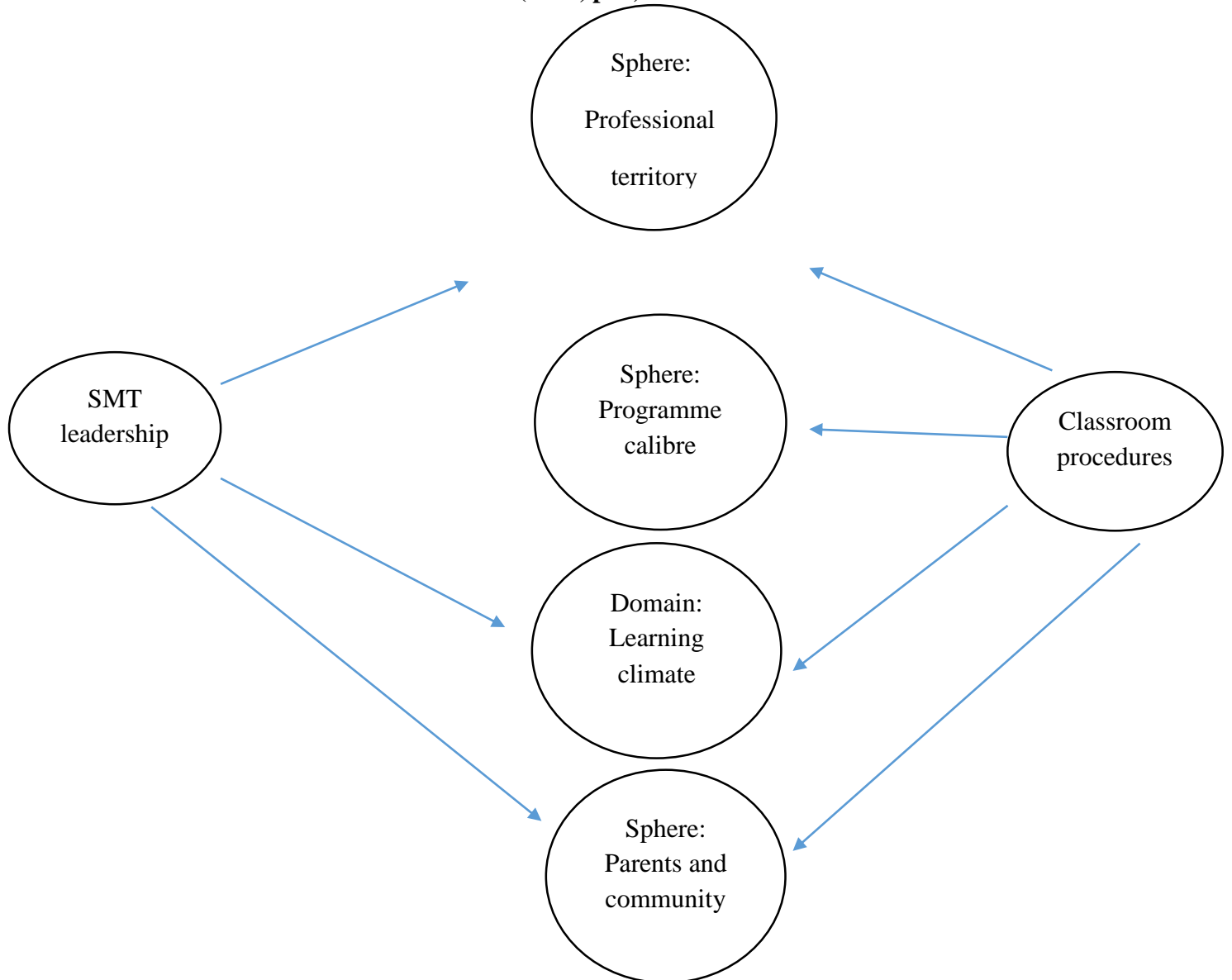
With regard to job satisfaction and teacher retention, it is suggested by Tienken (2010) that collaboration and consultation offers older teachers additional opportunities for participation in decision-making, which has the potential to leave teachers feeling worthy and appreciated. The personnel with the key to improved working conditions, nevertheless, appears to be SMT members as instructional leaders, who, through their prioritisation of education as being of paramount importance, are tasked with offering routine outlets for teachers to participate in discussions and to debate educational matters. It is argued that whilst strong instructional leadership places pressure on teachers to perform to their maximum, the assistance and support offered by members of the SMT enables schools to cooperatively move towards accomplishing a positive COLT in their schools. This is enabled through SMT members prioritising relevant data, fostering teamwork and collegiality, and creating fruitful and competent working conditions (Tienken, 2010). Focus now turns to Sebastian's and Allensworth's (2012) Model of Instructional Leadership.

3.13 Sebastian's and Allensworth's (2012) Model of Instructional Leadership

The model of instructional leadership by Sebastian and Allensworth (2012) demonstrates an intensive array of processes and situations possessing the potential to serve as conciliating variables in the connection between members of the SMT as instructional leaders, and learner progress. Figure 3.15.1 offers a diagrammatic overview of Sebastian's and Allensworth's (2012) Model of Instructional Leadership.

3.13.1: Figure 2: SMT members' influence on learner progress

Source: Sebastian and Allensworth (2012, p. 8)

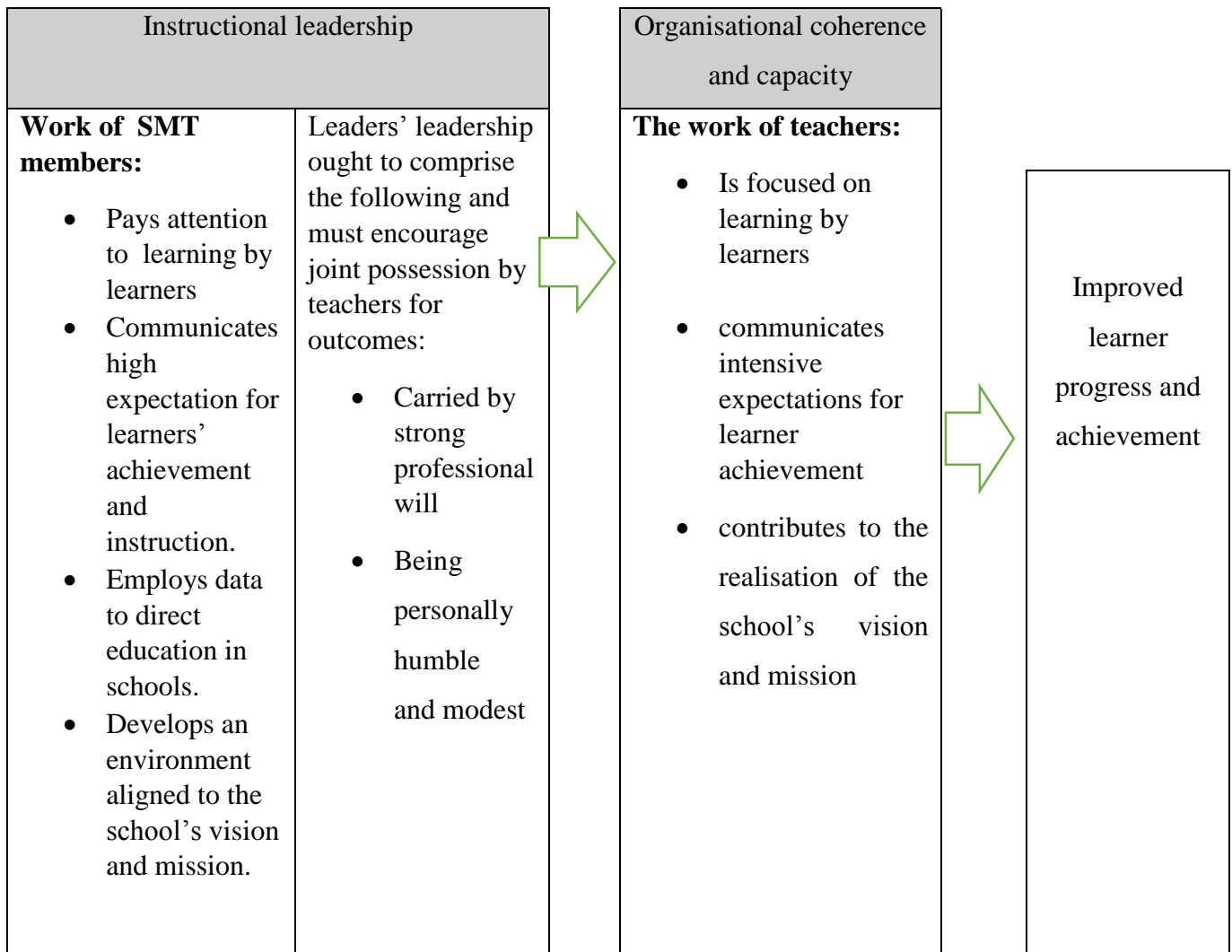


Taking the above figure into consideration, it is submitted by Sebastian and Allensworth (2012) that the framework of organisational support for teachers and learners' learning begins with instructional leadership as the impetus for reformation. Members of the SMT as instructional leaders pay attention to the following four realms of work, which are carried out simultaneously. It is advanced that these leaders extend their hand to the parent body in a bid to foster and establish a link between the school and its children and the communities which in which they are embedded. By the same token, they attempt to improve relations within the school as a learning organisation by nurturing the professional competence of teachers. Concurrently, in providing professional development opportunities for their teachers, the build on teacher' knowledge and their capacity, thereby improving the quality of instruction.

Ultimately, all of the above serves to enrich the entire learning atmosphere, thereby ensuring supportive environments so that learners experience security to freely participate in scholarly activities. Thus, the above four domains have the potential to positively impact on classroom pedagogy so that learner success may be attained. Bearing the above in mind, focus will now turn to Carrier's (2014) instructional leadership model.

3.14 Carrier's (2014) instructional leadership model

Carrier's (2014) instructional leadership model draws a distinction between school leaders' tasks as instructional leaders, and that of their teachers. It is suggested by Carrier (2014) that members of the SMT spotlight is on offering a high standard of education for their learners, encourage immense anticipations for the teaching and learning practice, and nurture a school community in congruence with a communal vision. To achieve these aspirations, it is advanced that data be used to drive instruction and improvement, with teachers advised to replicate their principals' behaviour in the classrooms. Unlike the other models discussed above, the personal characteristics of SMT members instructional leaders, are acknowledged and highlighted by Carrier (2014). In pursuance, members of the SMT are mostly recognised as willing to do whatever it takes, demonstrating humility and willingness to accept accountability for productive learner performance, whilst exhibiting a firm desire to fulfil the enactment of being instructional leaders. In essence, instructional leadership is portrayed by members of the SMT and realised via their team of teachers to ultimately improve learner progress (Carrier, 2014).

Figure 3: Carrier's (2014) instructional leadership model

3.15 SMT members' instructional leadership in Continuous Professional Development of teachers

Postulating that teachers are expected to develop themselves professionally, the 'Employment of Educators Act 76 of 1998', declares that all teachers are required to participate in ongoing PD initiatives up to 80 hours per annum (EEA, 1998). In light of the above, the Task Team Report on Education Management Development (1996) advocates that SMT members be accompanied by an internal distribution of power amongst all teachers. In like manner, the ELRC Collective Agreement number 1 of 2008, known as Occupational Specific Dispensation (OSD), advances that members of the SMT, as instructional leaders, to develop and empower themselves and other teachers in the school (ELRC, 2008). In light of the above, literature advances that SMT members who demonstrate effective instructional leadership are the ones

who use superior PD programmes as instruments to promote teachers' confidence levels, perfect existing skills and develop new expertise (LaPointe & Davis, 2006).

It is further argued by LaPointe and Davis (2006) that SMT members are uniquely positioned and empowered to make noticeable changes whilst supporting the learning of both teachers and learners. Leaders are advised to coach and encourage engagement of their staff in the CPD enactment. This has a ripple effect in that it promotes partnership, dedication, hope, faith and credence, which are integral to bettering teachers' pedagogy and learners' learning (Nettles & Herrington, 2007). To this end, it is asserted by Ross and Gray (2006) that schools have little chance of revamping if teachers found in their structures have no desire of upgrading themselves, an observation which SMT members, as instructional leaders, are urged to recognise, understand, and address. Bearing in mind earlier assertions with regard to the schools' vision and mission statements, this study will now turn to the role of instructional leaders' in ensuring the fulfilment of the schools' vision and mission through their management of the instructional programme.

3.16 Managing the instructional programme

In examining the challenge of taking charge of the instructional programme as outlined by Hallinger and Murphy (1985), it is argued that the SMT and teachers need to work in conjunction with each other in curriculum matters and educational issues. Thus, the job description informing the portfolio as espoused by Hallinger and Murphy (1985) includes curriculum co-ordination, mentoring and assessing classroom practices, and evaluating learner progress, all of which is explored in greater detail.

3.16.1 The coordination of the curriculum

Day (2011) claims that the educational programme featured in a school includes co-curricular and extra-curricular activities. Effective members of the SMT are therefore urged by Day (2011) to consciously involve teachers in curriculum planning and development, thereby encouraging them to take ownership of decisions. Thus, as instructional leaders, SMT members are expected to provide potential avenues for the fruitful practices in syllabus development and application Day (2011). This has a ripple effect, as teachers' commitment to the COLT of the school is ensured, which, in turn, results in learners being offered and provided

with enriching educational experiences. Furthermore, Day (2011) warns that although instructional leaders do not need to possess expert knowledge in syllabus matters, they nevertheless ought to be familiar with foundational literature with regard to the development of the syllabus.

Sim (2011) suggests that empowered leaders lead by example in educational matters as they review artifices and assets in the different learning areas. In addition, it is recommended that teaching be aligned with curriculum, as this encourages teachers and others to engage in the professional development initiatives whereby guidelines and recommended revisions to the instructional programme is examined. To this end, Sim (2011) advises that local, provincial or national standards should also be integrated into curriculum and instruction, whilst testing and assessment procedures ought to be reviewed. Furthermore, it is urged that the assistance of curriculum development specialists from within and outside the school, ought to be enlisted in helping facilitate professional development in the area of curriculum development (Sim, 2011).

3.16.2 The role of the SMT in supervising and evaluating instruction

Goslin (2009) submits that members of the SMT need to perceive themselves as ‘teachers of teachers’, to be role-models and to walk-the-talk in their mission of providing encouragement and support to teachers. Thus, in their quest to develop teachers professionally, SMT members are urged to provide instructional support in the form of monitoring, supervising and evaluating teachers’ delivery in the classroom, ensuring that this is aligned to the predetermined objectives and purposes of the school. In concurring with Enueme and Egwunyenga (2008), Goslin, (2009) suggests that SMT members use their wealth of teaching experience to participate in some teaching. In engaging with the curriculum at grassroots level, this may help members of the SMT, who are thus undergoing similar experiences, to acquire first-hand information of challenges experienced by teachers, so that they can address these challenges whilst offering support to teachers under their care (Goslin, 2009). By the same token, it is envisaged that this evaluative practice will promote the ideology of the SMT gaining legitimacy in the eyes of teachers (Enueme & Egwunyenga, 2008).

In a similar vein, Grobler and Conley (2013) deem the assessing and monitoring of teachers’ performances to be debatable, since it is not a clinical process, lending itself to subjectivity as it is based on the relationship of the school leader with the teacher under scrutiny. In

distinguishing between supervision and evaluation, supervision would appear to more effective as it centres on assisting teachers, whilst evaluation is viewed negatively since this judges and rates teachers. Grobler and Conley (2013) add that effective instructional leaders are those who carefully plan for teachers to have adequate feedback and information to assist them in their professional growth and development. To this end, Loock, Grobler and Mestry (2006, p. 63) posit that the following functions which teacher evaluation may fulfil include a 'formative function' for teachers acquisition of skills for effective teaching; a 'summative function' which may be used when assessing teachers' competence for promotion purposes; a 'socio-political function', which is employed when SMT members desire teachers to adopt specific teaching techniques for better practice; and an 'administrative function' which provides the platform for members of the SMT to employ their authority when advising teachers accordingly.

In concurring with MacBeath and Dempster (2009), Bush (2013) concede that although different purposes for evaluating teaching personnel exists, the focus of the instructional leader in performance evaluation, centres around promoting the professional growth and development of teachers. It is envisaged that this, in turn, would improve learner achievement (Bush, 2013). In line with Moore's (2009) assertion, Bush (2013) claims that a principal may contribute meaningfully to their teachers' professional development through word and deed, thereby placing emphasis on improving teaching and promoting learning. This involves teachers in planning, implementing and assessing supervision and professional development; utilising experts in supervision and professional development as consultants; providing options or alternatives to traditional practices of supervision and professional development; and drawing links between professional development and learner achievement. In light of the above, the school leader's role in monitoring learner progress, with the view of improving the school as a whole, will now be determined.

3.16.3 Monitoring learner progress

Stiggins and Duke (2008) claim that as instructional leaders guiding and assisting teachers to engage in sound assessment practices, SMT members both directly and indirectly accepts responsibility for learner achievement. Observations by Day (2011) shows that effective members of the SMT acquaint themselves with the various methods of assessment as well as the innovative ways in which assessment may be conducted. Likewise, productive members of the SMT are renowned for eliciting and analysing relevant data so that these may be

employed to inform the school improvement plan (SIP), and to revamp the educational programmes and practices of the school (Blasé, *et al.*, 2010). Likewise, Van der Voort (2013) maintains that SMT members must ensure that their assessment systems provide information in various contexts to support or verify learners' learning and teacher' teaching.

3.17 Instructional leadership of the SMT in creating a positive learning organisation

Culatta (2012) argues that schools lacking a climate of harmony fail to fulfil the description of a well-functioning learning organisation, which, in turn, impedes school improvement on the whole. In the context of this research study, I postulate that the words 'climate' and 'culture' may be used interchangeably. In terms of the school as a learning organisation, these words connote the manner in which things are done within that particular context (Culatta, 2012). Thus, the mission of ensuring that a productive COLT prevails, inspiring teachers' PD participation and culminating in an increased positive learner performance, proves to be mammoth and multiplex. Nevertheless, as observed by Culatta (2012), this is a substantial and vital endeavour to be undertaken by instructional leaders in a school. Furthermore, Taylor, Fleisch and Shindler (2008) warn that the majority of schools fail to provide a purposeful and compelling environment whereby the basic requirements and expectations may be fulfilled by relevant stakeholders.

It is thus argued that the COLT in most schools is largely defined by a loosely-bound and flexible timetable which tolerates teachers and learners doing as they please, with scant regard for the core purpose of the learning organisation. In view of the above, Taylor, *et al.* (2008) recommend that leaders turn their attention to happenings in the classroom, and adopt certain strategies, such as inspiring teachers to engage in professional development activities and recognising their efforts by offering them rewards. Thus, inherent in this dimension of the model, are those job descriptors which encompasses the indirect portrayal of powerful activities in the school as a learning organisation. Attempts at motivating teachers to participate in PD activities may be done through their provision of incentives for teachers, a dimension which will now be extended on.

3.18 Providing incentives for teachers

Blasé, *et al.*(2010) conclude that effective members of the SMT promote the ideology of a content teacher being an empowered and productive teacher and likewise make concerted attempts uplift the self-esteem and morale of their staff. These members of the SMT successfully create a comprehensive and inclusive culture of appreciation by recognising contributions and achievements made by individual, as well as teams of staff members (Blasé, *et al.*, 2010). In addition, frequent verbal as well as written acknowledgements by SMT members to further motivate teachers are circulated via e-mails, letters of recognition, and certificates of achievement. These researchers reveal that high performing SMT members report that they begin faculty meetings by praising or acknowledging teachers and staff members, whilst demonstrating support for staff going through difficult or special times, such as the death of a family member, celebrating birthdays and so on. The role of SMT members in their quest to promote the professional development of their teachers, is now examined.

3.19 Promoting professional development

In exploring the necessity of professional development as being integral to instructional leadership, a study carried out by Enueme and Egwunyenga (2008) investigated the instructional leadership roles played by principals in the Asaba Metropolis, which is located in the Delta State of Nigeria. The findings revealed that these principals were effective instructional leaders who were aware of the skills needed for the promotion of sound practices within the COLT. Moreover, their research revealed that the principals' instructional leadership in the Asaba Metropolis impacted positively on teachers' work performance. Thus, Enueme and Egwunyenga (2008) argued that these members of the SMT tasked with the responsibility of providing appropriate leadership were performing to the best of their ability. Their instructional leadership created opportunities for staff professional development engagement, which in turn motivated these teachers to contribute optimally by extending, advancing and raising learners' performance so that triumphant outcomes may be fulfilled.

In light of the above assertion, McFarland (2014) concurs with recent research studies that advocate the role of the SMT in providing the necessary Continuous Professional Development for their staff. It is further posited by Nettles and Herrington (2007) that improved professional development serves a dual purpose. Whilst on the one hand it provides SMT members with

the necessary confidence to enact their leadership roles, on the other hand, through the job satisfaction which they receive, it fulfils their ability to be successful and motivated enough to empower and develop teachers under their care. To this end, Blasé, *et al.* (2010) assert that effective instructional leaders model lifelong learning and systematically use a variety of strategies to enhance professional learning in their schools. These high-performing leaders, fully aware of the need to continually update their theoretical base, engage in such activities so that they may better facilitate the core business of learning and teaching at their schools.

Further to this, they consistently engage in the process of self-reflection, measuring themselves up against the ever-changing standards for leaders so that they may stay tuned to the areas needed for professional growth as a leader (Blasé, *et al.*, 2010). Likewise, Bush (2013) argues that empowerment through PD is most observable when teachers and their leaders participate in the process of addressing challenges through introspection and self-efficacy so that appropriate measures may accordingly be put in place. In addition, Weldy (2009) concedes that if instructional leaders and their staff are able to freely discuss concerns and acknowledge their own and their teacher's shortcomings, and make amends to remedy these weaknesses, then a substantial impact on their own professional and their teachers' professional development, may be enjoyed. Thus, those principals, as instructional leaders belonging to the SMT, who participated in the study by Blasé, *et al.* (2010), worked hard to become exemplars of educational leadership, and by so doing, served as role models for teachers.

Their CPTD participation demonstrated their acceptance that learning is a continuous and dynamic process, and that as lifelong learners their objective is to be open to new ideas whilst constantly looking for diverse ways to improve their leadership skills and practices. Such leaders serve as exemplary models for teachers, parents and learners, encouraging and fostering the development of those under their care. Bearing in mind the assertion by Blasé, *et al.* (2010) that teachers make a substantial difference to learners' achievements, SMT members' ongoing growth enables them to maintain their focus and to support and encourage teachers in their work (Blasé, *et al.*, 2010). In the light of the above, the findings by Blasé, *et al.* (2010) revealed that since it is accepted that the main objective of schools is to ensure that learners learn, to a large extent the material which they engage with, and their acquisition of such knowledge, is dependent on how successfully or poorly teachers facilitate this process. Thus, many school reform efforts focus solely on enhancing the quality of the COLT (Muijs & Lindsay, 2008). Blasé, *et al.* (2010) found that these inspiring members of the SMT expect teachers to design

classroom instruction that helps develop specific learner abilities, thereby reliably improving learner achievement.

In addition, their findings reveal that effective SMT members provide support and assistance to teachers experiencing instructional difficulties, whilst concurrently creating opportunities for meaningful, ongoing, collaboratively developed professional development initiatives (Carrier, 2014). Similarly, McFarland (2014) urges members of the SMT to first identify the most appropriate PD programmes aligned to the teachers' needs, and although the school leader does not have to actually deliver the professional development activity, the expertise of staff development specialists in different subjects must be tapped on so as to lead the process forward. In addition, Blasé, *et al.* (2010) contend that by encouraging inquiry, reflection, exploration, experimentation and problem solving, effective instructional leaders encourage their teachers to creatively facilitate their learners' learning without having to adhere to rigid teaching procedures and methods.

Together with the support offered by instructional leaders, findings confirm that collaboration, caring, trust and communication among teachers, builds healthy relationships and fosters sharing of techniques and materials. This, in turn, helps teachers structure learning experiences, facilitate effective planning and organising for instruction, and manage their classrooms better (Blasé, *et al.*, 2010). The research findings reveal that dialogue and collaboration are not limited to teachers, but include principals, assistant principals and even parents. In deepening the above postulations, the potential possessed by instructional leaders in creating networks of learning, is outlined as follows.

3.20 The role of the instructional leader in creating networks of learning

In addition to the above findings, Blasé, *et al.* (2010) observe that high performing SMT members engage in networking or PLCs where informal groups of members of the SMT within and across country lines meet to 'talk school'. To this end, Blasé, *et al.* (2010) espouses that members of the SMT of effective schools also encourage teachers to engage in a variety of other professional learning opportunities, including enrolling for courses that focus on school improvement. Furthermore, SMT members are advised to visit other schools with exemplary programmes that might help them address deficiencies at their school, engaging in advanced degree programmes to enhance their instructional and curriculum development skills,

participating in retreats designed to address instructional improvement, and engaging in mentoring projects in attempts to offer expertise, support and encouragement to each other (Blasé, *et al.*, 2010). Sagor (2010) concludes that stronger instructional leaders appeared to keep the focus on professional development so as to enhance educational outcomes.

Likewise, to promote professional development, Carrier (2014) advises that members of the SMT ought to encourage teachers to share teaching ideas and methodology by allowing them to visit and observe their colleagues in the classroom situation, and to share ideas amongst themselves. Additionally, it is suggested that members of the SMT visit schools which are known for their good teaching practices, and bring back new ideas to share with teachers in their school. Furthermore, together with the SMT conducting workshops and meetings with, and for teachers, the expertise of externally and internally based facilitators may be called upon to enable teachers to acquire knowledge in the identified areas of weakness, thereby ensuring that teachers' empowerment results in triumphant success in learners' outcomes (Carrier, 2014). Keeping all the above in mind, a succinct overview of that which has been offered in Chapter Two, is now presented.

3.21 Conclusion

In light of the above, I advise that the theoretical framework underpinning this research is the instructional leadership enactment by members of the SMT. Thus, instructional leadership and its related literature is examined against the backdrop of the role played by the SMT in the Continuous Professional Development (CPD) of teachers under their care. This relates to the contention that the CPD of teachers impacts both directly and indirectly on learner achievement. Following a discussion of the existing models of instructional leadership, it was protested that relevant features of all models, and no single model, will frame this study, since there were merits found in all nine models presented.

Furthermore, literature suggests that productive schools have as their forerunners SMT members who demonstrate instructional leadership behaviour, by endorsing the practices of instructional leadership such as having well defined goals for their school; being involved in the curriculum and its planning; promoting personal and teacher development; creating an environment aligned to productive, powerful and persuasive educational instruction; and developing and using systems that promote teacher professional development and

improvement, whilst motivating stakeholders in the persons of learners and teachers to engage enthusiastically within the school as a learning organisation (Hallinger & Murphy, 1985).

In the light of the above contentions, I take note that inherent in the role of SMT as instructional leaders, are potential challenges, creating the instructional leadership role of members of the SMT, especially in the professional development of teachers leading to school improvement, a multiplex one. It is acknowledged that their role is exceedingly growing to become a testing and burdensome one that is not always consistent with their personal ideals. The next chapter (Chapter Four), provides a detailed discussion of the research design and methodology that was employed by the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In Chapter Three, theories and models that provide a framework for understanding issues of teacher professional development, demonstrating the connection between theory and the focus of the study were discussed. In this chapter, I provide a detailed explanation of the design and the methodology employed in my quest to acquire an understanding of the perspectives and perceptions of SMT members in the professional development of teachers under their care. At this juncture, I can declare that I found it appropriate to employ a qualitative research approach, as qualitative inquiry looks at textual data and not numerical data (McMillan & Schumacher, 2010) as it is the case in quantitative inquiry.

Furthermore, Mathews and Ross (2010) assert that narrative and stories which employ words form the focal point for qualitative research, as an understanding of opinions, feelings, subjective understandings and beliefs, are explored. In my quest to make meaning of the methodology, I consider the reasons for the choices I make, describing the design; the sampling methods; the research participants; the chosen sites; access and acceptance into the field; methods of data generation; data analysis; issues of trustworthiness that I take responsibility for as a qualitative researcher, including measures to ensure trustworthiness; whilst delineating the ethical guidelines undertaken to protect the key participants.

4.2 Research paradigm

In attempting to define the term 'research', Redmen and Mory (2009) argue that it is a careful inquiry that searches for new facts in any branch of knowledge. Punch (2009) suggests that paradigm encompasses a collection of speculations about the world, and what tools may be employed in viewing this world, thereby having implications for the methods that are used. In view of these assertions, I adopted the interpretivist paradigm, which reflected my basic set of beliefs, thereby guiding the research action I take whilst focusing on the outcomes of the study. According to Creswell (2014), interpretive researchers do not generally begin with the theory. Instead they generate or inductively develop a theory that is based on looking for recurring patterns throughout the research process. Creswell (2014) posits that phenomenological

researchers are of the opinion that the same happening may be viewed differently by different people, depending upon an individual's underlying assumptions and point of departure. To this end, I believe that the nature of knowledge is subjective and unique to an individual, arguing that different peoples' understanding and interpretation of the happening is informed and governed by their personal experience of that phenomenon, and is therefore context driven (Nieuwenhuis, 2007). In adopting this stance, I interpreted the findings against the framework that I had been socialised in, being my past, my family, and my workplace, amongst others, as it in the interaction with these combined influences that I might construct meaning. Thus, having positioned myself as an interpretive researcher, the design underpinning this study will now be probed.

4.3 Research design

Stake (2010) proposes that a research design is a blueprint or plan underpinning the research and outlines how the researcher intends facilitating the inquiry process. Stake (2010) further suggests that since the research design focuses on the end product, with its focus being the research problem or question, the evidence needed to address the research question is required. Concurring with Stake (2010), Bertram and Christiansen (2014) argue that the design of a research implies an observation of the manner in which the research is to be engendered. Other researchers, Cohen, Manion and Morrison (2011) and Bailey, Jakicic and Spiller (2014) claim that it focuses on the purpose of the research, its paradigm and its context. Scholars seem to agree that the research design involves the steps that the researcher is going to follow, including how the data is going to be generated and analysed.

To this end, the research design employed by this study was qualitative and utilised a semi-structured interview as methods to generate data that would fulfil the aims and intention of the study. Stake (2010) suggests that qualitative researchers to concern themselves with an exploration of events and people operating in their normal environment so that their varied backgrounds may be explored and understood during the analysis of their subjective and personal meanings that they attach to their real experiences. Likewise, I believe that by adopting the qualitative approach, an exhaustive and thorough comprehension of hidden and transparent situations, attitudes and behaviours (Cohen, *et al.*, 2011), may be elicited. Now that the research design has been examined, the research methodology is discussed, explaining

what these were, the one that I had chosen to engage with and the reasons underpinning this choice.

4.4 Research methodology and methods

According to Bless, Smith and Sithole (2013), research methodology encompasses the manner in which a researcher actually goes about conducting research, whilst explaining why a particular method or technique is chosen. This involves the logical, individual steps undertaken to search and find the result of a given research problem on a specific matter so that it can be effectively resolved. Goddard and Melville (2007, p. 2) posit that this expects questions to be asked by the researcher, whilst setting out answers to these questions, such as, “Will I be using quantitative or qualitative methods? Will I be conducting a case study? Will I be using interviews? If yes, what kinds of interviews will be suitable? What kind of ethical implications do these impose on my study?” In short, the notion of methodology is inextricably linked to that of the methods.

Similarly, Saldana (2013) suggests that methods encompasses a variety of approaches to be wielded to elicit data from which the researcher infers, interprets, explains and predicts. Thus, since methods refers to techniques and procedures of data-gathering to help us to understand the processes involved in research, the objective of methodology seeks to outline approaches and paradigms to research (Watts, & Stenner, 2012). In light of the above, the research method in this study is understood to be the starting point and the manner in which to press onwards, whereas methodology embraces an understanding of the subject (Watts, & Stenner, 2012). Now that an understanding of the difference between research methods and research methodology has been explored, the methodological approach underpinning this study and the reason for my choice is examined.

4.5 Methodological research approach

The three research approaches include qualitative, quantitative and mixed methods (Cohen, *et al.*, 2011; Bertram & Christiansen, 2014; Creswell, 2014). A qualitative case study research approach has been selected for this study since, as the researcher, I anticipated that it would yield rich information as to “what is happening, how something is happening and why something is happening?” (Creswell, 2014). In reiterating that case studies are stories which

we try to make sense of, I concur with Salyer (2016) that as human beings, we are clearly not limited to the mindless repetition of animal behaviours, nor are we tied to the lifestyle of our ancestors that has been passed down through hundreds of generations with almost no change. In pursuance of the fact that we are thinking, creative beings, one is required to utilise one's reasoning when analysing a case study so that we can make sense of it.

Advising that a philosopher is someone who practices philosophy, Howe (2006) postulates that this involves rational inquiry into areas that are outside of science. To this end, as a researcher in this study, I submit to assuming the role of a philosopher or a lover of wisdom. Thus, as proposed by Howe (2006), to learn whilst engaging with the analysis of this case study, required me to apply my previous knowledge to the data, to reason with and make sense of the data, before arriving at my subjective conclusions. Thus, when analysing a case study, Cohen, *et al.* (2011) advises that the researcher applies one's knowledge and reasoning skills to a real situation before drawing conclusions. It is additionally advocated that human participants' experiences, perspectives and observation of processes are incorporated to provide information about the phenomenon under investigation.

Although the following research carried out by Kardos and Smith (1979) is quite old, I found the guidelines offered to be pertinent, and therefore included it. Thus, according to Kardos and Smith (1979), the feature defining a good case study is that it is extracted from life as it is being lived, although anonymity is assured. It is proposed by Yin (2014) that qualitative research, having its roots in phenomenology, is situational and is surrounded by an interconnected family of terms, concepts and assumptions, which seek to consider, probe and attach meaning to the participants' description of their daily living.

De Vos, Strydom, Fouche and Delport (2005, p. 273) contend that to acquire this cognition, "...the researcher should be able to enter the subject's "life world" or "life setting" and place himself in the "shoes of the subject". In drawing a comparison between quantitative and qualitative studies, in quantitative study reliability is used to assess the standard and grade, with a "purpose of explaining," while in qualitative study the purpose of "generating understanding" is used to evaluate its calibre (Stenbacka, 2001, p. 551). Thus, central to the purpose of this qualitative case study, was an exploration, understanding and interpretation of the perspectives of SMT members' experiences in the role they play as far as the CPD of teachers under their care was concerned. Furthermore, case studies, with their use of multiple

data generation methods and analysis techniques, provides researchers with opportunities to appraise data so that the findings and conclusions may be verified and deepened. Yin (2014) describes a case study as a real, first-hand inquiry that intensively investigates current phenomenon within an actual context, especially when there is a blurring of boundaries between the phenomenon and the context.

Equivalently, Saldana (2013) claims that case study research is a methodical investigation of inquiry into a happening set of related occurrences which seeks to provide a description of the event under investigation. In supplying a picture of real people in actual situations, it enables readers to understand the situation better rather than providing them with a conceptual and theoretical picture (Saldana, 2013). In addition, Saldana (2013) asserts that since contexts are individual, case studies probe and offer feedback or real-life, multiplex, and elaborate interactions as they uniquely unfold. Taking cognisance of the above, I contend that this research helped open me to get inside the world of the participants, just as they were exposed to my world as a researcher. This is an interaction I argue to be pivotal to the success of this study. Now that the research methods, methodology and approach have been established, issues of the research population, sampling and access issues will be explored.

4.6 Research Population

Creswell (2014) posits that when purposefully choosing a case, the researcher is expected to furnish the reasoning behind choosing such a sample and for eliciting data such as that which the researcher chooses to bring forth. Furthermore, McMillan and Schumacher (2010) and Mouton, Louw and Strydom (2012) agree that this rationale is based on the researcher's knowledge of the population. It is usually that group of people about whom we want to draw conclusions or we are interested in generalising about (Fraenkel & Wallen, 2008). Likewise, Babbie (2008) defines the population under investigation as a theoretically specified aggregation of a study element, from which the sample was selected. In the context of this study, I volunteer that the research population consisted of Mrs Maharaj, Mrs Alark, Mr Pillay, Mr Ken, Mrs Radebe, Mrs Ally and Mrs Lloyd, as was made explicit in Chapter One, Section 1.6.

4.7 Sampling

It is outlined that there exists two big families of sampling, namely, probability sampling and non-probability sampling. Within the probability family, there are many methods of sampling such as random sampling; stratified sampling and so forth. Similarly, within non-probability sampling family, there are many sampling methods or techniques, and these include purposive sampling; convenience sampling; snowballing sampling and many others. In drawing a comparison between the big families of sampling, Cohen, Morrison and Manion (2011) claim that characterising a probability sample is that the likelihood of choosing participants, from the larger population are familiar and known, with all having an equal opportunity to participate.

On the other hand, in non-probability sampling, some people have a greater chance of being chosen, whilst others may not even be considered, which is why it is not made clear who may be selected for the sample. It is therefore in the hands of the researcher and depending on the nature of the investigation and the paradigm underpinning the study, to decide whether or not to employ a probability, or a non-probability sample. Keeping the above in mind, purposive sampling employs the tactic of selecting little groups or individuals perceived to possess grasp about the event or occurrence under investigation (McMillan & Schumacher, 2010). In concurring with this view, Maree and Van der Westhuizen (2010) claim that since purposive sampling permits the researcher to accordingly choose participants since they are deemed to possess the appropriate information required, thus “information-rich” cases are included in the sample.

To this end, McMillan and Schumacher (2010) and Mouton, Louw and Strydom (2012) assert that purposive sampling is dependent on the researcher’s knowledge of the population. Equivalently, Botha (2011) advises that the elicitation of genuine and original data expects the interviewer to possess rich knowledge of the area under investigation, to communicate with clarity, to be gentle and empathic, and to listen actively, whilst employing reliable means of recording the data. My personal encounter with participants operating in contexts congruent with my own, stimulated feelings of empathy within me, and therefore, as a school leader myself, I was able to experience a connection and rapport with them. Thus, the research problem, the purpose, and the design of the research have informed my selection of the key participants from the two chosen schools. In view of this, Creswell (2014) argues that

researchers deliberately choose certain people and sites accordingly, so that they may acquire a richer notion and comprehension about the phenomenon under investigation.

In furtherance, Cohen, *et al.* (2007) suggest that the researcher selects those people who display the behaviour in a way that is highly significant and appropriate to the research questions and the time periods for the elicitation of data. In employing convenient sampling, as suggested by McMillan and Schumacher (2010), I deliberately handpicked, identified and selected the key participants as I believed them to be best suited for responding to the topic and for answering the research questions. Thus, I generated the ‘pattern of meanings’, or themes, from the ‘readily available’ primary participants, being two principals, one Deputy Principal and four HODs from each of the two case study groups who were to offer relevant information pertaining to my study. I had purposively selected them as I judged them to have had the necessary skills, expertise and knowledge on professional development and school improvement (Bless, Smith & Sithole, 2013). This sampling technique is regarded as purpose and convenient as these members of the SMT are accessible and willing to participate (Bless, Smith & Sithole, 2013). I selected the two schools and members of the SMT using purposive sampling, thereby suggesting that they were targeted because of their inherent features which I believed to be conducive to this study. The criteria used for the purposive sampling was as follows:

- ▶ SMT members from two primary schools in the Umgungundlovu District
- ▶ These members of the SMT and schools were held in high esteem by those in the education fraternity, their parent body and their communities at large, for the positive manner in which they lead their schools
- ▶ SMT members volunteered without coercion to take part

After having identified the seven members of the SMT from the two primary schools in the Umgungundlovu district, I coded them as: Mrs Maharaj from Glow Primary School (GPS), Mrs Alark (GPS), Mr Pillay (GPS) and Mr Ken (GPS); with Mrs Radebe from Diamond Primary School (DPS), Mrs Ally (DPS) and Mrs Lloyd (DPS). I then used these codes throughout this dissertation. Now that my reasoning as to why purposive sampling was appropriate for this study has been offered, this study will now turn to: how I intended going about gaining access to the research sites, what scholars have to say about the manner in which I was going to do it, and if it was methodologically sound to do it this way.

4.8 Negotiating entry to the research sites

In exploring access to the sites, it is asserted by Creswell (2014) that once the study has been approved, the researcher needs to negotiate entry into the research setting. Cohen, Manion and Morrison (2007) advance that the first stage of research is to gain authorised permission and assume responsibility for the study to take place within the selected institutions, which in this case, are the two schools, with the intention of obtaining the cooperation of potential participants. Similarly, Creswell (2014) submits that permission from those in charge, referred to as 'gatekeepers,' must be sought by the researcher. Creswell (2014) argues that because data elicitation in qualitative research is lengthy and in-depth, how the researcher enters and makes contact with participants is extremely important, as it determines the level of co-operation to be enjoyed between the researcher and the participants.

Thus, upon completion of the process of defending and securing approval of my research proposal, I then requested written permission from the chairperson of the University of KwaZulu-Natal Ethics Committee (Appendix One, p. 260). Thereafter written permission was sought from the Umgungundlovu District Department of Basic Education, via the office of the Circuit Managers, by filling in the appropriate forms available at the department (Appendix Two, p. 262). I then sought permission via a written letter addressed to the principals of the two case study schools, to allow me access to their schools to conduct this study. I bore in mind that this process of negotiating entry into the research site or field, can prove tedious and lengthy, requiring negotiation between myself and the various gatekeepers. Making a concerted effort, I sought to establish a good rapport between myself and the participants, outlining to them the nature and purpose of my study, first verbally and then via a letter, whilst simultaneously securing their permission (Appendix One, p. 260). Thus, an explanation of the reasons as to why I chose their schools, together with the amount of time required to conduct the study, what I intended doing with the findings, and of what benefit, if any, this study might be to the participating schools, were relayed. The letter dealt with the nature and purpose of this study whilst also explaining my reasons for choosing these particular schools as suitable research sites. My personal identity together with the contact details of my supervisor, were provided to the principals of the two schools. In view of the above, the data generation methods to be employed, is outlined, bearing in mind the suggestion that interviews are an essential source of case study evidence.

4.9 Data generation methods

Yin (2014) contends that interviews must be not be rigid but rather fluid, so that guided dialogues may provide the necessary deep insights into the phenomenon and rich, textual data. To this end, the tool employed to elicit data from my participants was a semi-structured interview schedule (Appendix Three, p. 263). I thus concur with the claim by Cohen, *et al.* (2011) that an interview comprises a process of eliciting data through articulated interaction between the researcher and the participants, whose aim is to encourage the participants to move beyond a superficial level of thinking to a deeper level that would encourage a rich and textual discussion of thoughts and feelings. In this case-study, I elicited data through in-depth, semi-structured individual interviews. The justification for this type of interview is that they are one of the most important and common source of information in a case study (Yin, 2009).

4.9.1 Semi-structured individual interviews

Cohen, *et al.* (2011) advise that semi-structured interviews ought to be open-ended enough, and to the extent whereby the elicited data may be rearranged, allowing for deviations, extensions and additional explorations. Thus, the interview questions provided me with flexibility in terms of responses, and the freedom to employ secondary questions in order to form an elaborate, abundant and complete picture (Bless, Smith & Sithole, 2013). In addition, since it is not rigid, semi-structured allowed me the liberty of sequencing and wording the questions accordingly during the interview itself, allowing for the participants, being the principals, deputy principal and HODs from the two case study schools, to express their real feelings and motives freely (Maree & Van der Westhuizen, 2010).

To acquire competency in interviewing, Cohen, *et al.* (2011) propose that this skill of interviewing may be developed through videotaping one's enactment prior to the actual interview session, so as to ascertain strengths and address shortcomings. The interviewer is advised by Cohen, *et al.* (2011) to be conscious and aware of the spoken responses as well as the unspoken responses, and to be particularly observant of body language, as this speaks volumes. Words used by the interviewer must be unambiguous and meaningful to the participant, who must be able to ask questions to develop a better understanding. Together with the above suggestions, Saldana (2013) advises the interviewer to listen attentively to the words being used by the participant, warning that the qualitative research interview does not

aim at quantification. There is a distinction between the actually lived life, the life experiences and the story about the life (Saldana (2013)). Furthermore, the qualitative research interview is shaped in a special social context in which the stories told are dependent on what the interviewer wants to know and how the interviewee perceives this, as well as how the communication between them works. There is a mutual exchange which means that knowledge develops during the dialogue (Spector-Mersel, 2010). Spector-Mersel (2010) further warn that in interviews the researchers' influence takes precedence, for the elicited data are grounded in this interaction.

4.9.2 Interview guide

When designing questions for the interview schedule, literature alerted me to the notion that I needed to ask questions that would invite my participants to express their thoughts more freely from their personal stand-point, instead of being bound by rigid, pre-determined questions (Creswell, 2014). However, it is argued that although interviews as a data generation method is appropriate for this case study, it is not without weaknesses, as they are time-consuming and open to interviewer bias with anonymity unguaranteed (Cohen, Manion & Morrison, 2011). The manner in which the data was analysed, taking into account the different types of data that had been generated, the reason for analysing it in this particular manner, whilst confirming that it was methodologically sound to do so, will now be described.

4.10 The process of data analysis and interpretation

Data analysis in qualitative research implies examining the elicited data which is in the raw form from the field work, in order to address the initial propositions of a study. In this instance, I occupied myself with investigating the contemporary phenomenon of the professional development of teachers within its real-life context, as it emerged (Yin, 2012). Yin (2014) observes that a researcher makes assumptions about the case, and these motives drive the research questions for the case. I assert that the research questions were formulated at the beginning of the study in order that data may be elicited in a planned and consistent manner, with inferences made from the data to answer the research questions. Data analysis may be described as a process used to search and categorise useful data from transcriptions and to explore the relationships among the resulting categories (Creswell, 2014; Merriam, 2009; Check & Schutt, 2012). It is further postulated by Vithal and Jansen (2006); Hesse-Biber and

Leavy (2011) and Cohen, *et al.* (2011) that data analysis involves making sense of how the participants viewed and commented about the situation being explored so that patterns, themes, categories and commonalities in the data may be deduced. This analysis is a process of searching, summarising and giving meaning to the data in relation to the problem that is being investigated. I bore in mind the suggestion by Stake (2010) that although qualitative research is rounded and contextual, and offers a detailed description of the case, one must desist from telling the whole story due to page constraints and audience patience.

4.10.1 Analysis of interview data

The study saw me adopt the four step approach when analysing interview data as proposed by Creswell (2014). Firstly, I painstakingly transcribed all seven of my participants' recorded raw interview data from the voice-recorder to a text format (Creswell, 2014; Remler & Van Ryzin, 2011; Struwig & Stead, 2013). At this juncture, I declare that the discussion of the data was completed in congruence with the two research sites. Whilst Chapter Five discusses data that was generated in Glow Primary School (GPS), Chapter Six discusses data elicited from Diamond Primary School (DPS). Chapter Seven attempts to bring together what emerged from the two schools and the last chapter presents the findings and makes some recommendations. Against this backdrop, I opted to personally transcribe the data as I believed that by constantly listening to my participants' responses, I might grow increasingly familiar with that which my participants were saying. The second step saw me repeat the reading of these transcripts as well as listening to the recordings of the interviews to verify that I had accurately transcribed the recordings and to ensure that the data was not distorted in its initial phase (Green, *et al.*, 2007; Struwig & Stead, 2013). This process of re-reading and annotation of transcripts assisted me to acquire deeper understanding of the data and to identify relevant codes and themes (Creswell, 2014; Merriam, 2009).

The third phase of the analysis compelled me to chart the common themes that emerged whilst using the supporting hard copy documents and individual interviews. Thereafter I colour-coded themes and looked for recurring ideas that emerged from the data eliciting process. Coding may be defined as the process of arranging raw data into pieces or sections of transcript before attaching meaning to data (Creswell, 2014; Merriam, 2009). Here I noted single words or short phrases in the transcripts and applied labels as espoused by Hesse-Biber and Leavy (2011). The final section of this portion of data analysis comprised an understanding of

assertions and interpretations of the meaning of the case (Creswell, 2014). These segments were labelled with terms that described the data on different levels of abstraction (Struwig & Stead, 2013). In claiming that the coding procedure was iterative in nature, I used pre-defined coding and emerging categories. I performed individual script analysis, and compared the themes in different scripts then across scripts, consistently testing the relationship between the data and my interpretations (Bless, Smith & Sithole, 2013). During this coding process, I developed codes of meaning in order to offer denotations of each segment, with codes being associated with actions, enterprises, links, situations and participant viewpoints, amongst others (Bless, Smith & Sithole, 2013). This process of coding was iterating and non-linear. It involved a forward and backward movement through the transcripts, giving special attention to the research question and considering the theoretical concepts. Fourthly, I had to deduce and understand the implication of the identified themes. Thus, after coding the data, I extracted data from their original contexts and then placed them together with other similar examples of data that spoke about the same issue, whilst looking for patterns and themes, an aspect which will now be elaborated on.

4.10.2 Discovering patterns

It is claimed by Bless, Smith and Sithole (2013) that a pattern denotes an association that exists among groups. Thus, in order to discover the patterns, the data was examined in as many ways, drawing from the different origins. The patterns and relationships I found under these themes formed the basis of my report. According to Creswell (2014), qualitative research is interpretative by nature. After this analysis has taken place, the researcher's task is to answer the 'so what' question and to offer explanations for the groups that have emerged (Struwig & Stead, 2013). After having transcribed and presented the interview data, I interpreted the meanings of the coded data against the conditions of my study, its background and experiences, and compared these findings to information brought together from the literature or theories (Green, et al., 2007; Green, 2007; Creswell, 2014). This level of data analysis is sometimes viewed as being the latent level of analysis. During this phase, as outlined by McMillan & Schumacher (2010), the dialogues of the participants are scrutinised and used as proof of what was actually spoken by the participants. This process implies listening with understanding, whilst viewing their spoken words as "text" (McMillan & Schumacher, 2010).

The organisation of my case study report included a Microsoft Word self-created template in which I typed my findings in the appropriate areas so that explanations, descriptions, and causal analysis of the identified phenomenon could be produced. This brought clarity to the part I played and parts played by the participants, which provided the foundation for developing one traceable story from different stories given by the participants (Green, 2007; Hesse-Biber & Leavy, 2011; Creswell, 2014), into a clearer picture of the participants' perceptions of their role in the professional development of teachers under their care. The non-participant stance adopted leads to a participant viewpoint to help with the process of being able to channel observations from a broader picture to a tighter one (Creswell, 2014). I believe that this approach helped limit the assumptions and biases that I carried into the participants' educational setting.

The final section of this process of data analysis was to gain an understanding of assertions or interpretations of participants which might be inherent within the case (Creswell, 2014). I therefore argue that the manner in which I analysed the data appeared to be methodically sound. The analysed information was then saved in a password protected computer file. This addressed and transferred my participants' meanings that came from learning about the perspectives that they held as SMT members concerning their role in their teachers' professional development participation. Stake's (2010) chapter whereby the manner in which one ought to go about writing the report, was likewise adapted and adopted.

In extension of the above, I concur with the postulation echoed by Stake (2010) that qualitative research of superior quality is founded on the principle of trustworthiness. With this in mind, the precautions I took to ensure trustworthiness of the findings, hence follows.

4.11 Trustworthiness of findings

It is important the findings of any piece of research can be trusted by other researchers and readers generally. The calibre of qualitative research is reliant on the amount of trust that may be devoted to the process of research and its findings. In qualitative research we do not use terms such as validity and reliability as quantitative researchers do; instead we use the alternative concept of trustworthiness. According to Check and Schutt (2012), trustworthiness implies the researcher's declaration of the manner in which he or she went about ensuring the worthiness and calibre of his or her study. Armed with a fairly good knowledge about the social world of professional development under scrutiny, I made every effort to ensure that I

managed this study along the lines of good practice. Yin (2014) suggests that organisation and database building is crucial to the process of assessing the merit and worthiness of the design of the research for authenticity and solidness. Yin (2014) developed a framework of ensuring trustworthiness of the findings, and that framework comprises credibility, dependability, confirmability and transferability.

4.11.1 Credibility

On the issue of credibility, Yin (2014) suggest this to be critical in verifying the issue of trustworthiness, where the researcher takes pains to prove the honesty and authenticity of what is being reported on. In pursuance of the above, participants in this study were encouraged to be honest, while I assured them that since there was no right or wrong answers to the questions being asked, they were free to contribute ideas and talk without fear of being prejudiced or negatively judged. Probes to elicit data through iterative questioning were incorporated, whilst long-term engagement, literature control and specific boundaries around the study was ensured (Check & Schutt, 2012). Furthermore, credibility was enhanced by member checking where transcripts, field notes, data analysis and findings were returned to the participants to verify that what they had said is a true and accurate account (Check & Schutt, 2012), in an attempt to assure the reader that the study is trustworthy.

4.11.2 Dependability

As far as dependability is concerned, Yin (2014) claim that tight links exist between credibility and dependability, arguing that in indicating credibility, dependability is likewise assured. Attempts to certify traits of dependability, requires the researcher to reveal the innate processes that defined the study, so that should the research be repeated, similar findings may be yielded (Yin, 2011). In light of the above, I employed an audit trail where all procedures, data generation and data analysis methods was documented in a notebook. The audit trail reflected my documentation of how the study was conducted; including what was done, when, and why (Babbie, 2008). Seeing that dependability is likened to the notion that the researcher made concerted attempts to describe in great detail the strategies employed by the research, this study found me detailing the various components comprising this study, including matters embracing data elicitation, coding and analysing. In deepening the perception of the effectiveness of the

methods employed and to verify dependability, I used a journal notebook and keep all notes, questions, and correspondence with my participants and my supervisor.

4.11.3 Confirmability

Confirmability can be established through triangulation, reflectivity and objectivity (Yin, 2011). It is suggested by Creswell (2014) that paramount to the question of confirmability, is the degree to which the researcher acknowledges and reveals his or her personal susceptibilities. Thus, as far as was possible, I took measures to fortify this study's findings to be those expressed encounters, happenings and occurrences of my participants, rather than those of my own (Creswell, 2014). In meeting the triangulation criteria, I elicited the same data through semi-structured individual interviews from two different sets of members of the SMT and two different schools, with the intention of confirming the different data sources used in an integrative manner.

At this point, I should also mention that qualitative inquiries continuously coin new terminologies that are suitable for their ontological and epistemological stance. Therefore, scholars such as Niewenhuis (2007) and Saldana (2013) argue against the use of the term triangulation, and instead, prefer crystallisation. The bone of contention is that triangulation assumes that there is a known fixed point or object that can be triangulated (Saldana, 2013). Our world as researchers and participants in research is far more complex than two or three sides to be triangulated. That is why the most appropriate term to use in describing what many qualitative researchers continue to call triangulation, is in actual fact, crystallisation, as explained by Saldana (2013).

4.11.4 Transferability

It is important that the results of research can be replicable under similar conditions. That is why it becomes important that a detailed description of all the steps undertaken during the course of conducting an inquiry is completed. Yin (2014) views transferability as the extent to which the results of the research can be applied in similar contexts. However, Lodico, Spaulding and Voegtle (2010) argue that the judgement of transferability may be made by a reader based on the similarities of the participants, schools, resources, policies, culture and other characteristics of the research site against the reader's own site. Creswell (2014) shares

similar sentiments as Lodico, Spaulding and Voegtle (2010) when arguing that the findings of a qualitative project are specific to a small number of particular environments and individuals. In the context of the study I conducted, I provided a thick description of all the processes that I followed throughout the research process. This includes the manner in which I conducted the analysis process. In that way, it becomes easier to follow what I did throughout the research process, thereby enhancing transferability of the finding.

4.11.5 Issues of ethical consideration

In ensuring that ethical considerations, a vital component of research, is taken into account, literature suggests that ethical considerations is typically associated with morality, and that both ethics and morality deal with matters of right and wrong. Creswell (2014) suggests that irrespective of the manner in which qualitative inquiry is approached, a qualitative researcher encounters many ethical issues that arise during data elicitation and during the analysis process and dispersing of such qualitative findings. Similarly, since this deals with matters of right and wrong, Babbie (2008) argues that ethical refers to abiding by the standards of conduct of a particular group of people. This implies that those participating in social research ought to take cognisance of the general agreement undertaken by researchers, which highlights those acceptable behaviours and that which is inappropriate.

Taking into consideration that qualitative research denotes the prejudices, attitudes, partialities of the researcher (Creswell, 2014), literature suggests that both ethics and morality ought to form vital components of research. With regard to the above, it is advanced that difficulty is experienced because research generation is dependent on the prejudices of the researcher, both in eliciting the data and in presenting it. It is submitted that researchers may carry with them a predetermined judgement concerning the data to be uncovered during their research. Thus, without planning to, they unconsciously pose questions formulated in such a way that it prompts their participants to offer answers as anticipated by the researcher. In a similar way, the participant may possess preconceived views about the researcher and or their research topic.

Therefore, the participant may not be willing to reveal their personal ideas or feelings, especially when dealing with issues relating to power or sensitive feelings. Likewise, Malm (2009) suggests that the researcher needs to take the welfare of the participants into consideration, arguing that the researcher has to firstly remember that he or she is compelled

to respect the desires, rights, values and needs of the participants. Thus, before the researcher involves the participants in any way, permission must first be received from them, bringing into focus informed consent and protection from harm. To this effect, I proclaim this research to have been conducted as ethically as possible, in that I accorded respect to my participants, whilst I demonstrated respect for the knowledge acquired. Likewise, I showed appreciation for the democratic values portrayed by my participants, and displayed respect for the merit of educational research, as postulated by Creswell (2014). Bearing the above in mind, as a qualitative researcher, I worked as ethically as I possibly could to ensure that before involving the participants in any way, permission was first obtained from them. Appendix Five, being the Ethical Clearance Certificate (p. 267), bears testimony to my endeavours at ensuring that the code of ethics was upheld. In light of the above challenges encountered by qualitative researchers, the issue of informed consent will now be examined.

4.12 Privacy and Trust: Anonymity, Informed consent and Non-participant stance

In demonstrating respect to my participants and seeking cooperation from them throughout the research process, I was mindful of my participants' need for privacy to be protected (McMillan & Schumacher, 2010). I ensured this by engaging the practices of anonymity, informed consent and non-participant stance. Whilst exploring this dimension of qualitative research, I was appreciative of the fact that I, as the researcher, was the only one to have had admittance to my participants' responses, their display of particular attitudes towards issues, and their behaviour enactment during the interviews, all of which I respected and appreciated. Appendix One (p. 260), being the Declaration of Consent which clearly demonstrated my quest at ensuring that privacy and trust was accordingly maintained.

4.12.1 Anonymity

It is postulated that the anonymity issue is aligned to the fact that the responses of the participants ought not to expose their identity in any way (Saldana, 2013). In this research, all SMT members to be interviewed were assigned *pseudonyms* to keep strict anonymity, whilst an undertaking was offered to the two principals that their school names would be protected. Anonymity implores that other researchers may not be able to identify the views and comments of investigated and researched members of the SMT, thus it is recommended that it be presented in such a way that none of the participant's responses may be associated with them (McMillan

& Schumacher, 2010). Thus, I argue that information was presented in a manner that the school's identity and that of their members of the SMT, could not possibly be unveiled.

4.12.2 Informed consent, full disclosure and confidentiality

In exploring 'informed consent', 'full disclosure' and the 'confidentiality and protection from exposure' dimensions, McMillan and Schumacher (2010) postulate that this implies that only the researcher is privy to and has admission to the participants' responses, biographical information and their names. Thus, once verbal, as well as recorded authorisation to conduct research at the two schools was secured, interview protocol was observed when I met with participants to explain the nature and importance of the research. I assured my participants' that their responses would be treated in a confidential and respectful manner. I made my participants aware of what I desired from them, whilst being upfront with them and assuring them of what they could anticipate from me as well as the interview process. This was congruent with the advice offered by McMillan and Schumacher (2010) that to avoid dishonesty, the purpose of the research be offered right at the beginning.

Furthermore, in order that participants are made aware of the purpose and nature of the study so that they may choose whether or not they wish to participate, the ethical norms of 'non-maleficence or no harm' to the participants were formalised in an informed consent document which was offered to all participants to sign (Cohen, *et al.*, 2007). During this session, I expressed gratitude for the time and commitment offered by my participants, explaining that their 'participation was voluntary', with them being at liberty to pull out at any stage without being negatively afflicted or encountering unwanted and unpleasant prejudices from myself (Check & Schutt, 2012). In heeding the advice offered by Check and Schutt (2012) that the researcher should not expose research participants to undue physical, emotional or psychological harm, I reminded those participating that they would not be exposed to questions or methods that are stressful, would diminish self-respect, or cause embarrassment and shame (Maree & Van der Westhuizen, 2010). Through engagement with the work of Blase, Blase, & Phillips (2010), I was aware that the building of rapport and trust is enhanced when I ask meaningful questions using an appropriate tone and body language, listen interestedly, demonstrate compassion, and approach my participants showing utmost respect.

4.12.3 Non-participant stance

Creswell (2014) notes that researchers appreciate that their personal, cultural and historical background influences and provides meaning for their interpretation of data. To this end, I submit that my non-participant relationship with the participants during the research process, helped me channel the observations from a broad picture to a more succinct one (Creswell, 2014). This approach helped to limit the assumptions and biases that I carried from my educational setting into the participants' educational setting. Furthermore, I was mindful of the advice offered by Creswell (2014) that data may be recorded in different ways, including the employment of stenography, video recording, audio recording, and or inscribed notes. The manner in which I am to record data and store the data, and the reasoning behind this, is discussed in the following sections.

4.13. Recording of Data

It is asserted that in this case study, the researcher used a dicta-phone or digital recorder to record interviews, as it is found to be most appropriate. Furthermore, a digital recorder is judged to be a convenient method of recording responses as it possesses the potential of keeping the interview sessions intact for later use when these are then analysed. Heeding the suggestion offered by Maree and Van der Westhuizen (2010), permission to record the interview sessions and to jot down pertinent observations, was accordingly sought and extended on at the end of the interview session, so as not to forget relevant information. It has been found that although some participants are initially apprehensive when being audio-recorded; this nervousness normally fades after a little while into the interview process.

In addition, as a researcher, I was mindful of the challenges accompanying audio-recording, since the equipment has the real and worrying potential of malfunctioning, which can prove frightening and irritating at the same time. Thus, I took into consideration the warning by Maree and Van der Westhuizen (2010) and ensured that the digital recorder was working properly prior to the commencement of the interview. Now that the ethical considerations of this study have been explicated, the possible design limitations of this study, and the manner in which I mitigated such limitations so that the findings remain credible and believable by my peers, will now be dealt with.

4.14 Limitations of the study

Taking into consideration Stake's (2010) claim that no research project is without limitations, and Kothari's (2008) assertion that no research project is perfect, I envisaged that this research would have some limitations as well. Some of these limitations are briefly discussed below. When analysing it for 'personal contact and insight', it is clear that this research might be criticised in terms of the Hawthorne effect and personal bias (Mouton, Louw & Strydom, 2012). Just as we create ourselves in and against community, we create ourselves in and against sections of that community, as persons with gender, social class, race and sexuality (Griffiths, 1998). Thus, I anticipate that being a member of the SMT myself, might prove to be a hindrance, as it relates to the issue of power, with my superiors and peers perhaps telling me what they believe I want to hear.

Hence, I reiterate that I explained to them the intentions of my study, making my aim and purpose clear, so that they saw me as a researcher and not in terms of my position in school. It is advised by Cohen, *et al.* (2011) that case studies do not necessarily lend themselves to cross-checking, therefore I posit that this study may be partial, illusory, impressionistic and discriminatory in that I select only those participants whom I deemed to be most suitable. In identifying another limitation of this study, I concur with Bassey (1999) that the interpretivist researcher looks at reality as a being a form of the human mind, whilst acknowledging that actions are based one's socialising. Thus, values and meanings are infused in everything, with no set of values seen to be more valuable or less valuable than the other, by the interpretivist researcher (Bertram & Christiansen, 2014).

Similarly, Yin (2014) contends that the constructions through which people make sense of their situations are strongly shaped by the views of the constructors. By the same token, as a human enquiring about the primary participants' constructs of their social worlds, I acknowledge that my own subjectivity was brought to the fore. Thus, I anticipated that it would be a challenge for me to stand outside the arena of humanness where other humans are the social actors (Yin, 2011). Therefore, in employing the interpretivist paradigm, it became necessary for me to understand the social dynamics playing itself out in the case study school's environment. Furthermore, I am expected to empathise and learn how each school leader, with their ingrained social and political values (Bertram & Christiansen, 2014), experience and respond to the

notion of their perception of their enactment in the professional development of teachers under their care.

Although this researcher had some degree of introduction into the research arena when fulfilling requirements for her Honours and Masters Degrees, which has since been extended during the undertaking of her doctoral coursework, it is advised that the researcher is a novice who has spent all of her educational career as a teacher. I anticipate that perhaps, in the future, this study may be repeated using a larger sample. In addition, I suggest that repeating the study using a quantitative research design, perhaps through the use of a survey, has the potential to help generalise the findings.

4.15 Conclusion

In this chapter I presented the research design and research methodology. A distinction between methods and methodology was made. I then considered the reasons for the choices I made, describing the design, the research approach, research population, the sampling or selection methods, and issues of access to the research sites. The methods that were used to generate data were then outlined. Thereafter, the methods that were used to analyse the data were also offered. This was followed by issues of ensuring trustworthiness of findings. I concluded the chapter with the discussion of limitations that I thought might have negatively affected the research findings. The following chapter presents a comprehensive discussion about the analysed data that was produced in Glow Primary School regarding the SMT members' perspectives of their experiences in teachers' professional development.

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION FROM GLOW PRIMARY SCHOOL

5.1 Introduction

A detailed discussion about the research design and methodology utilised by this study, was presented in Chapter Four. This chapter has as its spotlight, a presentation and discussion of elicited data from the interviews and documents reviews from Glow Primary School (GPS, which is not its true name). This thesis explored schools managers' perceptions of their role in teachers' Continuous Professional Development in two primary schools in the Umgungundlovu District. To this end, I advise that when making reference to the members of SMT from both schools, I used pseudonyms when making reference to Mrs Maharaj (Principal), Mr Ken (Deputy Principal), Mrs Lloyd (Foundation Phase HOD) and Mr Pillay (Intermediate Phase HOD) at GPS, from whom data was elicited. With regard to documents, it is asserted that minutes of staff and management meetings, register of workshops attended, policies including the school's code of conduct, together with year plans from the period January 2014 to June 2016, were reviewed in the two schools.

This chapter is dedicated to data presentation and discussion. The data that was generated in each case study site is presented in two separate chapters. To this end, the data that was generated in the first school is presented in Chapter Five and the school has been named Glow Primary School in order to hide its identity. Once again, to abide by the anonymity principle, Chapter Six will present data that emerged from the second school named Diamond Primary School. Data is presented and discussed thematically and the first theme in this and the next chapter is preceded by the brief tabled profile of the researched site. The main reason for providing a brief discussion of the school is to ensure that the data is not stripped of its context and such a practice has been used and is currently gaining currency in case study research (Bhengu, 2005; Bayeni, 2015; Svosve, 2015; Narain, 2016).

In presenting the data, *verbatim* quotations are used to ensure the lived experiences of the participants, captured through their voices, are not lost, and remain pristine to this study. Pertinent literature and scholarly works found in Chapter Two, and the theoretical framework of instructional leadership explored in Chapter Three, permeates these discussions, thereby

offering boundaries to my data and findings. These provided a benchmark and point of comparison that helped verify or disprove my assumptions (Creswell, 2014). In pursuance of the above, a tabulated profile of Glow Primary School, is now presented and the reader is advised that an across site linkage is made in Chapter One (1.6.1) where detailed information on GPS is presented. In like manner, it is suggested by (Spaull, 2012) that in schools where learners emerge from mainly disadvantaged, poverty-stricken homes, their instructional leaders are advised to devise strategies to raise funds that may help supplement their nutrition programme, as is the case at GPS, to address shortcomings and to increase appropriate resources such as stationery and library books, amongst others, in his or her school (Spaull, 2012). Bearing this in mind, the profile of GPS, is now presented.

Table 4: The profile of Glow Primary School (GPS)

Geographical location	Staff of Glow Primary School
CBD of Pietermaritzburg Umgungundlovu District	40 multi-racial members of staff, including: 4 Members of the SMT:
Description of the school	1 Principal, 1 Deputy Principal and 2 HODs 36 teachers employed by the state 4 teachers paid by the SGB
Status: Section 21 school Brick building: 35 classrooms 2 Specialist classrooms: Science Laboratory Computer Room with Smart Board Fully-stocked library Well-maintained gardens and high security fence around the school	
Learner Population	SMT members: Biographical data
1211 diverse learners from Grades R - 7	Principal:
	Mrs Maharaj

Mainly Black learners, with approximately 10% Indian and 10% Coloured Learners	59 years of age Teaching for 39 years Highest qualification: B.Ed. Honours Degree
Medium of instruction:	
Language of Learning and Teaching LoLT: English Home Language (HL): English First Additional Language: isiZulu Second Additional Language: Afrikaans	Deputy Principal: Mr Ken 40 years of age Teaching for 19 years Junior Primary Teachers' Diploma
Learners' socio-economic status	Foundation Phase HOD:
Below average: 60% Average: 30% Above average: 10%	Mrs Alark 51 years of age Teaching for 30 years Highest qualification: B.Ed. Honours Degree
The National School Nutrition Programme (NSNP)	Intermediate Phase HOD: Mr Pillay
Approximately 1000 of the 1211 learners partake of meals in the daily feeding scheme subsidised by the DBE	54 years of age Teaching for 31 years Highest qualification: B.A. Degree

It is reiterated that detailed information on GPS may be found in Sections 1.6.1 and 1.6.2 of Chapter One.

5.2 Data presentation and discussion

In this qualitative study, a description of the learning and developmental journey taken by members of the School Management Team (SMT) as leaders in the professional development of their teachers, is made. Thus, I found it necessary to allow these SMT members to first offer their interpretation of what leadership and management meant to them, since these concepts form the backbone of this research study. The concept of leadership was extended and

deepened as the researcher queried about these SMT members' enactment as managers and leaders, being a further dimension to their role as leaders of teachers. To fulfil this task required me, as the researcher, to examine the elicited raw data elicited and attempt to find the connection between the research objectives and the outcomes. With respect to the semi-structured interviews, a description of which appears in Section 1.6.1 and 4.9.1 of Chapter One and Chapter Four, this chapter and the following chapter reveal an analysis of the views, opinions and experiences articulated by the seven SMT members of the two schools studied, comprising two school Principals, one Deputy Principal and four Heads of Departments.

Thereafter, I sought to uncover the meanings of particular perceptions held by these SMT members which focused on the aim of the study (Creswell, 2014), as outlined by the research questions. The responses elicited allowed me the opportunity to describe each managers' understanding of his or her role as a leader and manager in the Continuous Professional Development (CPD) of teachers in his or her care. The next phase of the analysis saw me carefully examine the data to search for themes and patterns that illustrated these SMT members' perspectives of their enactment in relation to the CPD of teachers. Thus, I postulate that these responses were eventually charted into further dominant and overarching themes, guided by the three research questions as outlined in Chapter One, which will be discussed in greater detail in this Chapter Five and the next Chapter Six.

The themes discussed in this chapter and the next chapter are now presented as follows: *socio-economic status of both GPS and DPS * SMT members' recount and contemplation of their management and leadership enactment in their teachers' professional development; * SMT members' perspectives their school was a learning organisation; link between CPTD, learners' academic progress and school improvement; * SMT members' role in teachers' 'take-up' of projects; * A contemplation of their role in the CPD of their teachers; * SMT members' perspectives of the current CPTD management system; and * SMT members' postulations about professional learning communities (PLCs), before bringing this chapter to a conclusion. Although this chapter is dedicated primarily to GPS, as far as the socio-economic status (SES) is concerned, both schools, GPS and DPS is explored concurrently in this chapter.

5.3 Socio-economic status (SES) of Glow Primary School (GPS) and Diamond Primary School (DPS)

Offering a description of socio-economic issues, Fuller (2013) suggests that these are aspects that present with dire consequences for a person such as poverty, illiteracy, unemployment and corruption, amongst many others. Taking the above description into account, I argue that both GPS and DPS have learners that emerge from low socio-economic status homes. A large number of learners from GPS live with their grandparents who are mostly illiterate and unemployed, whilst learners from DPS, although living with their parents, their adults are also mostly unemployed. To this end, Spaul (2012) likewise advances that a learner's socio-economic status (SES) has consequences for instructional objectives in South African primary schools. Now that the SES of GPS and DPS has been established, the backdrop to SMTs' management and leadership enactment in their teachers' CPTD, is discussed in detail in Chapter Five, thereby eliminating the need for it to be explored in Chapter Six.

5.4 Backdrop to SMTs' understanding of management and leadership

Taking the above into cognisance, I advise that this issue of SMT members' understanding of leadership and management, will now be explored. Since this understanding appears to be commonly perceived in both schools, a general overview is provided in this chapter, thus making it unnecessary for it to be duplicated in Chapter Six. To this end, I concur with Darling-Hammond's (2010) postulation that SMT members' primary responsibilities include developing, supervising and evaluating teachers appropriately, although it is acknowledged that their portfolio is not without challenges. As a member of the SMT myself, I subscribe that although being a school manager may be exciting, fulfilling and rewarding most of the time, there are other times when it may prove overwhelming, daunting and frustrating, especially when met with unreasonable policy requirements and unyielding teachers.

I contend that it is during these challenging times that members of the SMT are reminded to remain as professionals, and whilst being assertive, they are advised to accommodate and win these resistant teachers over tactfully. At this juncture, I advise that the accompanying challenges encountered by these managers in their quest to develop teachers under their care professionally, were accordingly interwoven during the presentation of their responses, and may be intermittently found throughout the next four chapters. It is reiterated that central to

the investigation of this study are members of the SMTs' perspectives surrounding their role, as managers and leaders, in the Continuous Professional Development of teachers under their care. In my attempts to discern their viewpoints, the SMT members from GPS and DPS were invited to share their interpretation of what management and leadership meant to them, together with a personal account of their enactment as managers and leaders, particularly in their teachers' professional development.

I found it apt to thereafter build on this by attempting to infer whether or not they deemed their school to be a 'learning organisation'. Thus, I further requested these SMT members to offer reasons as to how they arrived at their judgement. In pursuance, to allow these members of the SMT to validate their responses, the following query presented was: "as far as distributed leadership is concerned, do you agree with distributing leadership initiatives which demands that traditional top-down management processes be de-emphasised? If you do, please describe how you provide support for teachers taking up leadership roles informally?" Bearing this in mind, an attempt to elicit responses from these SMT members in relation to their advancement, or lack of promotion, of distributed leadership amongst teachers under their care, is delineated.

Viewing schools as learning organisations, I agree that all components making up the school community, being the school staff, learners and parents or guardians, are key partners who are urged to work collectively to ensure the successful functioning of the school. Taking into account that schools function as learning organisations whereby teachers are empowered through their CPD participation, an invitation was extended to these SMT members to describe one CPTD activity that they might have facilitated for teachers at GPS. In addition, they were asked to offer their perception of how they thought their professional development project might have impacted on the colt of their school.

In view of this, a description of the nature of their workshops facilitated, was furnished by some of these SMT members. In retrospect, data elicited in relation to their delineation of their management and leadership practices, revealed that all four SMT members appreciated their role as managers and leaders in much the same way. Similarly, they purported to have made deliberate and conscious efforts to develop their teachers professionally. In view of this, evident in the literature on leadership and management reviewed, was advice offered by various experts in the field to SMT members as leaders. Members of the SMT are urged to provide guidance and direction to their teachers so that shared goals may be achieved, and existing

challenges overcome. To this end, it was interesting to note that the elicited data in relation to their role as leaders, coincided with literature accessed on leadership, in particular instructional leadership, which is described as the influence, or effects that SMT members ultimately have on learner achievement.

In reference to this argument highlighted in earlier chapters, it is noted that instructional leadership is salient teaching and learning to function maximally, and requires stakeholders, in the persons of staff, learners and their parents, to be trained accordingly so that they may fulfil their duties. Thus, I advocate that SMT members, as instructional leaders, ought to prioritise teaching and learning through mutual respect, by making attempts to encourage and support their teachers to likewise be instructional managers in their classrooms. Furthermore, it is imperative that they foster co-operation between schools and their families, as this is the key to ensuring that all learners meet the high expectations set by the demands of society. Therefore it is vital that the school as a learning organisation, shares information with parents and considers them as partners in their mission to supply productive instruction to their learners.

Taking the above into consideration, in my attempt to discern how this practice unfolded in GPS, these managers were requested to express their notion of what management and leadership meant to them, substantiating this with a description of their personal enactment as managers and leaders in their schools. At this juncture, I declare that under each claim made as to how their leadership and management practice unfolded, only one or two voices of the four SMT members of GPS, have been selected to express and elaborate on their practice. To this end, the narration of Mrs Alark, in relation to her management and leadership enactment in her teachers' CPTD, will now be explored.

5.4.1 The SMT members' recount and contemplation of their management and leadership enactment

Firstly, offering a broad overview, Mrs Maharaj (Principal), Mrs Alark (HOD), Mr Pillay (HOD) and Mr Ken (Deputy Principal) acknowledged that as members of the SMT, they were ultimately accountable for seeing to it that a high standard of management functioned at school level. This is consistent with the SACE's (2010) proposal that SMT members are responsible for heading subjects or phase levels. Furthermore, in accordance with Resolution 8 of 98, members of the SMT are to allot guidelines and coordinate current innovations and techniques

with regard to learning areas, methods, evaluation, and so on. By the same token, their responsibility encompasses the facilitation and promotion of their teachers' CPD. Expanding on the above notion, a platform to relate their understanding, and offer examples of their practice as leaders and managers, will now be recounted by Mrs Alark, the Foundation Phase HOD, and Mrs Maharaj, the principal at GPS.

Responding to the issues raised above, Mrs Alark (HOD) postulated that her understanding of leaders was that they took the initiative and did things for themselves. However, in her personal capacity, she declared that although she was a leader, she did not take it upon herself to do everything; instead, she relied on her managerial skills to encourage, empower and guide teachers to facilitate projects. Furthermore, Mrs Alark posited that she tried to keep abreast of the latest developments in education by identifying and implementing changes as far as she possibly could. Claiming that she tried to organise and manage her time as best as she could, whilst patiently mentoring and assisting others, she ventured that if leadership was thought of just in terms of one person leading, then the opportunity for other teachers to also lead, might be missed. Thus, considering herself to be a leader and a manager in equal measures, Mrs Alark had the following to say:

...That is why I use my leadership position to guide and empower my teachers. Whenever I work with them in committees, I do not control them. I truly feel that one of the qualities of a good leader is that the leader must be able to bring everybody together...and use the correct tone when talking to teachers, although you have to be assertive. I also show my teachers that although I am a leader, I still work hands on...and I make sure a job is done properly.

Mrs Alark's stance on leadership and management is congruent with the views expressed by Supovitz, Sirinides and May (2009), who regard leadership as having the potential to influence others, rather than being associated primarily with a position. Their claims that leadership involves a process whereby one person intentionally exerts influence over other people to steer, model and direct the others in projects and enterprises, appears to resonate with Mrs Alark's submission that she likewise offers guidance to her teachers. It is further observed by Supovitz, *et al.* (2009) that instructional leaders, like Mrs Alark, are responsible for influencing teachers, parents and learners, together with members of the larger school community, towards the realisation of the goals and targets of the school. Southworth (2009) additionally alludes to the

notion that a significant amount of instructional leadership encompasses advising, coaching and modelling, and takes the stance that members of the SMT demonstrate such instruction, whilst leading those under their care to appreciate such instruction.

In extension of the above argument that the parent community was an integral stakeholder in the life of a school, as parents possessed the potential to assist their children to become effective learners, thereby impacting positively on the outcomes of the school as a learning organisation, the leadership and management enactment of Mrs Maharaj will now be explored. Thus, in attempting to address this challenge and better the standard of public education, South Africa adopted an action plan in 2011, with the intent of enlisting the assistance of all stakeholders in the education system, including parents. In contemplation of the above, Mrs Maharaj testified that because GPS is situated in the CBD and devoid of a community serving it, this presented a challenge. She protested that despite staff making concerted efforts to help learners' improve their performance and discipline, the lack of parental involvement in the school's activities and their children's performance manifested in learner ill-discipline, which saw learners "*do as they pleased*".

Reflecting on her appreciation that parental involvement was an integral component in the education of their child, Mrs Maharaj claimed that despite her attempts to devise various programmes over the years to get parents involved, she remained largely unsuccessful. She vented her frustration in wishing she could pay home-visits, which was virtually impossible due to the proximity of the school from learners' homes, explaining:

Like there's this child in Grade 6...a clever boy...but then he suddenly just stopped doing his homework, and teachers were getting upset with him...His mother was so ill. He didn't want to go home to see her like that, so he would go home late...but we didn't know. We only discovered it afterwards, when his mum passed on...

Consistent with these claims alluded to by Mrs Maharaj, the National Development Plan (NDP) found parents, more especially from farmsteads, to desist from actively participating in their children's education. In congruence with the above advancement, McFarland (2014) protests that education is a societal matter, and therefore parents are obligated to take an interest in the educational matters of their children. Likewise, found in the Gauteng DBE (2012) policy,

Section 3.6, are parental guidelines as to how parents may go about enlisting the appropriate support services that are offered by the DBE (Maringe & Prew, 2014). Now that Mrs Alark's and Mrs Maharaj's portrayal of their leadership and management enactment have been expounded, these SMT members' perspectives of their school as a learning organisation their judgment of whether or not they deemed their school to be a learning organisation where teamwork, collective decision-making and distributed leadership featured, is explored.

5.5 SMT members' perspectives of their school as a learning organisation

I find it necessary to remind readers, as implied in Chapters One up to Chapter Four; that the concept of learning organisations began to gain popularity in the late 1980s. The diverse literature confirms that it is a necessity for schools to function as learning organisations, as capabilities found in teachers and learners, will sustain competitive advantage in the schools' future. Smith (2009), for instance, postulates that most see the learning organisation as a multi-level concept involving individual behaviour, team work, and organisation-wide practices and culture. According to Kelly, *et al.* (2008), recent research surrounding teacher learning has seen a move away from the actions of teachers, to their knowledge base and the structure against which they examine their inherent knowledge and skills. Taking the above into account, the learning organisation is viewed by Weldy (2009) as being a beneficial instrument for the administration of knowledge facilitation to create opportunities for people to continually learn how to learn together. The suggestion that collegiality and collaboration features well when teachers work together in teams, is congruent with schools as learning organisations.

Evidently, the role of SMT members in facilitating such collaboration and teamwork cannot be overemphasised. On the same vein, Smith (2009) postulates that the role of SMT members is to motivate staff in a way that unlocks the potential related directly to teacher effectiveness and learner learning, for the good of the school as a learning organisation. Thus, I anticipated that through engaging with their elicited responses, I might gain a deeper understanding of how these members of the SMT of GPS expand their professional expertise to create the results they desire in their schools. To this end, Mrs Alark protested that although her desire was for her teachers to work as a team and not work in isolation with each other, she was not always successful in this endeavour. Espousing that when teachers worked collaboratively in a team, consistency was maintained, Mrs Alark ventured that this ensured that all teachers were teaching the same concepts, and all learners in that grade were on par with each other.

Elaborating on her observation that not all teachers wished to work together, it was with much disappointment that Mrs Alark noted that some teachers were likewise selfish with their ideas. Mrs Alark's voice aptly represents what appears to be similar perceptions and sentiments expressed by the other SMT members of GPS. This is what she had to say in this regard:

And yet I remind them that it is not a competition where one teacher feels she must be better than the other teachers. At the end of the day, it's about the child. ...not everybody buys into this. Some teachers still cut-out worksheets for their class only...

It is observed that Mrs Alark's challenge was not unusual or undocumented. Senge (2007) similarly advises that to encourage a collegial and collaborative atmosphere in which mutual respect, trust, teamwork and learning prevails, may prove a challenging endeavour for most SMT members. This is because the creation of professional learning communities (PLCs) requires time, suitable venues and finance, which are impediments commonly experienced by most staff members. Mrs Alark's contention that collaboration and collegiality, as the cornerstones of teamwork, are necessary for the successful functioning of any school, is congruent with the advice offered by Eaker and Keating (2012). Reinforcing the ingrained potential of teamwork, Eaker and Keating (2012) assert that it is about making efforts to bring people to work compatibly with each other in finding a common ground. Amplifying this, Hodkinson and Hodkinson (2014) expound that effective collaboration starts with attempts by HODs, as SMT members, to encourage teachers to share their thoughts, ideas and responsibilities collegially with others in the group.

Eaker and Keating (2012) postulate that HODs ought to be receptive to helping teachers develop strategies for addressing and resolving challenges in the classroom, working on unfamiliar tasks and trying new teaching strategies to ensure that their school operates as learning organisation. Building on this notion of collegial interaction as alluded to by Mrs Alark, it is suggested by Timperley (2011) that effective school organisations are those that encourage collaboration and dialogue among staff, and promote risk-taking by teachers' who have no fear of being humiliated or embarrassed if their projects do not produce the expected results or anticipated success. In contemplation of the above, the role played by Mrs Alark from GPS demonstrated his attempts at creating such a collaborative, collegial culture. Similarly, Kools and Stoll (2016) aver that teamwork encourages professional learning and development, promotes innovations and school-to-school collaboration, and helps create good

practice. They warn that, especially in this age where SMT members are held accountable for collaborative and collective teaching and learning, without government policies and support, schools as learning organisations will operate in isolation (Kools and Stoll, 2016). Nonetheless, Mrs Alark, as a HOD and instructional leader, acknowledges that although it is a challenge for her to get some teachers to function as members of a team, she made concerted efforts in trying to overcome this challenge. This is reflected in the following assertion made by Mrs Alark:

So I always try to get teachers to work as a team...from getting them to do simple things like designing and sharing worksheets, getting ideas from each other...supporting and managing resources together. In this way, if all teachers are doing the same thing in that grade, then we know for sure that all learners are learning the same concepts...this ensures consistency...

In like manner, the attempts made by Mrs Alark is consistent with the submissions by Militello, Rallis and Goldring (2009) who advocate that since SMT members are tasked with engendering an atmosphere favouring collaborative relations, they needed to encourage teachers to work in conjunction with other staff members so that productive outcomes may be realised. Now that it has been established that despite encountering challenges, the SMT members of GPS valued and appreciated the merits of teamwork, an inquiry as to whether or not these SMT members anticipated a relationship between teachers' professional development participation, learner success and whole school improvement to exist, was presented. Correspondingly, Section 7 of the SACE Code of Professional Ethics clearly states that a teacher must keep abreast with educational developments. Since this implies that teachers are committed to observing the above code, it is protested that professional development is not an alternative but is a compulsory initiative that teachers are bound by law to participate in.

In pursuance of the notion of school improvement, Kelly, *et al.* (2008) propose that now more than ever, members of the SMT are urged to attend to the task of teaching and learning, whilst addressing challenges with regard to learner progress. Consequently, it is acknowledged that SMT members like those found in GPS, make every effort to build a collective way forward aligned to the projected outcomes that the school desires to attain. In particular, it is recommended that members of the SMT turn their attention to the objectives of creating a sustainable school vision, and maintaining an environment congruent with leadership that is

shared across all planes, whilst engaging with relevant data elicited in order to take their schools to exceedingly raised heights. It is warned that to meet these necessary improvements in the school, encompasses the responsibility of eliciting and assessing data to determine those areas requiring remediation, to monitor teachers' teaching and to determine the progress of curriculum implementation (Kelly, *et al.*, 2008). This brings to the fore SMT members' discernment of whether or not they perceived a link to be between teachers' CPD, learners' academic achievement and school improvement, an area which will now be explored from the viewpoints of Mr Ken and Mr Pillay.

5.6 Link between CPTD, learners' academic achievement and school improvement

With the intention of deepening the understanding about the link between CPTD, learners' academic achievement and school improvement from the SMT members' perspectives, their views were invoked by the query as to whether or not they believed that their personal, as well as their teachers' professional development, had the potential to lead to improved learner results, culminating in successful school outcomes. In light of the above, Mr Ken conceded:

...most definitely...It is beneficial. I believe there is a link. After I attend the CPTD workshops, it increases my ability to perform better...In most cases I am able to apply this when I return to school, although sometimes the methodology or philosophy projected is for an ideal school situation. And as you know in South Africa we rarely have ideal school situations...but I try to adapt them and make them work within the context of the school situation...

The views expressed by Mr Ken above were also shared by Mrs Maharaj, who volunteered:

...Well, we are all learning all of the time, I don't know everything, I don't have all the answers...I'm learning every-day. In this school the Governing Body and management tries to provide the best resources possible...the smart-board and so on. We raise funds for this...So I expect our teachers to be improving themselves all the time...it may not be in a formal way, even in an informal way...as long as they can deliver in the classroom...and their minds are open to learning.

In a similar vein as the advancements made by the SMT from GPS that teachers improve their teaching by continuously updating their knowledge, is researcher Steyn's (2009) postulation. In effect, it is suggested that teachers, as formal or informal leaders and managers, improve their curriculum knowledge and evaluate the performance of their peers through professional development. Arguing that this exercise helps strengthen each other's competencies, teachers are likewise advised to facilitate in-service professional development programmes within the school, concurrently participating in school level decision-making (Steyn, 2009). Expounding the above, Spaul (2012), like myself, firmly contends that the teacher's expertise surrounding content knowledge is potent in impacting learner progress, as teachers cannot teach what they do not know. Similarly Day (2011) argues that the central purpose of professional development is to enable teachers to respond to continual educational reforms and remain committed amidst the changing contexts in which teachers work and learning takes place. A growing body of evidence shows that teachers' PD has the potential to positively impress upon learner performance and teachers' practice. Consequently, McFarland (2014) advises SMT members, teachers and administrative officials globally to invest in quality, career-long PD projects, thereby ensuring lifelong and active professional learning.

In offering his inclination, Mr Pillay ventured that his principal always encouraged and created opportunities for her staff to grow professionally. On one of these occasions, she afforded them the opportunity to attend a servant leadership course by securing the services of the 'kingdom leaders' who host these workshops. His observation after this one-day professional development workshop, was that teachers returned to school with a renewed spirit, and conducted themselves in an amicable manner which helped to bring about better social relations and an improved ethos in the school. This is what Mr Pillay had to say:

Like for example...I find that when I approach them now about anything, they have a more positive attitude and want to work with me and the other teachers as a team, as opposed to working against management, which was sometimes the past practice with some of the teachers....

In alluding to Mr Pillay's postulation that his principal deliberately created professional development opportunities, Desimone (2011) and Mestry, Moonsammy-Koopasammy and Schmidt (2013) argue that the most effective leadership behaviour to have a positive effect on teachers' holistic development, is principals' interest in their teachers' professional

In furtherance of Mr Pillay's inferences that teachers at his school made concerted efforts to offer learners an integrated, comprehensive education, it is asserted that most public schools in this post-apartheid period, including GPS, whose learner population was made up primarily of Black learners, insisted on perpetuating the tradition defining the apartheid era of keeping their LoLT as English (DBE, 2010). Nevertheless, despite debates and discourse which promote the retaining of African languages, Lemmer's (2010) findings reveal that the overriding choice by Black parents, is the desire for their children to be taught through the medium of English, as they believed that that would offer them better chances of attaining success in the wider world preoccupied with social status, and which is thus associated with the notion that English proficiency holds greater benefits.

I endorse these findings by Lemmer (2010), as when I enquire from parents as to why they admitted their children at the school at which I am based, compelling their children to arise so early, to commute such a long distance away from home, I was presented with a similar reasoning. Parents argued that they would rather spend money for transport to allow their children to learn at this English-medium school, rather than to admit them to schools where the Language of Learning and Teaching (LoLT) is in their mother-tongue, isiZulu. Although many of these schools are on their door-step, these parents argued that if their children learnt to read and write in English, their chances of securing better prospects in the future, were higher.

Compatible with the protestations of Mr Pillay regarding the apparent absence of parental involvement at his school, findings from research conducted by Ngcobo and Tikly (2010), yielded similar results. Evidence revealed that learners emerging from disadvantaged homes were generally found to perform poorly due to a dearth of guidance and assistance with regard to supervision of homework and learning tasks. Invariably, such dearth occurred largely where parents and/or grandparents were illiterate and the children were staying with them. It was concluded that parental involvement in instilling norms and values outside of the school was vital, as it provided learners with tools to cope in the school environment (Ngcobo & Tikly, 2010). In view of the above enquiry, these managers from GPS attested to the existence of a strong link between CPTD, learner success and school improvement.

5.7 SMT members' role in teachers' 'take-up' of projects

The previous section dealt with issues of decision-making and the role of other stakeholders in it. It was highlighted that SMT members at GPS were in favour of participatory decision-making and their preference was based largely on the belief that there is ownership of decisions and thus sustainability of such decisions achieve. The theme of this section has slightly shifted to discussion the manner in which other stakeholders take the lead of school-based projects. In short, the issue of distribution of responsibilities is at core of the discussion. Participants were asked if they encouraged teachers to take up projects and lead them or not. All participants were in agreement that teachers were encouraged to take lead as part of their own professional development. It is argued by Wing (2013) that the principal, together with other members of the SMT, are gatekeepers of distributed leadership practices. Therefore they were urged to create an environment whereby teachers acknowledge each other and work collaboratively and collegially together. Magnifying this assertion, these members of the SMT argued that they made concerted efforts to guide their teachers so that events may run smoothly. Mrs Alark argued that there was no top-down approach at their school, and as managers, they tapped into the rich talent possessed by their staff, conceding:

We have put a level one teacher in charge of WSE (whole school evaluation), which is a mammoth task. But under our guidance and supervision, she is coping very well....

The extract above indicates that some teachers held leadership responsibilities in the school. Linked to that is the notion of the role of SMT members in distribution of such responsibilities. Implied is the view that while some members of the SMT provide opportunities for this, other might not. In that regard, De Villiers and Pretorius (2011) that the principal, together with other members of the SMT, are gatekeepers of distributed leadership practices. It is envisioned that in this way, a sense of ownership by teachers occupying both formal and informal leadership positions, is created (De Villiers & Pretorius, 2011). Similarly, research conducted by Blasé, *et al.* (2010) found that successful and productive members of the SMT made attempts to consult with the school's partners on issues such as making decisions, thereby establishing connections founded on open-transparency. These leaders demonstrate their willingness to share power, responsibility and accountability, whilst encouraging ownership. The following is an excerpt from the minutes of the meeting which this teacher held with the school development team (DST) with regard to WSE and IQMS.

1. WSE and IQMS

These evaluations are ongoing. Inspectors could visit our school at any time. Even though we are more or less on track with our work and maintenance, teachers were reminded to always be prepared and have all their work in order.

It is purported by Leithwood, Patten and Jantzi (2010) that leaders, like Mrs Alark, concern themselves with future-focused change. In order to produce this change, leaders are thus advised by Leithwood, Patten and Jantzi (2010) to employ the strategies of having a vision, whilst aligning, motivating and inspiring people. Arguing that effective schools produce excellent results, Mercer, Barker and Bird (2010) suggest that high leadership stability influences others towards achieving the school's goals and vision. Claiming that teachers who volunteer to chair projects benefit from being mentored, Kool and Stoll (2016) add that mentoring is congruent with an amicable relationship existing between two parties, being either between two individuals on one side, or one individual and a group of individuals on the other, who occupy themselves with the task of facilitating the educational growth of the other party through acts of sharing expertise, values and the knowledge with the other. In like manner, Mrs Maharaj, in her capacity as a mentor, conceded:

My teachers are always given opportunities throughout the year to head committees and to chair meetings...and to co-ordinate events, but I am there to guide them through....

In view of the above, Mrs Alark's and Mrs Maharaj's enactment in their teachers CPD is synonymous with being encouragers and coordinators of teachers' professional development endeavours. In effect, it is clear that Mrs Alark and Mrs Maharaj, as instructional leaders with the aim of improving the COLT at their school, sought to develop their teachers in their mentorship capacity. This is compatible with Kool's and Stoll's (2016) assertion that embracing SMT members as mentors, is the notion of them being conscientious mentors instructional leaders possessing such traits as warmth, kind-heartedness and generosity, and who are set on enhancing teachers' learning in schools.

It is thus interesting to note that the above arguments proclaimed by these SMT members of GPS regarding the enactment of distributed leadership, did not appear to be consistent with the

argument posited by Grant (2009, 2010). In observing the extent of the enactment of distributed leadership and professional development within a South African scenario, Grant (2009, 2010) warns that the ideology of free and fair arrival of decisions, with the underlying actions surrounding *Ubuntu* and the fostering of collegiality, may only exist at an exaggerated plane. It was observed that most decisions were still made at a higher level of discourse, and filtered down to the lower rungs, corresponding with a 'top-down' decision-making dogma being the norm. In like manner, although they submitted to delegating duties to their teachers, they nevertheless offer support and guidance, thereby emulating features from Grant's (2006) model of teacher leadership.

In pursuance of this, Grant (2006) argues that the prospect of teacher leadership encourages opportunities for professional magnificence and extension of those teachers enacting their leadership role, as well as for those teachers with whom they work, since both parties own agreed decisions. Examining the concept of African leadership, Harris and Spillane (2008) observe that the school of thought surrounding distributed leadership conforms to the ideology of egalitarian and trusted leadership school practices, which is an off-shoot of teachers' professional development, and likewise tantamount to professional development. It is submitted that when providing the necessary assistance, SMT members must acknowledge teachers' attempts at learning, and offer support to their teachers at the school site, striving to boost teachers' self-esteem.

Nevertheless, it is suggested in the elicited data that this is quite unlike the practice playing itself out at GPS, where a spirit of *Ubuntu* prevailed. Instead these managers' attestations from GPS appear to be in congruence with the suggestion purported by Grant (2009) that schools can no longer be led solely by the school principal, as these managers claim to willingly allow teachers under their care to take-up leadership roles. Taking the above demonstration of distributed leadership into account, Kools and Stoll (2016) argue that distributed leadership develops, grows and is sustained through collaboration, team work, and participation in professional learning communities and networks. The role of SMT members in the CPD of their teachers will now be explored from the perspectives of Mrs Alark, Mr Pillay and Mr Ken.

5.8 A contemplation of SMT members' role in the CPD of their teachers

Previous sections have illustrated that CPD was viewed as important and also that it played a prominent role in improving learner academic achievement. This section highlights the manner in which SMT members viewed and actually played a role in the Continuous Professional Development of their teaching staff. There are three main approaches that they used. The first entailed SMT members encouraging, guiding and motivating the teachers to work harder. The second approach entailed organising training sessions where external experts come to school to facilitate workshops on those areas that the staff and school management would have identified. The third approach involved members of the SMT themselves facilitating workshops on those areas where they believed that they had the necessary expertise. With regards to the first approach where they provided guidance and motivation, Mrs Alark had this to say:

...my years of experience has adequately equipped me to inspire teachers in my care to excel in this profession. I have the know-how to guide and support them in terms of their classroom delivery...in terms of their record-keeping, assessments and so on. I offer teachers skills of how to maintain discipline and general classroom management...

The data generated in GPS suggest that when motivation and guidance has been given, teachers were conscientised to the fact that they too, needed to motivate their learners to produce better results. In other words, guidance and encouragement they received from school management had ripple effects. Thus, their desire for greater personal and learners' outcomes were enhanced, thereby allowing for both stakeholders to enjoy greater productivity in the classroom. Similarly, Taole and Mncube (2012) submit that a progressive climate is mostly devoid of poorly behaved learners, which may only feature when dedicated and passionate teachers demonstrate successful instructional management prowess and dexterity. The views expressed by Mrs Alark were also shared by Mr Pillay when he highlighted how he guided the staff and how the staff members responded to the support that he offered. This is how Mr Pillay expressed himself:

I create an educational environment which inspires teachers to teach to the best of their ability...and teachers respond mostly well to me because they accept me as their guide

and advisor. This happens when I approach them in the correct manner. I explain my role to them, and let them know clearly what I expect from them...I discuss policy matters and make sure that it's carried out...I actively provide support for all teachers and impart new strategies through on-going workshops. New teachers are inducted into the school and are guided with respect to the function of the school and so on, by myself...

The views expressed above by both Mrs Alark and Mr Pillay with regard to assistance and guidance offered to professionally develop her teachers, are congruent with the accompanying conceptions by Niyazi (2009) that when teachers engage in such PD activities to professionally develop themselves and improve their subject content knowledge. Niyazi (2009) further argues that it is those teachers who lack sufficient knowledge about their subjects, who are resistant to innovative teaching techniques, and demonstrate no desire to develop themselves professionally, are the ones whom the SMT needs to inspire to participate in PD projects. In congruence, the ELRC (1998) advocates that SMT members be responsible for heading their subjects or phase levels.

Together with this, they are required to offer guidance and to facilitate the current innovations regarding subject approaches, methods, assessments, resources, and so on. Similarly, SMT members are expected to facilitate professional development activities in their departments, subjects or phase levels. It is purported by Bolam and McMahon (2010) that engagement in PD assists teachers to become more effective individuals and team-players. Besides providing advice and guidance, the SMT members also organised their own workshops to build or enhance capacities of their teaching staff. Highlighting the claim that in their attempts to develop teachers professionally, the SMT members also presented workshops, Mrs Alark advanced that she coordinated two workshops recently. In recounting this, she espoused:

I took the entire staff through the process, step-by-step, of how to teach reading to their learners. This was after I attended a one-day session at UKZN, where I was taken through the process myself. It was very empowering, for myself and the teachers whom I work-shopped. Together with this, I co-facilitated a writing and phonics workshop with the Foundation Phase teachers, especially for the new teachers at our school. I feel that these workshops definitely make a difference.... Because now all teachers are on the same wave-length...

In like manner, Mr Ken declared that he re-designed the Intermediate Phase report and workshopped teachers on how to implement this. According to him, this new format took away the large volume of paper work which was time-consuming, offering their teachers added time to focus on lesson preparation and teaching. Believing this to have immensely and positively impacted on the COLT of this school, Mr Ken submitted:

...Basically the one activity that I'd like to speak about, is about getting the senior primary teachers to do their reporting in a more efficient way. I designed the report programme myself. I then work-shopped teachers and showed them how to do their learners' reports using this new system, which they have since implemented this past term.

It is thus clear, from the assertions made by the participants above, that they developed their teachers with the anticipation that such support would then filter into the classroom and impact on learners' success, as suggested by Weldy (2009). This scholar makes an argument that, in order to address problems in terms of learner progress, members of the SMT are encouraged to focus on the COLT. This requires instructional leaders to concern themselves with developing their schools' vision, to share leadership with their teachers, and to influence their schools to function favourably.

In fulfilling these initiatives, SMT members are advised by Weldy (2009) to identify their school's shortcomings, and to supervise teachers' practice to ascertain whether or not these identified weaknesses are being addressed. To this end, the above appears to be aligned with the practices of Mrs Alark, Mr Pillay and Mr Ken, together with their other two colleagues. It is proposed that such members of the SMT, in their quest to mentor novice teachers, need to practise those qualities of an effective school manager as cited by Tienken (2010), who posits that instructional leaders consciously strive towards creating a positive and open school climate.

It is likewise observed by Tienken (2010), that when the right kind of school climate is created, this has a strong directive influence on the motivation and achievement of teachers and learners. It is surmised by Kools and Stoll (2016) that in a school as a learning organisation, staff is fully engaged in identifying the aims and priorities for their own professional learning in line with

school goals and student learning needs, as defined in the school's improvement plan (SIP). Thus, Kools & Stoll (2016) advance that teachers' professional learning ought to be based on continuous assessment and feedback that needs to be built into their daily practice. These reflections, analysis and challenges experienced are necessary to bring about change and innovation that may become embedded in educational practice (Kools & Stoll, 2016). It is evident that all the four SMT members from GPS reasoned that it was imperative to continuously develop oneself professionally.

There were various reasons advanced by the four participants from GPS regarding the need for Continuous Professional Development of teachers. These are succinctly captured in this section. Some of the recurring sentiments expressed by the four SMT members were that CPTD has the potential to help teachers "*keep abreast*" (Mrs Maharaj); *upgrade yourself* (Mrs Alark); *develop yourself* (Mr Pillay) and *keep up with the latest trends* (Mr Ken). Drawing from my own experience of participating in CPTD projects, I tend to share the participants' sentiments. I also felt as confident about the value of professional development as these leaders did. Elaborating further, Mrs Maharaj asserted that CPTD expected teachers to continuously update themselves and move ahead, so as to avoid the danger of being "*left in a rut.*" She added that after teachers completed their qualifications, they just relaxed, confident in the assurance that their jobs were permanent and secure. With this in mind, Mrs Maharaj warned that there was so much more to CPTD, advising:

...Because we are working with the human mind, we need all the latest so that we can move our children ahead too. Times are changing, technology is changing, and it's up to us to make sure we give off our best. Doctors and lawyers always do so. We all belong to one body, and as teachers, SACE expects us to develop ourselves professionally... to make sure we keep in touch with the latest developments.

Aligned to Mrs Maharaj's argument that teachers are accountable to the SACE, it is submitted that the SACE is an independent professional body whose task is to ensure that teachers, as professionals, function ethically so that greater teacher pedagogical commitment are established. Together with this, they serve to motivate teachers to commit themselves to engagement in PD initiatives that are aligned to acceptable principles, values, standards, criteria and norms (SACE, 2005). It is thus argued that teacher professionalism occupies itself with ensuring the internal excellence of the pedagogy of teaching, thereby empowering

teachers to take control by making their own choices regarding their teaching practice (SACE, 2005).

Like Mrs Maharaj, De Clercq (2013) espouses that teachers' professional attitude determines their delivery in the classroom and whether or not they desire to contribute to enhancing the COLT in their school as a learning organisation. As such, Wing (2013) suggests that the relationship between the principal as instructional leader and the learners' achievement, especially in South African primary schools, may be enhanced when the principal assumes responsibility for the key management aspects that build a productive school culture. As the instructional leader of the school, Wing (2013) proposes that principals inform teachers about new educational strategies, technologies, and other tools that promote effective teachers' instruction, leading to learners' learning.

With this in mind, these SMT members of GPS were invited to offer their perception of the current CPTD management system that has come into operation since 2014, which is aimed at measuring and monitoring teachers' professional development. Furthermore, in being a tool for recognising superior and premium PD quality and programmes, this system awards and records points for individual teacher's engagement with such high quality activities. In reiterating its purpose, it is claimed that this management system compels teachers' participation, so as to improve schools' COLTs, and to emphasise and reinforce the professional status of teaching (NPLCDP, 2012). Bearing the above in mind, all SMT members from Glow Primary School were invited to present their opinion of the CPTD management system. Their voices revealed a common foresight in that the inherent processes of this system may not be feasible and practical to complete. The opinions of Mrs Maharaj, Mrs Alark and Mr Pillay will now be considered.

5.9 SMT members' perspectives of the current CPTD management system

It has been argued that Integrated Quality Management System (IQMS) expects members of the SMT to form an integral unit of the School Development Team (SDT), with one of their portfolios being to appraise teachers (EEA, 1998). Through this appraisal process, SMT members may be able to determine their teachers' areas of strengths and weaknesses in order that they may draw up specially designed programmes (EEA, 1998). In addition, as part of their professional development and support roles, members of the SMT are to assist the SACE in the orientation and sign-up of teachers, and to support teachers on the CPTD Management

System issues as they participate in their three-year cycle (The CPTD System Handbook, 2013).

In deepening this postulation, when presented with the above invitation, being to offer their judgement of the CPTD management system, the SMT members from Glow Primary School illuminated their anticipated challenges in its implementation. All four managers believed that it was going to be difficult to access the SACE accredited workshops and to monitor their teachers' on-line participation. Offering her position on the current CPTD management system, Mrs Maharaj advised:

Okay, if this is to be successful, then certain steps need to be put in place. The authorities that are managing this process need to ensure that teachers at grassroots level know what is expected of them. I suggest they offer workshops... provide opportunities to ensure that staff know what it's about, only then will it be successful and authentic. Other than that it's going to be very difficult to ensure that CPTD is taking place. In my opinion, the technical aspects of monitoring teachers' electronic entries to check that they are true and valid, will be a difficult and tedious task...both for us as SMT members, as well as SACE...

In addition, Mrs Maharaj volunteered that she considered herself to be a progressive principal, always giving of her best to her teachers, learners and their parents. She further acknowledged that most times, when teachers at her school were presented with opportunities to engage in professional development, these teachers mostly participated voluntarily. Nevertheless, she recommended that:

...teachers should be looking at taking the initiative and improving themselves on their own, not necessarily only taking those provided by us, or the department, or the unions.... I feel that if they attend those courses and seminars with the hope of growing in that field, it would most definitely lead to student success, because once teachers acquire this knowledge, they will be able to adapt it and implement it in such a way that their learners benefit....

Similarly, Mrs Alark argued that she did not think it feasible because teachers were compelled to participate in PD projects to accumulate the minimum PD points, postulating:

Not all teachers are able to attend these SACE accredited workshops since numbers are restricted. Then there is a cost factor involved. It costs money to attend workshops that allow for points to be added for the CPTD system. Also, most of these workshops are held by NAPTOSA, and if you are a SADTU member, like most of us in this school are, we have to pay double the amount to attend.

Mr Pillay's reasoning appeared to be similar to Mrs Maharaj and Mrs Alark, as he too predicted that the inhibiting factors for CPD participation by teachers to be "*time and cost factors.*" This is reflected in Mr Pillay's response:

In my opinion, it is not an effective system of measuring or monitoring teachers' professional development because it's not always practical to attend workshops... Most workshops are held late in the afternoon, and teachers have other commitments. It is not a good way of monitoring teachers' professional development. At other times when teachers do attend these workshops, they come back to school and file away the hand-outs- without really implementing things, because most times they come back and say it is too far-fetched...it is beyond the level of their learners...

Taking these SMT members' postulations into consideration, it is claimed that the CPTD management system has been put in place to acknowledge teachers' professional development participation. According to the National Policy and Legislative Council's Development Plan (NPLCDP, 2012), the aim of the current CPTD management system includes motivating teachers to become more efficient and better at delivering in the classroom, and for schools to function as effective sites of teaching, learning and development. Thus, it is argued that this system recognises those relevant teacher development activities by sanctioning authentic and credible professional development suppliers. Expounding the notion that CPTD had the potential to inspire teachers to perform even better in the classroom, Mrs Maharaj saw it necessary; to explain how the CPTD management system operated, positing that there were three different types or aspects for teachers to earn their points for CPTD. She outlined the first one as being the teacher's own initiative, reading and so on. Highlighting the second one as involving workshops that one had to attend, either inside or outside their school, Mrs Maharaj espoused:

But the one you attend outside has the most points, but then those are the ones that are most costly. Some of these workshops that span over 3 days cost about R3000...And if you look at it, how many of them are accredited. It has to be SACE accredited or else you do not get the points. We'd like to get involved, not for the sake of gaining the points, but for personal growth, but sometimes it is a big challenge....

Serving as an extension of the above, Mrs Maharaj observed that teachers attended valuable workshops which she desired them to share with the rest of the staff, time permitting. Nevertheless, she contended that even if there was no time for these teachers to facilitate a workshop, she always asked for feedback, be it verbally or through the medium of a hand-out. In relation to this, Mrs Maharaj purported that because she wanted the rest of the staff to be empowered and to know the latest that was going on, she asked those teachers that attended the workshop to make copies and circularise the hand-outs received, to the whole staff. The claim made by Mrs Maharaj that she made attempts to enable teachers' professional development enterprises, is consistent with what is espoused in the literature. For instance, Davidoff and Lazarus (2010) suggest that as instructional leaders, SMT members ought to advance teachers' participation in such subject committees, to promote productive pedagogy, and offer appropriate teacher learner resources so that teachers may perform at their optimum.

Acknowledging that in executing their roles and responsibilities in the professional development of teachers under their care, these members of the SMT were confronted with challenges, these members of the SMT were offered an opportunity to recount those areas in which they experienced stumbling blocks in their quest to develop their teachers. Now that some of the challenges experienced by these instructional leaders have been expounded, SMT members' postulations that professional learning community (PLC) or networking, is a forum for teachers to share expertise, lend support and acquire knowledge and skills, will be adduced. These SMT members of GPS were offered an opportunity to explain whether or not they believed that teachers under their care might benefit from belonging to a local network of teachers. Thus, the inherent value in setting up PLCs, will concurrently be examined from the postulations offered by Mrs Maharaj, Mr Pillay, Mr Ken and Mrs Alark.

5.10 SMT members' postulations about professional learning communities (PLC)

All four members of the SMT in GPS believed in the value of networking and creating a community of professional learners within the school and also with other schools. In light of this, the postulation by these members of the SMT that networking is invaluable and integral to the professional development of teachers, will now be explored. Offering an overview of networking, Taylor, Yates, Meyer and Kinsella (2011) suggest that the following attributes illustrate the value of networking, which, I argue, are congruent with the sentiments echoed by the SMT members of GPS. To this end, Taylor, *et al.* (2011) suggest that PLCs serve as a support system whereby teachers are given the opportunity to distribute learning materials amongst each other, whilst offering encouragement to each other.

In pursuance of the above, and in line with the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025 (DBE and Higher Education and Training, 2011), it is advanced that the teacher development model is a platform that extends an invitation for teachers to gather in little groups to discuss general pedagogical matters, and to talk freely about their experiences and challenges in the fulfilment of their duties and responsibilities. It is argued that this, in turn, eliminates the prospect of solo teaching which has the danger of leading to weary teachers and stagnant teaching. In addition, Baker-Doyle and Yoon (2011) suggest that through networking, opportunities for ongoing professional development are ensured.

To this end, Mrs Maharaj endorsed the benefits of belonging to teacher networks, substantiating that ten Foundation Phase teachers at her school networked with teachers from a former Model C school once monthly. She argued that a reciprocal relationship was enjoyed, postulating:

At the moment my teachers have been adopted by Wade Collegiate as their Partners-in-Education counterparts. They network once a month on a Saturday morning, and they are thoroughly enjoying it. They are gaining so much knowledge...and it is also a platform where they share ideas...the challenges they experience in the classroom...it works two-ways...because both schools are learning about each other....

Mr Pillay similarly averred that networking was an imperative aspect in the life of a school, arguing that networking allowed for teachers to learn more from each other. He acknowledged

that sometimes there are different interpretations to policy documents, but when these ideas are put together, it allows for collective consensus to be arrived at. Mr Pillay explained that internal subject policies based on the CAPS document were drawn up by teachers at his school, protesting:

Teachers who work alone might not see requirements that others might see...but if they work together, teachers become au-fait with the subject matter. We also have networking where we meet with the subject heads or circuit managers from the department. We listen to each other during these forums...they also get information from us who are working with policies first-hand...and this knowledge helps them to better understand the challenges we experience, so hopefully they can develop the subject areas better....

Exploring Mr Ken's proposal about setting up PLCs for teachers, is to be found his declaration that he would prefer to see such a network centrally coordinated. He contended that since PLCs are linked to CPTD, subject advisors in the education sector were urged to provide networking sessions for their teachers. He expressed his desire to see them take an active role in the network system and to ensure that these networks of teachers were run efficiently and successfully, advancing:

In setting up one within this facility, we have to look at the logistics. We have to look at gathering teachers in schools surrounding this school, getting a central point to locate this, getting permission from these schools' principals, and gathering teachers together either in subjects or phases, depending on the needs for the networking sessions.

In like manner as Mrs Maharaj, Mr Pillay and Mr Ken who asserted that teacher networking is an integral component of CPTD, Johnson, *et al.* (2011) posit that social capital, which refers to relationships among teachers, require *collaboration, professional teacher community and teacher teams, in order to* build a PLC community. In response to the researcher's enquiry of the potential of networking, Mr Ken's stance in relation to the above, together with his postulation that networking promotes professional development, the benefits of belonging to PLCs, networking as a forum for unpacking of the curriculum and that it is beneficial for teachers to belong to a network of teachers, will now be explored from his stance about

networking. The next section focuses on the benefits of belonging to networking stations from the perspectives of the SMT members from GPS.

Emanating from the above, Mr Ken avowed that it was beneficial for teachers to belong to networks of teachers, as this ensured that they operated as professionals. He was of the opinion that it is at these teacher-cluster meetings that teachers learnt from each other on how to conduct themselves in an acceptable manner. Nevertheless, Mr Ken regretfully noted that many networks of teachers were not as fully operational as they used to be, with most having since fallen away, purporting:

This is largely due to the fact that there is very little co-ordination, very little support provided in these areas. But I do believe belonging to a network is beneficial for teachers. It allows for growth and development, it allows for the sharing of ideas and methodologies and techniques....

Professing that she judged networking to be an excellent initiative, Mrs Alark volunteered that their school was in partnership with Wade Collegiate, asserting:

Although we can't always compare with their circumstances because they are a private school with all the resources at their disposal...plus, they serve a rich community. Because they have adopted our school, they donate lots of stuff to us, especially since most our learners are indigent. But we still learn a lot from them, and I know for a fact that they also pick up ideas from those of us who are long in the profession. It's so good because we learn from each other, and we often try to implement the ideas we get from them in our school. And our teachers look forward to it as well. So this one-on-one networking has revived that passion for teaching within us.

Supplementing the above assertions by Mrs Alark with regard to the inherent merits of PLCs, Kools and Stoll (2016) similarly aver that trust and respect between members of staff must be maintained at all times. Additionally, members of the SMT are advised to encourage networked learning whereby collaboration and dialogue among staff is fostered through regular staff meetings, presentations during conferences, peer coaching, having longer-serving staff mentor new teachers, and making time for colleagues to observe each other. These members of staff are urged to meet regularly so that they may reflect together on how to address

challenges and solve problems, and learn how to enhance learners' learning and teaching practice. Additionally, Kools and Stoll (2016) volunteer that in schools as learning organisations, teachers are expected to share their insights on learning and teaching with each other in a collegial and collaborative manner. The following document confirms Mrs Alark's submission that teachers from her school were invited to network with teachers from Wade Collegiate.

Wishing both you and your staff a Happy New Year filled with many men

PIE dates for 2016 are as follows:

Saturday 27 February

Saturday 16 April

Saturday 27 August

The time slot will remain the same: 8.00 - 10.00 am.

Please advise whether these dates are suitable and how many Foundati

The above is an extract from an invitation extended to GPS primary school to participate in their Partners-in-Education (PIE) PLC initiative.

These aversions by Mrs Alark are consistent with the argument by Hord (2009), who advances that well-established PLCs are affiliated with efficient teachers, and that a positive undercurrent of social collegiality pervading through teachers' interactions with each other, helps to boost teachers' self-esteem and inspire them to revamp their teaching practices. In pursuance of the above, research by Coutinho and Lisbôa (2013) concerning the role and purpose of networks, confirm that networks help to improve the school's COLT, to advance the knowledge and skills base of teachers, and to contribute to teachers' gratification and contentment levels in pursuing their career.

Although the responses elicited indicate that it is not much of a challenge to encourage the ideology of networking in Glow Primary school, Moolenaar (2012) nevertheless warns that although teachers depart from PD enterprises feeling refreshed and revitalised, the danger is that this passion and eagerness may diminish if networking is not perpetuated in the workplace. Thus, like Moolenaar (2012), I suggest that SMT members be active partners in this networking enterprise by encouraging these teachers upon their return, to share the content they acquired from their networking session with others. Bearing the above in mind, this chapter will now conclude by offering a succinct picture of the findings from GPS.

5.11 Conclusion

In drawing this chapter to a conclusion, I advance that the overarching themes inherent in Chapter Five, saw a presentation and discourse of the findings elicited from these participants within the context of their school. Together with these SMT members' postulations, may be found an interweaving of the theoretical framework of instructional leadership, as well as pertinent reviewed literature. In essence, I wish to draw to your attention the relevant issues as they relate to the findings on these SMT members' perspectives of their enactment in teachers' professional development initiatives. Those primary key issues surrounding findings on leadership and management, together with secondary issues in furtherance of the role played by these SMT members' in compliance with teachers' professional development were investigated. I reiterate that in the next chapter, Chapter Six, I adopt an identical stance as I did in this chapter, where members of the SMT's perspectives with regard to their enactment in the professional development of teachers under their care, is expounded.

CHAPTER SIX

DATA PRESENTATION AND DISCUSSION FROM DIAMOND

PRIMARY SCHOOL

6.1 Introduction

The previous chapter discussed the data that was generated from four SMT members from GPS. Semi-structured interviews and documents reviews were used. This chapter discusses the data that was generated from SMT members from Diamond primary School (DPS), and the same data generation methods were used. Literature on school management suggests that leadership and management relates to structures and its accompanying steps and processes that assist SMT members to reach their set goals and vision. In view of the above, the following overarching issues, together with the accompanying sub-strands, will now be outlined.

As cited, a tabulated profile of Diamond Primary School, is now presented and the reader is advised that an across site linkage is made in Chapter One (1.7.2) where detailed information on GPS is presented. As far as the school infra-structure is concerned, Spaul (2012) argues that members of the SMT in low socio economic status (SES) schools face more challenges than SMT members of schools serving a high socio economic status population. Although I argue that the following assertion is a generalisation which does not fit all schools with learners emerging from a low SES background, Spaul (2012) posits that poverty levels impact negatively on learners' achievement as most learners' progress from such home backgrounds, is unsatisfactory.

Table 5: The profile of Diamond Primary School (DPS)

Geographical location	Staff of Diamond Primary
Northern Suburbs of Pietermaritzburg Umgungundlovu District	17 multi-racial members of staff, including: 3 Members of the SMT:
Description of the school	Principal and 2 HODs
Status: Section 21 school Brick building:	12 teachers employed by the state 5 teachers paid by the SGB

20 classrooms	
Fully-stocked library	
Well-maintained gardens	
Learner Population	SMT members: Biographical Data
423 learners from Grades R - 7	Principal: Mrs Radebe
Mainly Indian learners, with a small percentage of Black and Coloured Learners	56 years of age Teaching for 35 years Highest qualification: B.Ed. Honours Degree
Medium of instruction:	Intermediate Phase HOD: Mrs Ally
LoLT: English	45 years of age
Home Language (HL): English	Teaching for 22 years
First Additional Language: Afrikaans	Highest qualification: : B.Ed. Honours Degree
Second Additional Language: isiZulu	
Learners' socio-economic status	Foundation Phase HOD: Mrs Lloyd
Below average: 80%	58 years of age
Average: 10%	Teaching for 35 years
Above average: 10%	Highest qualification: J.Ped and ABET Diplomas
The National School Nutrition Programme (NSNP)	
There is no 'feeding scheme' in operation	

6.2 Data presentation and discussion

As cited in Chapter Five, the aspiration behind this qualitative case study was to understand the perceptions and perspectives of SMT members relating to their experience in their role in the professional development of teachers under their care. Literature, such as that found in the works of Taylor, *et al.* (2011), Yoon, Duncan, Lee, Scarloss and Shapley (2007), Darling-Hammond, Wei, Andree, Richardson and Orphanon (2009), Baker-Doyle and Yoon (2011) and Coutinho and Lisbôa (2013), posit that professional development ought to be viewed as teachers' attempts to acquire and develop their knowledge, skills, attitudes and values, so that

they may contribute positively to their learners' development, thereby creating schools to be effective learning organisations. Taking the above into cognisance, the data elicited from SMT members Mrs Radebe (Principal), Mrs Ally (Intermediate Phase HOD) and Mrs Lloyd (Foundation Phase HOD) at Diamond Primary School (DPS, all of which are not true names), clearly illustrated their demonstration of leadership and management practices in their portfolio as members of the SMT, especially in their enactment in their quest to develop teachers professionally.

I remind the reader that the backdrop to the themes under discussion in Chapter Six, has been provided in Chapter Five, since these are synonymous to both. Likewise I posit that taking into cognisance the thrust of this study, being CPTD, this will not be discussed in a water-tight compartment, but will instead be interwoven throughout, demonstrating its fluidity and relevance in these school leaders' role. Asserting that the SACE (2010) advocates the participation of SMT members in the DSGs of their teachers, it is expected of SMT members, as part of their professional development and support roles, to assist the SACE in the orientation and sign-up of teachers in their departments or phase. In addition, the SACE expects them to support teachers on CPTD Management System-related issues as they participate in their three-year cycle.

Taking the above into consideration, it is asserted that TQM encourages the *inter-dependent* interaction between individuals in the workplace, rather than the *independent* actions of people, which is generally associated with those holding formal leadership positions and responsibilities. Through fostering these interdependent relationships and teamwork, teachers are thereby encouraged to lead informally, leading to the notion of distributed leadership. Likewise, all three SMT members argued that although both management and leadership responsibilities demanded similar strategies to be adopted and are closely aligned, their management enactment is indeed different from their role as leaders. Against this backdrop and the tabled profile of DPS, the first issue, being SMT members' insight into what management and leadership meant to them, will now be described in greater detail from all three SMT members' perspectives, being Mrs Radebe (Principal), Mrs Ally (HOD) and Mrs Lloyd (HOD).

6.3 SMT members' recount of their management and leadership enactment

These three members of the SMT from DPS, were invited to offer a recount of their management and leadership practice, and a contemplation of their role as leaders and managers in their teachers' professional development. Claiming that teachers' participation in CPTD is compulsory, professionally development (PD) is an integral component of the SACE's Code of Professional Ethics for teachers. Teachers pledge to uphold the code when they register with the SACE (SACE, 2010). Section 7 of the SACE Code implores all teachers to keep abreast of educational trends and developments and to fulfil their responsibilities as per teaching requirements (SACE, 2010).

In like manner, Taylor, *et al.* (2011) suggest that members of the SMT demonstrate instructional leadership enactment, which is underpinned by shared and collectively drawn up goals by relevant stakeholders. Within this portfolio, members of the SMT monitor the process of learning and teaching, provide feedback, and encourage professional development participation with the intent of positively impacting on learner achievement. It was comparatively observed that these members of the SMT offered similar conceptions of their leadership and management enactment. In pursuance of a pronounced dimension of her management practice, Mrs Radebe, advanced that she employed the strategy of issuing concise instructions to her teachers to ensure that tasks were carried out efficiently and successfully. This corresponds with the postulation by Bush (2013) who argues that leadership reflects the objectives, the resources, and the activities of the school, thereby demanding the designing of the most appropriate strategy for attaining collective, pre-determined targets.

I advise that detailed descriptions of leadership and management are offered in Section 2.5 of Chapter Two. Correspondingly, Mrs Radebe attested that when it came to assessments, she gave instructions to the HODs and teachers on how these ought to be conducted, since many of the SGB appointed teachers were not fully qualified. Amplifying that some of her teachers required constant assistance and guidance, she asserted that she deliberately offered detailed explanations and provided examples of how they ought to go about completing their recording. This is what Mrs Radebe had to say in this regard:

I feel there are occasions when, as a leader, you have to give specific instructions to teachers, especially the SGB teachers. I'll give you an example, like compiling a register. You have to mentor and give proper instructions to staff, especially the new staff, on how to compile their register. If I don't do this, then every teacher will compile their registers differently...they will not do their assessments and complete their records according to departmental requirements. And this is unacceptable...because the school needs uniformity...the department expects uniformity....

Thus, one can infer from the evidence elicited from Mrs Radebe that a dissimilarity exists between the portrayal of leadership and management functions. Nevertheless, it is gratifying to note that Mrs Radebe fulfilled both management and leadership roles. Scholars in this field, who posit likewise, include Bush (2013), who suggests that, in spite of the inherent differences, leadership and management functions ought to co-exist. In furtherance, it is declared by the DBE (2014) that it intends building the quality of leadership in all schools by using the successful outcomes of leadership initiatives observed in effective schools, to address under-performing schools.

It is similarly posited by Leithwood and Jantzi (2010) that the pedagogical expertise of teachers has the potential to impact favourably on learner performance. Congruent with Mrs Radebe's preoccupation that learning and teaching assumed prominence, is the practice of instructional leadership as alluded to by Southworth (2009), who identifies instructional leadership as learning-centred leadership. His position is that instructional leaders acknowledge that learning is constructive, and primarily focus on developing learners' learning through strengthening their teaching. In like manner as Mestry, Moonsammy-Koopasammy and Schmidt (2013), I argue that both leadership and management functions are equally important if schools are to operate productively and fulfil the main objective of improving its COLT.

Aligned to Mrs Radebe's submission that she gave guidance, was the submission of Mrs Lloyd who pointed out that she encouraged and supported her teachers' facilitation of PD initiatives. She protested that she dispensed the much-needed feasible and practical guidance to her teachers, because like herself, these teachers were often disappointed when attending professional development workshops, as facilitators and departmental officials often did not offer them the expert direction that they desired. In contemplation of the above, Mrs Lloyd posited that as their leader and manager, she urged teachers not to be mean or selfish in sharing

ideas and information. Thus, she appealed to those who attended external workshops, to cascade information which they acquired to the rest of the staff. Taking into consideration learners' dismal Mathematics performance in ANA, she advised that internal Mathematics workshops were facilitated to help provide teachers with the necessary skills. She volunteered:

A Maths teacher at our school taught us how to teach division using a very simple method, which she picked up because of the networking sessions she attends. The Grades 4 and Grade 5 teachers were so impressed that they said they were going to use this method in their classes. After showing their learners this new method, they gave her feedback. They reported that their children seemed to have grasped division better, and were able to see the connection with subtraction, sharing and division. So because of these workshops, our children are now using the breaking down, decomposition method, which is much easier and less confusing....

Aligned to Mrs Lloyd's noteworthy practice, as an instructional leader, of enlisting the expertise of others, thereby contributing to the professional growth of their school as a learning organisation, Kools and Stoll (2016) affirm that leadership is the essential ingredient that binds all the separate parts of the learning organisation together. It is espoused that learning leadership provides direction for learning, takes responsibility for putting and keeping knowledge acquisition at the centre of the mission of the school, whilst translating vision into strategy so that the organisation's actions are consistent with its mission, vision, goals and values (Kools & Stoll, 2016). In deepening the above, Mrs Radebe likewise outlined an example of one of the ways she contributed to the professional development of her teachers, which revealed that her passion lay first and foremost in her portfolio as a teacher, over and above that of her position as a manager. This is what she had to say:

I showed the new teachers the different ways of teaching halving of a number, which I used when I was a teacher... I must add that I really miss being in the classroom (sighs). Okay, so whenever I did halving with my learners in grade 3, I told them to do sharing, and to divide it by 2. So now these new teachers use this method, which they found to be beneficial. They told me that their children grasp this method very easily...

In congruence with the views expressed by Mrs Lloyd and Mrs Radebe that varied Mathematics strategies and tools were offered for teachers to use in their classroom, Kools and Stoll (2016)

acknowledge that teacher's subject expertise or lack thereof, is accordingly reflected in the learners' successful or dismal performance. Since Annual National Assessments (ANA) is used to measure the effectiveness of teachers' teaching, an assessment of teachers' mastery in the learning areas of English and Mathematics reveal a dire deficiency in teachers' proficiency (Kools & Stoll, 2016). Additionally, Duke (2008) advocates that effective SMT members need to first identify areas of professional learning they desire for their staff, before beginning professional development endeavours. Pratt (2014) recognises the critical relevance of collegiality and time to be some of the determining factors in either enabling or hindering such initiatives. It is advised that careful planning and insight will advance these SMT members' efforts in organising and facilitating PD projects that will offer them insight concerning their productivity in the classroom, whilst also providing essential information that would help them when planning further endeavours (Pratt, 2014).

In light of Mrs Radebe's and Mrs Lloyd leadership and management practices in DPS, the submissions of Mrs Ally will now be considered. Describing her management practice, Mrs Ally averred that she was well organised by nature. Thus, adopting the stance of using policy documents as a framework, Mrs Ally argued that she made sure that her teachers understood exactly what was required of them in the classroom as outlined in policy DBE documents. Expanding, Mrs Ally submitted that in so doing, she ensured that curriculum needs were being met, and that all teachers were executing their duties accordingly. She postulated that she guided teachers on how to set exam papers, and reminded them to include Level 1 questions up to Level 4 questions, attesting:

...Also, because I attend numerous workshops and keep abreast of educational issues, I am able to develop others. All the information I gather, I cascade to the staff. I'm tasked with many management duties...for example I supervise and mentor teachers. I evaluate them for IQMS. I discipline and counsel learners. I also assist the principal with many aspects like procuring of items for the school, curriculum development, fund-raising and stock-take of textbooks....

Confirming that members of the SMT ought to remain informed of the most recent developments in educational matters, as appears to be the practice of Mrs Ally, the NPFTED (2011) likewise suggests that an ever-changing curriculum demands that all teachers keep abreast with the latest changes in education and to impart new knowledge and skills

accordingly. Acknowledging the fact that despite being the HOD, and not the principal, I advance that Mrs Ally took on her responsibilities as a school leader with such commitment and enthusiasm that is normally associated with School Heads. Concerning her participation in fund-raising events to supplement their staggered and inconsistent coming-in of school fees, Mrs Ally clarified that this year (2015), she was in charge of the 'Water Fun Day'. She posited that she phoned in and ordered the water slides to be brought in, arguing that most years their school met their target. The monies raised was then spent on subsidising projects and teacher development initiatives, amongst others. She advanced:

Right now, by raising this money, we can complete painting the roofs, which are in a bad condition...and we can afford to employ our much-needed additional SGB teacher...then we can split our grade two class that has over 50 learners at the moment. We couldn't ask for a teacher earlier on...because how can you employ someone if you know there's no money in the kitty....

Thus, I concur with Carrier (2014) that all members of the SMT, and not only the school principal, ought to be recognised as instructional leaders. The manner in which Mrs Ally operated is typical of an effective instructional leader, as she amalgamated conventional duties including the assessment of teachers, financial allocation, programming, and school's structural upkeep, whilst occupying herself intensely with the teaching and learning pedagogy, all of which is congruent with the attestations of Carrier (2014). In view of Mrs Ally's argument that she made efforts to help teachers develop their knowledge and skills through her constructive guidance, Wing (2013) likewise advises principals as instructional leaders, to improve teachers' learning so that their improved teaching practices may contribute to learners' successful academic progress.

As appears to the practice by Mrs Maharaj, Gumus and Akcaoglu (2013) propose that principals of progressive schools, as instructional leaders, align themselves more with teacher, learner, syllabus and pedagogy development, rather than solely on strategies compatible with management. Thus, in view of the attestation of the members of the SMT from DPS, it is clear that teachers under their care were encouraged and supported in their assumption of informal leadership positions in activities, initiatives and developmental programmes at their school as team-players, which is evident of an environment consistent of total quality management (TQM). In further pursuance of her leadership and management enactment, and confirming

the notion that she constantly strove to improve her knowledge, Mrs Radebe substantiated that she, together with the principals of schools in the northern suburbs of Pietermaritzburg, had attended a workshop on curriculum issues during the first week of the July vacation (2015). She argued that she picked up a wealth of knowledge and acquired the necessary skills to help her address certain areas of weakness at her school. She postulated:

Although I knew certain things, I learnt about other things. For example what to do when a teacher is absent. The department furnished us with information of how to go about tackling this issue as a principal. Using the hand-out I was given, I sat and redid my own hand-out for my teachers. I selected the relevant material. Then I had a workshop with my teachers based on what I thought they should know about the curriculum, how to sign up for CPTD and so on. I am hoping that whatever I workshopped them on, they are now implementing with their learners in the classroom. Also, whenever certain issues come up with the same teacher all the time, I now have the confidence to call this teacher in, and we discuss the issues calmly, using the hand-out as a guideline....

Aligned to Mrs Radebe's claim that she directly involved herself in curriculum matters, is congruent with the argument by Davidoff and Lazarus (2010) and Mestry, Moonsammy-Koopasammy and Schmidt (2013) that principals' engagement with syllabus matters, inspired their teachers to employ higher-order thinking skills. Likewise, the government advises that their latest tool employed with the intention of making radical changes in education and to revamp the professional development of teachers, is the "Action Plan to 2014: Towards the Realisation of Schooling, 2025." The Department of Basic Education (2011, p. 27) advises that the employment of constructive objectives and fluid procedures inherent in the Action Plan to 2014, outlines the 27 national targets, 13 of which relate to teachers' and learners' learning, with the balance of 14 aligned to procedures to be fulfilled, so that the outcomes to upgrade the current standards, may be met. I advance that this Action Plan to 2014 has the potential to promote awareness amongst teachers of the importance of Continuous Professional Development.

Believing it imperative to enlighten her staff on pertinent issues, Mrs Radebe drew up the following guidelines using the hand-out that she received at the principals' meeting. Thus, the following is an excerpt of the salient points which she wished to familiarise her staff about.

Report Back from Principals' Meeting attended last term;

- ANA still remains a contentious issue
- Protocol must be observed at all times. All staff are to follow the correct channels. Educators cannot make appointments or write letters to the Director without going through the relevant channels at school level.
- School Functionality – we must honour the 7 hour per day.
- Late coming of Teachers and Learners must be monitored
- Teachers must refrain from fraternising with the SGB
- All Submissions to Department must be made timeously
- Financial Management – must be adhered to.
- SBA – Assessments must be moderated and analysed and remediation to follow
- Staff to separate Professional and Personal issues.
- Monitor slow learner performance and take the necessary steps
- All school buildings are Government Buildings, hence it can be used as polling stations.
- Principals are the CEOs at School.

The above record is in line with Wing's (2013) argument. This scholar proposes that instructional leaders, who take steps to ensure the smooth functioning of their school, by sharing necessary information and conscientising others about the latest developments, are effective SMT members who consciously sought to inspire their staff. The above portrayal of leadership and management practices demonstrated by Mrs Radebe, appear to be congruent with effective, purposeful leadership as espoused by Moore (2009). To this end, it is argued by Moore (2009) that instructional leadership is an intentional influence by one individual over others, suggesting therefore that activities and relationships in a group or organisation be structured in a manner that allows others to achieve their goal. In concurring with Moore (2009), it is clearly evident that the manner in which these members of the SMT attempted to lead and manage their teachers' professional development towards the realisation of their school's vision, was through their productive leadership practices.

Thus, one of the dimensions encompassing their leadership practice, was the provision of expertise offered through the medium of their professional development initiatives and workshops towards their teachers' empowerment. Taking into consideration the above advancements by Mrs Radebe, Mrs Ally and Mrs Lloyd, it is clear that their leadership and management enactment encompassed a promotion of their teachers' professional development. In like manner, the SACE (2010) equivalently advises that it is necessary for teachers, like other professionals, to advance their knowledge and skills creation continuously, and to match these to their circumstances accordingly. It is additionally suggested by the SACE that because parents entrust teachers with profound responsibilities, teachers are obligated to engage with PD programmes in order to revamp their strategies and thereby appropriately boost their learners' progress (SACE, 2010). From the elicited data, it is clear to see that these members

of the SMT from DPS faced a mammoth task in leading and managing their school as a learning organisation.

Since there are no clear guidelines as to how to actually lead a school, except for those rules and regulations as stipulated in the ELRC (1998), it may be concluded that these leaders would like to believe that they are leading and managing their schools along the right path. Nevertheless, it is clear that schools as learning organisations are being labelled as being effective or not by education departments, who take learners' performance, for example, from the ANA results, as being the main yardstick to measure whether these teachers are successful and productive in the classroom. Members of the SMT are likewise held accountable if the learners' results do not match the expectations of the DBE (2014). In view of this, I claim that this is an unfair way of judging whether a school is an effective learning organisation, as other circumstantial factors such as language barriers and child-headed homes, may deter learners from achieving to their maximum. In light of the above, these members of the SMTs' judgment of whether or not they deemed their school to be a learning organisation where teamwork, collective decision-making and distributed leadership featured, will now be explored.

6.4 SMT members' perspectives of their school as a learning organisation

A question was posed to the three managers of the SMT from DPS regarding their views about whether or not they considered their school to be a learning organisation. Thus, propounding their notion that the school at which they were based may be considered to be places of learning where leadership, teamwork, TQM, collaboration, collegiality, decision-making and distributed leadership were prevalent, these SMT members' judgements as far as the presence of total quality management (TQM) in their schools, will now be delved into. In relation to the above, the members of the SMT of Diamond Primary School were invited to offer their judgement of whether or not their school may be deemed a 'learning organisation' where leadership and teamwork featured at their school. It is noted that all three members of the SMT affirmed that schools were responsible for developing teachers in a way that allowed them to prepare learners holistically so that they may be an asset to society.

Further questions were posed with the intent of adding richness and gaining clarity on the existing data. Attempting to understand these managers' perceptions, they were offered an opportunity to explain their strategies employed to get teachers to work collaboratively and

collegially with each other. The viewpoints, experiences and observation of Mrs Ally will now be considered in relation to teamwork, and collaborative and collegial relationships. Now that it has been established that the merits of teamwork was constantly brought to their teachers' awareness by these members of the SMT, in like manner, Mrs Ally declared that in whatever they did at Diamond Primary School, there were always committees formed, elaborating:

No-one does anything on their own. There's no one person running the show at this school. The problem I find is that some teachers are power-hungry, and they like to take on too much on their own. They feel like no-one can do things as well as they can... I stress to them that we have to work as a unit. Also, if teachers complain that someone is not playing their role in that unit, I then call them to my office. I counsel them and explain to them the importance of working as a team-player....Most times, I'm able to win them over....

Aligned to Mrs Ally's attestation that all teachers were reminded to work collegially as members of teams, thereby expounding the notion of teamwork, Kools and Stoll (2016) further propose that an integrated school as a learning organisation model focuses on creating and promoting ambitions that centre on the instruction of both teachers and learners. In so doing, SMT members are expected to create and support continuous learning opportunities for all staff through the avenues of teamwork and collaboration, as appeared to be the practice of Mrs Ally. It is envisioned that this will establish a culture of inquiry, innovation and exploration that may lead to a collective exchange of instruction both internally and externally, as alluded to by Kools and Stoll (2016).

Supplementing the above suggestions by Kools and Stoll (2016), Mrs Ally added that she recognised TQM as mostly characterising their school as a learning organisation. In effect, she advanced that all social gatherings, including their term-end staff functions where staff went away for weekends and also on a cruise, team-building exercises were prevalent. Mrs Ally averred that the comradery experienced during these outings was infectious, and filtered into their school environment where both managers and teachers mostly worked amiably as team-members. The discernment by these members of the SMT as to whether or not they believed a link to exist between CPTD, learners' academic achievement and school improvement, will now be established.

6.5 Link between CPTD, learners' academic achievement and school improvement

The three members of the SMT were asked if they anticipated that there was a link between Continuous Professional Development, learners' academic achievement and school improvement. It is claimed in the SACE document (SACE, 2010) that CPD serves to empower, inspire and motivate teachers to perform at their optimum. To this end, all three participants' insights and notions about the value of CPTD appeared to be compatible with each other. In expanding, Mrs Radebe posited that although she had countless years of experience in the teaching profession, she could not say that she was too old to learn new things. On this note of learning, Mrs Lloyd made reference to the novice teachers at her school and submitted that because she was mostly *au fait* with various methodologies, she always helped these teachers with their university assignments.

By the same token, Mrs Ally argued that recognising her area of weakness lay in teaching certain Mathematical concepts, she sought to remedy this by empowering herself with additional knowledge. The SACE (2010) alludes this empowerment as being type one activities. Elaborating, type one activities are 'Teacher Initiated' activities, implying that teachers may decide on their own, as was the above practice by Mrs Ally, to participate in activities involving reading educational material, listening to, or watching educational programmes. In further exploring Mrs Radebe's postulation, she acknowledged that present day learners' exposure to a variety of media has armed the youth with new, innovative and exciting ideas. Nevertheless, Mrs Radebe elaborated that learners could undoubtedly benefit from teachers' wealth of experiences. On the issue of learning from others, Mrs Radebe purported:

Just as others in the profession ask me for help, I likewise enquire from other principals when I'm in doubt about anything. I also phone the SEM, even though it's not always easy to get hold of him.

Taking into account the postulation by Mrs Radebe and her colleagues that, just as she learnt from others and so did others learn from her, Jehlen (2011) advances that peers possess the potential to impact on one another's teaching. This leverage may be strengthened during casual and unofficial encounters in the staffroom, as well as during orderly and orthodox meetings during seated sessions of lesson preparation, lesson observations and non-teaching periods. It

is further suggested by Jehlen (2011) that peers are a source of instructional strategies and support for each other, more specifically the expertise offered by veteran teachers to novice teachers. This served to build these young teachers' confidence levels and offered them a platform to be risk-takers in the classroom, where they became adventurous enough to try new teaching strategies, with the assurance that they had the back-up of their leaders, as was the case with Mrs Radebe. Thus, aligned with the above, was Mrs Ally's effort to upgrade and empower herself. She further suggested that the department ought to take responsibility and facilitate CPTD workshops that would help teachers become acquainted with policy requirements and so on. This is found in the following claim by Mrs Ally, who advanced:

By teachers empowering themselves, this would filter into the classroom where learners may benefit. To enforce the same discipline across the school, teachers must become effective managers in their classrooms. I feel that teachers can acquire good management and organisational through professional development participation....

In like manner, scholars Totterdell, Hathaway and la Velle (2011) and De Jong (2013) postulate that CPTD demands the personal development of one's professional role, advising that CPTD ought to support teachers' professional growth so that it may lead to sustainable changes in their teaching practice. Taking into consideration the overall concerns of these members of the SMT from DPS who asserted that learners' academic achievement, especially in English, was worrying, research confirm that their fears were not unfounded. Correspondingly, research was conducted by Howie, van Staden, Tshela, Dowse and Zimmerman (2012) on the influence of the home environment and parental involvement in promoting reading literacy achievement in South Africa.

The findings revealed that there was no difference in the overall English achievement in 2011 as compared to 2006. It was found that learners were still performing below the international centre point, with children of parents who liked reading achieving higher scores than those whose parents who showed no interest in reading. In anticipation that teachers' engagement in CPD activities would add value to one's professional development, Mrs Lloyd admitted that she only took cognisance of this in her latter, twilight years in this profession. To this end, I deduced that whilst Mrs Radebe's and Mrs Ally's postulations portrayed their acknowledgement of this link, Mrs Lloyd's response additionally spoke more about the impact this professional learning had on student teachers under their care, who figuratively speaking,

were learners as well. Thus, together with attesting that her professional development through personal studies was important, she argued that her desire to assist student teachers also took precedence. Mrs Lloyd submitted that despite her engagement towards fulfilling requirements for a diploma contributed to self-empowerment, she admitted that it was only much later in her career that she realised just how valuable and empowering this was. In furtherance of the above, Mrs Lloyd averred:

After I graduated from training college with a diploma, I got married and was focused on my children. Then, after my husband passed on, I realised that I needed to study. But by then I was finding excuses not to study. I became complacent. And I was afraid. There was too big a lapse. I also didn't realise how important it is to study, because besides empowering yourself, keeping abreast...by improving your qualifications, there's also a salary increment. Then a couple of years back, when my children were out of the house, I did a diploma. And I felt so good because my results were excellent. This motivated me to carry on studying.

Mr Lloyd's narration is congruent with the concern of the SACE, who acknowledges teachers' reluctance to engage in professional development. This is inherent in their postulation that a mammoth problem encountered is to inspire and encourage teachers to take full accountability for their personal engagement with PD initiatives. In my opinion, the SACE's protestation that those teachers failing to earn the minimal 150 PD points over two successive cycles of three years are accountable to the SACE for not succeeding (DBE, 2007), ought not to be employed as a weapon to threaten teachers into submission. I believe that using this threat may have zero effect on teachers who have no intrinsic desire to engage in professional development activities. Another challenge by SMT members is to encourage a collaborative culture in schools so that teachers may be inspired to develop themselves professionally, knowing that they have the support of their managers. By the same token, making reference to the student teachers whom she mentored, she alerted them to the fact that although schools were basically required to fulfil the same obligations, each one operated according to their own set of rules. To this end, she narrated:

...Together with the principal and the other HOD, I induct and orientate these new teachers...I also inform these new teachers about the school community. I make them aware of some of the challenges we face because there are many disinterested and unemployed parents...these parents hardly help their children, and they cannot afford our low school fees...

In pursuance of the above data elicited on the link, or absence thereof between teachers' Continuous Professional Development, learner success and school improvement, it is clear that all three managers answered strongly in the affirmative, asserting that it was vitally necessary for teachers to engage in PD enterprises in order to bring about improvement in the school on the whole. On this note of community involvement, as averred to by Mrs Lloyd, the DBE (2014) outlines its intension to build up the quality of leadership in high-achieving schools, within the context of their communities, whilst concurrently making attempts to ensure that inadequacies such as weak governance and scant achievement by learners, is addressed, with the aim of improving learner achievement in South African schools.

Bearing the above contentions of Mrs Radebe, Mrs Ally and Mrs Lloyd, it is submitted that the vision of the CPTD management system may be deemed as one that supports and facilitates the process of continuing professional development. Thus, as laid out in the National Policy, the CPTD management system makes efforts to supply teachers with the necessary skills and knowledge so that they might fulfil their duties accordingly (DBE, 2007). It is envisioned that it will additionally offer recognition to members of the SMTs' attempts at developing themselves and their teachers professionally, as appeared to be the practice of Mrs Radebe, Mrs Ally and Mrs Lloyd. Since these members of the SMT evidently committed themselves to the CPTD process with the intention of revitalising the COLT, their role in teachers' distributed leadership enactment, will now be explored.

6.6 SMT members' role in teachers' 'take-up' of projects

The previous section dealt with issues of decision-making and the role of other stakeholders in it. It was highlighted that SMT members at GPS were in favour of participatory decision-making and their preference was based largely on the belief that there is ownership of decisions and thus sustainability of such decisions achieve the desired results. The theme of this section has shifted slightly to discuss the manner in which other stakeholders take the lead of school-

based projects. In short, the issue of distribution of responsibilities is at the core of the discussion. In contemplation of the practice of distributed leadership, my objective was to assess whether or not these participants encouraged teachers to take-up projects. Their responses indicated that indeed, they did support and encourage their teachers to a considerable degree. Furthermore, they were offered an opportunity to describe the nature and extent of the support extended to these teachers. The responses elicited from members of the SMT from Diamond Primary School revealed that all three managers encouraged teachers under their care, to lead projects and initiatives that contributed to a positive ethos and COLT in the school. These managers attested that in addition, they *trusted their teachers* (Mrs Ally); provided *help and guidance* (Mrs Radebe); and *supported them* (Mrs Lloyd) in their leadership roles.

In pursuance of the above Mrs Radebe postulated that she agreed with the notion of teachers volunteering to take-up initiatives. She acknowledged that she “*was not in charge of everything*”, and that level one teachers volunteered to take charge of excursions, as well as to head most of their ongoing fund-raising drives. Despite her claims of encouraging distributed leadership, my judgement, based on Mrs Radebe’s postulations, was that although certain characteristics fulfilled by her fitted in with the notion of distributed leadership, she did not fully comprehend the ideology behind distributed leadership. By admitting that she nominated teachers whom she felt capable to take charge of certain events accordingly, it appears to me that teachers did not volunteer to democratically take-up leadership roles on their own. Rather, they merely accepted leadership roles that were assigned to them.

To confirm these views, the literature elicited confirms the notion that distributed leadership is congruent with the adoption of fair procedures and implementation, which are defined by collaborative and synergetic conversations (Steyn, 2009). Once again, I concede to have arrived at the conclusion that leadership was delegated rather than teachers volunteering to take-up duties, after carefully listening to the following declaration by Mrs Radebe, who submitted that when she distributed duties, she looked at the expertise of the teacher. She accordingly conducted a SWOT (strengths, weaknesses, opportunities and threats) analysis, before proceeding with the even distribution of duties. She contended:

For nine years I was in charge of the Debs Ball. This year I gave it to a level one teacher to be the convenor. This teacher in turn then distributed duties to others. So by giving this teacher a leadership role, she in turn empowered others. If I find teachers are lacking in certain areas, I call them in and explain that if they change certain things, it will work out better. I give help and guidance...and through it all, because I trusted this teacher to do a good job, she did...

To this end, Wing (2013) observes distributed leadership to be an exciting and innovative approach to leadership. It is further proposed that this leadership recognises that notion that there many leaders, both formal and informal, can lead simultaneously, whilst it possesses the capacity to encourage teachers to work collectively and to build on their instructional enactment and expertise (Wing, 2013). On the other hand, claiming to guide teachers in their distributed leadership enactment, Mrs Rabebe's leadership portrayal resonates with Wing's (2013) assertion that the instructional leaders' enactment and leadership style are deciding factors influencing the effectiveness of distributed leadership.

In furtherance of the above, the members of the SMT of DPS appear to concur with Grant (2009) that distributed leadership is a process shared by members of a team who work in a collegial and collaborative manner so that the COLT may be enhanced. Additionally, teachers' take-up' of leadership roles is in line with policies such as the Action Plan to 2014: Towards the Realisation of Schooling 2025 (DBE, 2010) and Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025 (DBE and Higher Education and Training, 2011), which were designed and created with the intention of ensuring that schools functioned as organisations where effective teaching and learning featured.

In retrospect, the assertions of these members of the SMT appear to coincide with McFarland's (2014) observation that excellent teachers serve as inspiration for their peers and are mostly found to enact leadership roles. These teacher leaders, according to McFarland (2014), demonstrate an enthusiasm for learning, having earned many accolades during their teaching career. These descriptions are consistent with the assertions made by these members of the SMT, who attest that their teachers likewise build learners' capacity for improvement. Based on their claims, it is evident to see that SMT members and teachers work collaboratively to build professional learning communities within their school, thereby encouraging distributed leadership to be enacted. Experts in the area of distributed leadership such as Halverson

(2010), advance that the doctrine of distributed leadership enactment is consistent of reciprocal relations existing amongst leaders, their followers, and circumstances.

In congruence, Harris and Spillane (2008) advance that distributed leadership is primarily employed in education research, suggesting that in focusing on leaders' characteristics, it examines their enactment in portfolios that span across the organisation. It is similarly associated with ideas such as shared, democratic, or collaborative leadership. Taking the above into consideration, instructional leaders are advised by Wing (2013) to take accountability for ensuring a sound COLT prevails through their attempts at putting plans in place that has the potential to motivate, inspire and empower their teachers, thereby creating a conducive environment. One of the avenues that this might be done, is through the facilitation of PD activities by these members of the SMT (Wing, 2013). These members of the SMTs' contemplation of their role in the CPD of their teachers, will now be deduced.

6.7 A contemplation of members of the SMTs' role in the CPD of their teachers

In pursuance of the above concerning professional development, both Mrs Radebe and Mrs Ally ventured that learners' Mathematics and English ANA results were poor and required improving (DBE, 2014). Their postulations revealed their characteristics associated with progressive and pro-active leaders who attempted to continuously empower their colleagues. Thus, upon her return from a high-jump workshop, Mrs Radebe work-shopped her staff on the techniques of how to do high-jump, so that they demonstrate the correct way to their learners. Addressing this areas of weakness in ANA, Mrs Radebe adopted the strategy of getting those teachers proficient in their subject, to develop other teachers. She asserted:

...I have a Grade 7 teacher who is very good in Maths. I got her to work-shop the whole school on how to do fractions. Even myself, as a principal, by attending her workshop, I personally developed my knowledge. This will help me if a teacher goes on leave and if I have to relieve that teacher.

In a similar manner, Mrs Ally observed that at their school, both members of management and teachers learnt from each other, whilst simultaneously teaching each other. Supporting her claim that she empowered others, Mrs Ally protested that she made teachers aware of the different levels of questioning when setting papers, proclaiming:

...there are many teachers who don't know how to set different levels of questioning. They set the whole paper with level one questions and no challenging questions. So I show them what level two questions are, what level three questions are, how to slot them in, and what percentage to assign to these questions. I show them my own papers, and how I grade questions.

Mrs Lloyd similarly professed to have held a reading workshop where she exposed teachers to pre-reading skills, which included the introduction of high-frequency words. Expounding this notion, Mrs Lloyd argued that this was spurred on by her observation that many of their learners, even from the intermediate phase, could not read simple books. She argued that most were not members of the library, and due to many being poverty-stricken, their homes rarely housed books for their parents to read to them. Mrs Lloyd volunteered that because she was passionate about reading, she likewise wanted to instil in her learners the love for reading. Therefore, her aim of facilitating a reading workshop was to develop and empower her teachers, anticipating that this initiative will have a ripple effect and filter into the classroom. In enhancing the above, Mrs Lloyd posited:

...because I'm an avid reader, I expect my learners to be too. That is why I held a workshop where I explained to teachers that they first needed to prepare their learners for reading by introducing them to flash-words, where all the difficult words from the story are written on cardboard...and learners must say these out loud...then they can move on to reading the story...getting the children to read the story thereafter...I must say...in our school we are very fortunate because our principal always gives us an opportunity to share our ideas, whether it's at management level, or whether it's with the whole staff...

Taking into consideration the concern posited by Mrs Lloyd with respect to their learners' academic performance, especially in English, research confirms that her fears are not unfounded. Correspondingly, assessing the influence of the home environment and the lack of parental involvement in promoting reading literacy achievement in South Africa, findings from research carried out by Howie, van Staden, Tshela, Dowse and Zimmerman (Progress in International Reading Literacy Study (PIRLS), 2012), reveal that there was no significant difference in the overall English achievement in 2011 as compared to 2006. It was found that

learners were still performing below the international centre point, with children of parents who liked reading achieving higher scores than those whose parents who showed no interest in reading.

In relation to Mrs Lloyd's protestation about learners not belonging to the library, possibly referring to a public library, from my personal observation whilst walking around both schools, I noted that GPS and DPS had clean, fully-stocked libraries housing innumerable books, with no foot traffic, even during break-times, suggesting that learners do not visit their school's library. I advance that schools do not lend learners books from their libraries for fear that learners may lose them, 'dirty' them, leave them at home and so on. I suggest that learners be allocated at least one period a week, during their English lesson time, or during their lunch-breaks, to go and sit in the school's library and read. This would make a tremendous difference to learners' reading proficiency. This pre-occupation by Mrs Radebe, Mrs Ally and Mrs Lloyd at helping their teachers acquire the necessary skills, is aligned to the practice of instructional leaders, who serve to empower their teachers with the aim of improving learner outcomes (McFarland, 2014).

These members of the SMTs' leadership enactment is likewise congruent with the instructional leadership model designed Sebastian and Allenworth (2012), as evident in Section 3.16 of Chapter Three who advocate the deliverance of PD activities by SMT members, to help build on of teacher' knowledge and their capacity, thereby improving the quality of instruction. In further promulgating that standardised testing, such as ANA, heavily influences today's public schools, this in turn compels members of the SMT to be accountable for learner achievement. In pursuance, McFarland (2014) submits that in order to promote teachers' participation in lifelong learning, SMT members are urged to furnish such an environment that teachers' PD efforts may be supported and introspection encouraged, without viewing teachers as being individuals who execute duties merely to fulfil their personal needs.

Taking the above postulations into consideration, I advance that the members of the SMT from GPS and DPS are agents of transformation, as they deliberately embarked on their mission of creating schools to become learning organisations by encouraging, motivating and inspiring teachers to continuously learn and acquire new skills through their professional develop participation. In highlighting the value of leading with a mission, this is true to Murphy's

(1990) model of instructional leadership. In light of this, Mrs Ally's determination at developing teachers' knowledge base, is found in the following contention:

...if a teacher comes to me and says "look, I'm having a problem with teaching 'time' in Maths," I either show the teacher on a one-to-one, or I ask the teacher permission to go into the class and demonstrate how to teach time. The teacher sits as an observer and makes notes, so for their future lessons she is able to do it better....

These concerns of Mrs Ally, particularly in accordance with the teaching of Mathematical concepts, are congruent with the findings of the DBE (2014), which reveal the prevalence of learners' underperformance in the subjects of Mathematics and English, more especially in the previously disenfranchised South African primary schools. In attempting to address these shortcomings, the DBE (2014) advocates that the fundamental responsibility of members of the SMT lie in their management of the curriculum, and therefore task SMT members with the mission of adapting the curriculum to suit the needs of their learners. In appreciation of the above efforts by these members of the SMT to constantly engage in professional development initiatives, Wing (2013) recognises that successful SMT members concern themselves with raising the standards of their school's COLT and thus, learners' academic achievements. These members of the SMTs' opinions of the current CPTD management system, will now be examined.

6.8 SMT members' perspectives of the current CPTD management system

Thus, leading on from these managers' recognition that professional development was a vital and non-negotiable component of teachers' lives, it is claimed that inherent in the CPTD Policy Framework, is an outline of those PD activities expected to contribute to teachers' professional growth. At this juncture I posit that the CPTD management system has been mentioned in Sections 1.2.2; 1.4; 5.13; 6.5; 6.11 and 8.8 of Chapter One; Chapter five; Chapter six and Chapter eight. In view of this, this drive promotes teachers' professional development participation by awarding them with PD points for their engagement. As mentioned previously, the first activity is type one activities, which are 'Teacher Initiated' activities.

The second comprises Type Two activities comprising those activities designed and implemented by the school itself. These include staff meetings, workshops and projects that

form part of initiatives developed by your school. The final type, Type Three activities, are activities promoted by external approved providers like universities, government departments, unions and other independent service providers who present courses and workshops, endorsed by the SACE, and which is expected to contribute to one's professional development. In light of the above overview of the manner in which this system operates, these SMT members were presented with the challenge of offering their perspectives on the current CPTD management system that has come into operation since 2014, aimed at measuring and monitoring teachers' professional development.

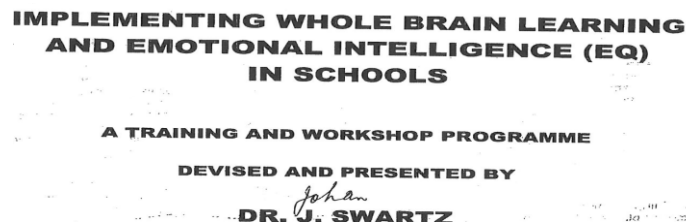
With regard to the above, although all three members of the SMT expressed their disapproval of the manner in which the DBE continuously introduced new innovations, without weighing the consequences of such initiatives, the voices of Mrs Ally and Mrs Lloyd will now be considered. In apparent frustration, Mrs Ally compared the CPTD initiative to ANA (Annual National Assessments), declaring that, like ANA, CPTD was *not well-thought of*. Mrs Ally was of the opinion that although the DBE might have had good intentions in seeking to measure the level at which learners were performing, and to identify shortcomings in relation to teaching and learning, it did not meet the anticipated outcome. She protested:

...But ANA hasn't really addressed that, and that is what the unions were up in arms about. So it is the same thing with CPTD workshops. Although the initiative started with principals, I don't know how many principals have actually met those points required by the department, and they only have one more year to go before their three-year cycle ends. Because they go to one workshop and it only accumulates to a few meagre points. So how many workshops do you need to go to get the minimum of 150 points which the department expects you to get? I attend workshops, but not all are SACE accredited workshops!

In like manner, Mrs Lloyd likened CPTD to IQMS (Integrated Quality Management System), protesting that although teachers might not be participating in professional development initiatives, they will nevertheless claim that they are. This is evident in the following assertion by Mrs Lloyd:

...It's on-line. So it's not easy to see whether teachers are engaging in CPTD or not. Now apart from our personal life, we have to attend all these workshops just to earn points. Some teachers could claim to be reading certain things, but there's no proof... And people may be deceptive just because they want the points.

In view of the above postulations by Mrs Ally and Mrs Lloyd, the DBE (2007), proposes that the inception of the Policy Framework, with its two complementary sub-systems being Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD), has the potential to change the quality of professional development, and hence teaching and learning, in South Africa. Nevertheless, the DBE (2007) warns that its success cannot be guaranteed if it does not enjoy the support of teachers in schools. To substantiate her claim that whilst she attended workshops to add to her knowledge, she also desired to earn points, Mrs Ally posited that she attended the accompanying workshop.



The above is an excerpt from the workshop that Mrs Ally attended on “Implementing whole brain learning and emotional intelligence (EQ) in schools.”

In the light of the above, Mrs Ally argued that although this did develop her as she was now in a better position to cater for her learners that were right brained and more creative than analytical in their thinking, she was not sure if this ” union initiated enterprise was a SACE-accredited workshop or not. Mrs Ally observed that her accumulation of points was not confirmed or refuted when she entered this electronically under her portfolio. At this juncture, I found it pertinent to explore these SMT members’ feelings about Professional Learning Communities (PLCs), which is forthcoming.

6.9 SMT members’ postulations about Professional Learning Communities (PLCs)

Arguing that networking, as a tool, is invaluable and integral to teachers’ professional development, I sought to explore these members of the SMTs’ conception of what networking meant to them. The rich data elicited, prompted me to categorise their responses into the above themes as indicated in heading 6.7 and which will now be investigated. This is followed by an

exploration of the potential of networking in promoting the unpacking of the curriculum. In view of this notion, the first in the sequence of themes as outlined in the preceding paragraph, which is the suggestion that networking may serve as the forum for sharing expertise, and acquiring knowledge and skills, will now be examined from Mrs Ally's viewpoint.

Hodkinson and Hodkinson (2014) advance that teacher networks have a ripple effect, in that it strives to encourage teacher to articulate their thoughts, feelings, challenges encountered and to share their innovative ideas and resources with each other, which has the potential to advance their professional growth, thereby impacting positively on learner outcomes. Likewise, Coutinho and Lisbôa (2013) urge teachers to work in synergy with each other, submitting that this collegiality among teachers is essential in improving schools to become admirable pillars in society, as it promotes capacity building and allow for significant building of educational syllabus that define schools. Bearing the above in mind, the perspectives offered by Mrs Radebe and Mrs Ally will now be explored.

Protesting that she anticipated it beneficial for her teachers and herself as the principal, to participate in PLCs, Mrs Radebe additionally claimed that management was progressive and now networked with parents. She submitted that the newly installed SMS system to get learners' parents involved and to keep them abreast in school matters, was highly effective, as these parents were now fully aware of how to assist their children. In addition, Mrs Radebe had this to say:

There may be problems that we as a school may be experiencing, and certain schools may have wonderful solutions to these problems that you didn't even think of in the first place...you can get new ideas just by speaking and discussing with others. When I was HOD, we used to meet at the Blind and Deaf society Hall on a weekly basis, and I was the treasurer of that forum. We used to meet in the evenings to share ideas and draw up our preps together. It was very helpful. It is a very good support system...

In furtherance of the above, elaborating on the value of participating in PLCs, Mrs Lloyd observed that teachers possessed a wealth of different methods and ideas, and when these were put together collectively, others listened and learnt. She added that the support and encouragement received through networking was of great benefit to all who participated. Recounting her commendation of the Grade R networking sessions held by the DBE, which

took place in the northern suburbs of Pietermaritzburg once a term, Mrs Lloyd declared that this endeavour was of tremendous benefit. She added that their grade R teacher learnt much from her attendance, arguing that she saw this teacher change from being shy and reserved, to someone who now exuded confidence.

On this note, Supovitz, Sirinides and May (2009) similarly aver that partnerships with higher education institutions can benefit all involved. Schools can draw on the expertise and capacity, and innovative ideas and practices from each other, and thereafter implement these in their individual school. Building on this postulation, Mrs Lloyd claimed that she may have thought her way of doing something was the only way, but that someone else might show her how to do the very same thing taking a shorter period of time, with a higher success rate. In highlighting these claims, Mrs Lloyd averred:

Some teachers may be more updated with certain methods of doing things. They probably attended some workshop that we didn't. Then when we get together and network, this helps us to develop as professionals. But this is not only on an academic level. I feel like I belong to a support group, which I need to help me socialise on another level. Sometimes I feel like just off-loading, to share my frustration...my thoughts in that little circle of friends, which really helps...

Corresponding with Mrs Radebe's and Mrs Lloyd's claim that they acquired knowledge and skills through their participation in these networking sessions, Moolenaar (2012) likewise observes that PLC participation contributes to rekindling, revitalising and restoring teachers' passion for teaching, leaving them feeling empowered and confident. In light of Mrs Ally's advancement that this helped her empower teachers at Diamond Primary School, Moolenaar (2012) warns that teachers' enthusiasm may gradually be less felt if it is not perpetuated upon their return from external PD enterprises. Thus, as is the practice with Mrs Lloyd, it is suggested that the SMT be active partners with their teachers by encouraging them, upon their return, to share the content they acquired from their networking session with others (Moolenaar, 2012).

Likewise, concurring with Mrs Radebe and Mrs Lloyd, Moolenaar (2012) and Leana and Phil (2009) suggest that through participation in professional learning communities, members of the SMT work for change, either by helping other teachers, or by transforming the school

culture. I agree with Leana and Phil (2009) that in this way, experienced teachers are afforded an opportunity to mentor novices, develop new curriculum approaches, offer colleagues useful feedback and facilitate discussions about teaching and learning. Having a ripple effect, this, in turn, eliminates the prospect of solo teaching which has the potential of creating weary teachers and stagnant teaching. In addition, Baker-Doyle and Yoon (2011) suggest that through networking, opportunities for ongoing professional development are ensured. Taking the above into consideration, this chapter draws to a conclusion by offering a condensed overview of the findings from DPS.

6.10 Conclusion

In light of the above postulations, Wing (2013) espouses that in efforts to shape the direction of the school, it is imperative that all stakeholders work together at addressing shortcomings so that common goals may be achieved. This implores school principals, members of the SMT, staff, SGB and members of the larger school body to work collectively to develop a common vision, and to devise appropriate plans that may spur them on to exceed previous educational standards.

It is envisioned by Wing (2013) that when teachers work together with the school community, the school improvement strategy that is implemented, is sustained. CPTD together with the recent adjustments in curriculum have created much more awareness and need for teacher to engage in meaningful professional development. Chapter Five and Chapter Six presented data from the members of the SMT from GPS and DPS respectively. The next chapter is more theoretical than descriptive and offers a detailed discussion of the emerging patterns elicited from the two sites where the research was conducted.

CHAPTER SEVEN

EMERGING PATTERNS IN THE DATA FROM THE TWO CASE STUDY SITES

7.1 Introduction

This chapter finds the focal point to be the emerging picture of similarities and differences in the seven SMT members' perspectives from GPS and DPS as to why they do what they do in relation to their teachers' CPTD. At the centre of my argument are the interactions between the individualism of members of the SMT, the particularities of local contexts, and the policies stipulated by the DBE. Thus, in Chapter One, (Sections 1.6.1. and 1.6.2), and in Chapter Five and Chapter Six, Table One and Table Two, I outlined the general characteristics underpinning Glow Primary School (GPS) and Diamond Primary school (DPS) respectively. This analytical process projects a picture about what obtains in the two case study schools in relation to SMTs' views and experiences regarding professional development of teachers in their schools. Furthermore, this process enables us readers to realise that the experiences and leadership of members of the SMT found in the one case-study school are not unique to that school. In addition, found in this chapter are cross-case analysis which has a catalytic effect when a comparison is made on the inherent commonalities and differences in these SMT members' role that they play in their teachers' professional development participation, together with the schools at which they are based.

The data elicited from these two schools helped me to augment existing knowledge, whilst creating a new knowledge base as well. It is anticipated that this would then be disseminated for use in the academic fraternity. These included the communities and historical backgrounds in which both schools were embedded. Viewing this particularly from the South African perspective, Taylor, Fleisch and Shindler (2008) declare that poverty is a major socio-economic issue. Other factors under this umbrella body include challenges relating to issues of deprivation, racism, xenophobia, discrimination, crime, lack of access to health services and education. It is posited that those emerging from low socio-economic groups have less access to resources and less ability to change their position, than do people found in higher socio-economic groups (Taylor, *et al.*, 2008). The inherent similarities and differences between the two schools, will now be suggested.

7.2 A summary of the similarities and differences between the two schools

The following pertinent issues, being the socio-economic status of the communities within which these schools were located; Section 21 status; Geographical location; Learner enrolment, School Management and School nutrition (presence or absence); Administrative functioning and physical buildings; School size: and the Language of Learning and Teaching, will now be explored by simultaneously outlining their inherent similarities and differences.

7.2.1 Similarities and differences - Socio-economic status (SES)

At the outset of this section, I advise that the socio-economic status of both GPS and DPS is explored concurrently, as I observed that both schools emerged from similar SES contexts. To this end, I argue that although schools are mostly formal and compulsory institutions that create opportunities for teaching and learning to take place, they do not always function as effectively as expected, largely due to contextual and circumstantial factors. Thus, in seeking to establish the socio-economic context of learners found in GPS and DPS, I believe it useful to first explore what constitutes ‘socio-economic context’ so that a true picture of factors governing these learners’ economic status, which encompasses their home-backgrounds and their social standing, may be acquired. Cognisance is likewise taken of literature that describes the diverse contexts of South African schools, highlighting the fact that most teachers and learners face a myriad of teaching and learning challenges daily.

Taking the above into cognisance, Lam, Ardington and Leibbrandt (2010) suggest that learners emerging from low socio-economic home backgrounds such as those found in GPS and DPS, pose a challenge which their members of the SMT, as instructional leaders, are urged to overcome, as was implied in Chapters Five and Six, Sections 5.1 and 6.1. It is postulated by Lam, *et al.* (2010) that since members of the SMT depend on the support of parents in motivating their children towards achieving better, especially where this had not been a past practice, requires both transactional and relationship-based approaches. This implies that a reciprocal relationship needs to be fostered by SMT members whereby both the community and the school give to and receive from each other.

Thus, it is once again reiterated that a comparison outlining the similarities and differences between GPS and DPS in terms of socio-economic status, revealed that both schools emerged from lower socio-economic status backgrounds. The SES defining GPS was that learners from below average homes comprised 60%, those from average homes being 30%, and above average homes being 10%. DPS ranged from 80% of the learners coming from below average homes, 10% from average homes and 10% from above average backgrounds. In furtherance of the above, cultural identification and lifestyle and attitudes, as alluded to by Cunningham and Cordeiro (2006), indicate that SES is strongly linked to academic success. These researchers claim that learners emerging from low socio-economic backgrounds are more often than not likely to perform dismally in school, as compared to children alighting from higher socio-economic background homes.

In like manner, Spaul (2012) observes that a factor impacting negatively on learner progress in South Africa, to be SES, postulating that hypothetically, indigent learners' performance is deemed to be mediocre. Contrary to the assertions of the above researchers who suggest that poverty determines academic performance, Lunenburg and Ornstein (2008) note that although well-off and opulent families possess the means to ensure that their children enjoy better amenities, in no way does this imply that underprivileged children's performance will be sub-standard. I am apt to concur with Lunenburg and Ornstein (2008) as I do not anticipate SES to be the contributing factor negatively impacting on the scholastic performance of learners in GPS and DPS.

Equivalently, drawing from my personal history based on the lower SES community within which I grew up, being Chatsworth in Durban, I like many others in my neighbourhood, was able to rise above poverty and defeat contextual factors to attain the status that I am presently enjoying. Thus, I believe this could likewise be the scenario with learners from GPS and DPS, who, if intrinsically motivated, may enjoy the full benefit from their empowered teachers whom the SMT strove to professionally develop. The similarities and differences in whether or not their schools were classified as section 21 status schools, is now rendered.

7.2.2 Similarities and differences - Section 21 status schools

Declaring that both GPS and DPS were Section 21 schools, as posited in Sections 1.6.2; 5.2 and 6.2 of Chapter One; Chapter Five and Chapter Six, the question of how much money was

allocated for these schools in terms of their state subsidy, will now be explored. SASA (1996), saw the division of public schools into five categories or quintiles, with poor schools categorised with a low quintile ranking, receiving R165 per child annually (2006), and better-resourced schools having a higher ranking. In light of this, it is ironic that despite their dire circumstances, and purely because the school management of both GPS and DPS school made concerted efforts to maintain the upkeep of their buildings and so on, the DBE declared them to be Quintile 5, Section 21 schools. This implies that they manage their own finances, unlike schools that fall under Quintiles 1 to 3, to become no-fee paying schools. Thus, after these schools annually submit an audited annual financial statement report, the DBE deposits the schools' allocation into their account. Nevertheless, although Glow and Diamond Primary schools are informed, in accordance with KZN Circular 48 of 2013, of their allocation six months in advance, so that they may budget and plan for the next financial year, the responses elicited from these members of the SMT indicated that due to unforeseen and unexpected expenses, their planning did not always materialise as envisioned by themselves.

In light of GPS and DPS being Section 21 schools, it is claimed that schools provided with money from the education department to buy resources, are categorised by SASA (1996) as being Section 21 schools. This implies that Quintile 1 is the poorest of poor schools, with Quintile 5 deemed to be not as poor. Taking the above reasoning into consideration, the school context was taken into account to rate GPS as being Quintile 5. Since it was situated in the CBD, it gave the impression that it was a 'rich' school, without taking cognisance of the SES of the learners. Thus, as a result of the low financial status of most of the parents whose children attend these schools, these members of the SMT were compelled to totally, partially or conditionally exempt their learners from paying school fees. Likewise, these leaders from both GPS and DPS expressed their discontent and disappointment that their schools are not ranked lower to become 'no-fee' paying schools. Thus, SMT and staff members from both schools were forced to engage in fund-raising drives to supplement their school's scant allocation.

Inherent in the arguments expressed by SMT members from both schools, were found postulations that their parent community defaulted in paying school fees as most of them were either unemployed, or earned very low salaries. In GPS were found learners who resided with their grandparents mostly due to their parents either being deceased or working away from their homesteads. Thus, the main form of income appeared to be the meagre old-age pension and

child-grants received, placing these grandparents in a predicament of not being able to afford school fees, as they were already paying for transport to bring learners from the rural areas to the CBD where GPS was situated. To this end, the SMT members and staff of GPS and DPS contributed towards the upkeep and maintenance of the school through their management of fund-raising events, so that the much-needed school fees may be supplemented.

It is reinforced that these members of the SMT took the initiative of offering their teachers constructive administrative skills associated with appeals for funds in order for their teachers to raise monies to assist them to better perform their duties and provide better conditions for their learners. Adopting a hands-on, practical approach, likewise saw members of the SMT like Mrs Lloyd of DPS, personally embark on projects to bring in the much needed funds so that the school could split a large class and employ an additional SGB paid teacher to assist with teaching. Likewise, I observed that GPS, through their fund-raising drives, were in the position to recruit the services of an educational psychologist, who visited the school once weekly to counsel those learners who were experiencing emotional distress as a result of contextual factors, death of family members and dysfunctional home conditions.

In consideration of the above, Blase, Blasé and Phillips (2010) advise that competent and effectual care of movable and immovable school property is paramount in initiating and sustaining a progressive COLT which members of the SMT, as instructional leaders in resource management, are tasked with ensuring. Taking into consideration the above postulations concerning the contexts of GPS and DPS, I propose that although the SMT members of both GPS and DPS faced insurmountable challenges inherent in their school context, they nevertheless make concerted efforts to create a positive COLT at their schools. Their leadership practice is aligned to Weber's (1996) model of instructional leadership, where it is asserted that a positive learning climate is dependent on the attitude of SMT members, teachers and learners who help create an orderly and disciplined environment. The similarities and differences with regard to the geographical positioning of GPS and DPS, will now be propounded.

7.2.3 Similarities and differences: Geographical position

Evident is the difference in the geographical location of GPS and DPS, with GPS being centrally situated in the CBD in the city of Pietermaritzburg, while DPS was located in the

northern suburbs of the same city. A detailed description of these two schools may be found in Sections 1.6.1 and 1.6.2 of Chapter One. Although GPS is a ‘town’ school, it does not only provide education to learners who live in central Pietermaritzburg, as most of the learners attending this school travel from the outlying areas of Sweetwaters, Hammarsdale, Dambuza, Imbali, Edendale, France and Willowfontein. The implication here is that they are compelled to leave home very early; some earlier than 05h00, so that they can board the public transport and be in school by 07h30. Thus, although the school day ends at 14h00, learners only reached home around 18h00, or later, as they were forced to wait until these buses got full with adults who finished work at 17h00.

In effect, many of these children arrived at school tired, and in the afternoons, reach home exhausted and hungry, leaving them without much time and energy to complete homework tasks and studying endeavours. It was understood that whilst most lived with their grandparents who were their guardians, those who lived with their biological parents had to mostly wait for them to get home from work. Only after partaking of their meal, would these children sit with their school-work after their supper. Thus, unlike learners from GPS who commute great distances to get to school, learners from DPS live within metres of the school. However, common to both schools is the fact that the parent population are mostly unemployed. Added to this, is the scourge of drugs and alcohol ravaging and running riot in most homes surrounding DPS, consequently affecting the financial and emotional status of these learners. The similarities and differences as far as the size of population of the school management team and learners, is now provided.

7.2.4 Similarities and differences – number of SMT members and composition and size of the learner population

With regard to the members comprising the SMT, at the outset I maintain that GPS comprises four members of the SMT, including the Principal, Mrs Maharaj, Mrs Alark, the Foundation Phase HOD, Mr Pillay, the Intermediate Phase HOD and Mr Ken, the Deputy Principal. In pursuance, exploring the learner population, GPS may be described as a big primary school with a diverse learner population of 1211 learners from Grades R – 7, with approximately 80% being Black learners, about 10% being Indian and 10% being Coloured. Drawing a comparison between these two schools, the data elicited revealed that both differ in the following aspects. GPS serves a larger learner population, thus the number of components comprising the school

management team warrants the appointment of a deputy principal. On the other hand, DPS, a reasonably-sized school embedded in the community which it serves, has a diverse population of 423 mainly Indian learners emerging from within the community, with a sprinkling of Black learners from the Eastern Cape boarding with Indian families, together with a few Coloured learners. Their low learner enrolment does not therefore warrant the appointment of a deputy principal. To this end, the similarities and differences in relation to the administrative tasks undertaken by both schools, whilst a comparison in respect of the physical building of the schools, will now be presented.

7.2.5 Similarities and differences - Administrative functioning and physical buildings

I reiterate that found in Chapter One, Chapter Five and Chapter Six are comprehensive descriptions of these schools and how they functioned internally. Postulating that similar characteristics may be found in GPS and DPS, it was made abundantly clear that both were regarded as schools having members of the SMT, teachers and learners, and which served the wider school community. They likewise function within the confines of a physical construct whereby learning and teaching takes place. To ensure accountability, a set time-table is followed and assessments are carried out continuously in accordance with the stipulated requirements of the Curriculum Assessment Policy Statement (CAPS, 2012) document. Both schools operate within similar physical buildings, are fully enclosed with high security fences and have SGB employed-security guards manning their entrances.

Other commonalities embracing these schools are that despite both serving communities with a lower socio-economic status, the school management ensured that their schools were well-resourced and well-maintained. Furthermore, both function within the same government policies, are part of the same administrative system, and experience similar tensions in meeting the demands of their teachers, learners, DBE, and the communities they serve. The similarities and differences concerning GPS and DPS learners' participation in the National School Nutrition Programme (NSNP), is now provided.

7.2.6 Similarities and differences – The National School Nutrition Programme (NSNP) .

To reiterate, found in Sections 1.6.2; 5.2 and 6.2 of Chapter One; Chapter Five and Chapter Six, is a description of the National School Nutrition Programme (NSNP). Learners from GPS

participate in the NSNP, where almost 1000 of their 1211 learners partake of hot meals cooked at the school daily, an initiative undertaken by the DBE. This is unlike the scenario prevailing at DPS, where learners, not serviced by the NSNP, are accordingly not recipients of daily meals. Acknowledging that GPS is a participant of the National School Nutrition Programme (NSNP) it is envisioned by the DBE (2012), that by alleviating short-term hunger, learners' concentration may be improved, thereby contributing to the general health and development of needy learners.

According to the DBE (2005), the NSNP is implemented in schools whose learners emerge from a lower socio-economic communities, with the hope that hunger may not be an impediment to learning. Against this backdrop, I assert that it would prove beneficial to the learners of DPS, if they were likewise recipients of the NSNP, as based on the data elicited from their members of the SMT, it is glaring that they face similar impediments as learners from GPS due to their mainly poverty-stricken backgrounds. Therefore, I advise that the DBE revisits the formulae and criteria which they apply to deduce as to which schools are deserving of the NSNP or not. The language of their mother-tongue and the school's LoLT, will now be probed.

7.2.7 Similarities and differences – Languages: mother tongue and Language of Learning and Teaching

The difference in the mother tongue of both schools has been ascertained, with the mother tongue of learners in GPS being isiZulu, whilst the LoLT was English, creating further learning barriers. Despite both the mother tongue and LoLT in DPS being English, learners still experienced difficulty coping with the academic programme. The LoLT to be found in GPS is English, which is not the mother tongue of the mostly isiZulu speaking learners. In effect, being English second language learners, may be a contributory barrier to learners' mediocre scholastic performance. With this in mind, one would expect learners' performance in DPS to be better, considering that the LoLT is the same as learners' mother tongue, English. Nevertheless, learners' performance was not as good as anticipated. It is claimed that contextual factors unique to this community inhibits a large percentage of learners from functioning to their optimum to produce the expected better results.

In view of the above scenario, Vanderhaar, Munoz and Rodosky (2007) submit that as instructional leaders, members of the SMT are tasked with linking the activities of the school to the greater community. Thus, since DPS is embedded within the confines of a community, I posit that an acceptable level of success may be enjoyed through the fostering of a productive connection among SMT, staff and the parent body. Concurring with Despres (2008), Wing (2013) advises the principal to promote the cooperation and participation of the wider community in the school's projects, which likewise appears to be the practice of the leaders at DPS, and the community which they serve. Based on data elicited from the principal from GPS, Mrs Maharaj, it was observed that although she took great pains and made efforts to include the parent body in the activities of the school, she was mostly unsuccessful. Her unsuccessful endeavours to likewise enlist the help of parents with regard to their children's discipline, are reflected later on in Section 8.7.1.8 of Chapter Eight.

In a similar vein, Kearney, *et al.* (2013) advance that SMT members are obligated to foster fruitful and powerful links with the parent body through the medium of constant liaisons. This study made mention that in both schools, learners mostly emerged from poor homes that were defined by unemployment, low literacy levels, and a dearth of parental involvement. Similarly, Duke (2008) advises that members of the SMT acknowledge the stark negative reality within which most schools function, as well to be aware of the positive potency of some of these schools. Thus, highlighting the notion that the inherent contextual factors of schools vary, Duke (2008) observes that what may work effectively in some schools, may not necessarily produce the same results in another school. Therefore, when it comes to professional development enterprises, Duke (2008) advises that all those with a vested interest in education, ought to view the school as being separate entities, and plan accordingly. Now that the similarities and differences between these two school contexts have been outlined, an attempt to discern the similarities and differences between members of the SMTs' management and leadership enactment in their teachers' professional development, is examined.

7.4 Similarities and differences between SMT members' management and leadership enactment

Taking into consideration the assertion by Heywood (2009) that every teacher is a leader and manager, the distinction between leaders in formal leadership positions managing the school, and the teacher managing the classroom, is argued to be similar in terms of their execution of

responsibilities and duties. An in-depth manner in which the SMT members from both schools led their teachers have been offered in Sections 5.5.1 and 6.4 of Chapter Five and Chapter Six. In furtherance of the notion of leadership, (Northouse, 2013) suggests that this may be viewed as non-coercive behaviour by a leader who influences and directs his or her followers' initiatives in such a manner that they fulfil the group's common vision, often without realising they are doing so. Based on my engagement with literature, and my own role as a school manager, I argue that being a member of the SMT requires one to be both a leader and a manager, depending on the requirements of the situation that one finds one-self in.

So, whilst managers fulfil their portfolio by systematically coordinating the efforts of their teachers, leaders engage in projects requiring them to realign their school's COLT by designing a vision and inspiring those under their care to work towards attaining this vision. With the above in mind, these two schools, GPS and DPS were especially chosen because the SMT members and many teachers in both these schools were held in high esteem by those in the education fraternity, and were recognised for their dedication and efforts at mobilising and empowering their staff and school community. Central to my argument is their understanding of leadership and management. Attempting to discern whether or not they believed leadership and management enactment to be similar or different, these members of the SMT espoused that whilst leadership and management were different, both were necessary and functioned side-by-side. The similarities and differences of the leadership and management styles demonstrated by these managers as instructional leaders, is now scrutinised.

7.4.1 Blurring of leadership and management roles

In exploring the dimension of their leadership role, it is interesting to note that all seven members of the SMT from GPS and DPS, echoed similar sentiments. These members of the SMT maintained that although their leadership enactment was different from their management portrayal, both functioned alongside each other, and were central to their position as SMT members. Likewise, as suggested by literature, these members of the SMT attested that their position as members of the SMT, urged them to embrace and to effectively amalgamate the inseparable roles and duties inherent in leadership and management. These observations are congruent with the postulation by Bush and Glover (2008) who concur with these instructional leaders in suggesting that since leadership and management skills complement each other, SMT members are urged to exercise their instructional leadership demonstration through the

engagement of everyday managerial tasks. To illustrate these contentions, some of the descriptions embracing leadership and management, saw a volunteering that despite leadership responsibilities being different from management duties, there was a '*blurring and rolling*' of both into one, maintaining that leadership was the provision of a role-model (Mr Ken). The value of members of the SMT having a personal vision and mission in leading their schools forward, will now be highlighted.

7.4.2 Vision and mission

Goddard and Miller (2010) espouse that those members of the SMT who share their school's vision, offer a sense of direction and serve as a motivating force for sustained action, leading to the achievement of individual and their school's goals. To this end, found in GPS and DPS, were SMT members who set out to secure the interest of his staff. Goddard and Miller (2010) advise that having a shared vision is more an outcome, than it is a starting point, as it is a process that involves the staff, learners, parents and other stakeholders. A detailed discussion of the value of a school having a vision and mission, is alluded to in Sections 1.3; 2.9; 3.9; 6.4 and 7.4.2 of Chapter One, Chapter Two, Chapter Three; Chapter Six and Chapter Seven. In extension of the above, members of the SMT are advised to take cognisance of the fact that a school's vision and goals need to include a moral purpose that is committed to enhancing the COLT of the school.

Goddard and Miller (2010) observe that these instructional leaders led practically, employing a hands-on approach, managing their school from an angle that combined expertise and charisma. Furthermore, in the light of these SMT members' contributions to teachers' professional development, the SACE expects all teachers to commit themselves to upholding the code of ethics as espoused, which advises professional development to be a compulsory initiative to be undertaken by all teachers, without giving them the option to choose whether or not to participate. Likewise, in line with the objectives of the CPTD Management System, which is a central component of this study, teachers are obligated to engage in PD activities as a partial fulfilment of their teaching portfolio. Thus, it is envisioned that the CPTD Management System serves to motivate and acknowledge teachers' personal participation in PD activities (SACE, 2010). The necessity of possessing appropriate communication skills, will now be put forward.

7.4.3 Communication skills

As far as possessing appropriate communication skills, members of the SMT from GPS and DPS, in the persons of Mr Ken and Mrs Lloyd respectively, acknowledged that this was tantamount to being a good leader and manager. These two members of the SMT stood out from the rest of the managers, in that both highlighted the necessity of articulating their staff's roles and responsibilities using the appropriate tone and words. Their views are an extension of that which was found in Sections 2.7; 3.3 and 4.9.1 of Chapter Two; Chapter Three and Chapter Four. Whilst this sentiment might have been shared by other members of the SMT, it was not made as explicitly clear by the other five members of the SMT, as compared to that made by Mr Ken and Mrs Lloyd. Thus, Mr Ken purported that members of the SMT needed to sometimes make informed but snap decisions without consultation with all members of staff. He advised that when relaying such decisions, it must be done as diplomatically as possible. Likewise, he ventured that when coordinating activities such as school functions and fund-raising events, members of the SMT were compelled to give teachers precise instructions with respect to syllabus fulfilment and co-curricular duties. In furtherance, Mr Ken asserted that he made sure that teachers understood what was required of them, providing clear directives so that they could comply with ease.

Comparatively, like Mr Ken, Mrs Lloyd delineated her experience by contending that she set an example for others to follow. As a leader herself, she took note that leaders had to have lots of "*people skills*" to relate well to people. In her management capacity, Mrs Lloyd claimed that whilst she liaised well with her colleagues, and empowered teachers to coordinate the Awards Function and so on, she was guarded and set boundaries which no-one could overstep. Acting under the instruction of her principal, she posited that she was responsible for the management of the curriculum and how it ought to progress. Outlining her stance and the strategies that she employed in guiding her teachers accordingly, Mrs Lloyd vociferously asserted that she made concerted efforts to earn teachers' trust and boost their self-esteem. To this end, she conceded that in her mentorship capacity, she communicated curriculum requirements effectively, involving teachers step-by-step in curriculum and lesson planning.

She set out learner assessments, and helped new teachers with methodology so that they could improve their teaching. Mrs Lloyd submitted that when a teacher desisted from following the school's rules, she mentored the teacher in such a way that encouraged the teacher to buy into

the school's ideologies, inadvertently compelling the teacher to follow that which was acceptable. However, despite her concerted efforts in communicating her instructions in such a way as to ensure that they were being followed, Mrs Lloyd was fully cognisant of the fact that not everyone was open to suggestions. In the light of this, she expressed her frustration that not all teachers towed-the-line.

Aligned to Mr Ken's inference that successful instructional leaders were articulate and possessed praiseworthy communication skills, it is suggested by Kearney, Kelsey and Herrington (2013) that those teachers and members of the SMT who possess sound verbal ability, makes them effective presenters in the classroom and during staff meetings. Thus, Kearney, *et al.* (2013) propose that these teachers help their learners to learn the material by teaching in an effective way, and by constantly altering their teaching style accordingly so that they may get information more effectively across to students. Kearney, *et al.* (2013) further advance that confident members of the SMT with high teaching efficacy are able to reach and enhance their staff and student learning through their teaching skills, as mentioned by Mr Ken.

In pursuance of the observation by Mrs Lloyd concerning some of her teachers' unwillingness to cooperate and collaborate, participants in a study by Steyn (2010), found that whilst they acknowledged the importance of gathering personal PD points, it neglected to highlight the value of collegial relations between teachers as being an integral feature in schools. Kools and Stoll (2016) submit that it is incumbent upon members of the SMT to promote their teachers' positive attitude towards collaboration and team learning, inferring that trust and mutual respect are core values. It is advanced that creating an organisational culture of trust and respect in which team learning and collaboration can thrive naturally, involves all members of the organisation (Niyazi, 2009).

In light of these assertions, and from my personal experience, I advise that it is in our hands, as managers, to win our staff over by recognising their strengths and contribution to the school, thereby building their self-esteem and self-worth. It is anticipated by approaching them in using an appropriate tone, will encourage their voluntary and collaborative participation in activities. Thus, to do this requires leaders to approach situations with confidence and to exercise firmness, qualities which Mrs Lloyd appeared to fulfil, despite her apparent impatience at times. Furthermore, Mrs Lloyd submitted that she attempted to address such

issues in an acceptable manner that may not appear condescending, but rather motivating, reminding teachers of their accountability to learners via the following hand-out circulated to staff on professionalism.

Here are a few reminders;

- Professionalism is the cornerstone to success. Maintain it at all cost. You are the example you want your learners to become. Be accountable.
- Management and I will be issuing guidance and instructions. Follow them.
- Ensure your learners achieve their milestones. Be prepared for all your lessons.
- Discipline was a major issue. The Management Team and I do our part to assist. We have managed to eradicate poor discipline with the steps that were taken; now the onus rests with you to manage discipline in your classes. Be the manager in your class, set your ground rules, be consistent and adhere to your stance. Any discipline issues will be referred back to you. You are responsible for your learners, their attire, hair, etc.
- Acquire a mindset which will help combat disciplinary problems and this will reward you in the following manner; Reduce stress, create more time for your lessons and a conducive learning environment, you have improved results and all learners benefit from time allocated for every learning area.
- The Code of Conduct is in place to assist you. Use it wisely and maintain your Intervention Books.

The above is the exemplar of the hand-out prepared by Mrs Lloyd on ‘teacher professionalism’ for use by teachers from DPS.

Thus, the above hand-out reflected Mrs Lloyd’s commitment to teachers’ professional development, confirming that she subscribed to the notion as enshrined in the NCS (DBE, 2007), that the quest for quality education magnifies the urgency for capable, proficient and accomplished teachers. The SMT members’ postulations from GPS and DPS with respect to their role in their teachers’ professional development, is now volunteered.

7.4.4 Enactment in teachers’ professional development

It is advanced that all members of the SMT, from both GPS and DPS, viewed their responsibility of developing their teachers professionally in a serious light, and made concerted efforts to contribute fully to their teachers’ professional growth. These managers suggested that internal and external professional development initiatives had been ongoing processes at their schools. They added that through the forum of these workshops, teachers were forced to introspect and make attempts to improve in the relevant areas. It was amplified by all seven SMT members that as instructional leaders, they not only coordinated their teachers’

presentation of professional development workshops, but likewise also presented workshops to their staff members. They executed this with the anticipation that this increased knowledge and skills acquisition would help teachers gain the necessary confidence and expertise to fulfil their duties effectively in the classroom.

Exhibiting the qualities of instructional leaders, these members of the SMT from GPS and DPS further believed that all learners possessed the ability to be productive, protesting that was in the hands of all staff members to promote learners' academic performance. Demonstrating the different teaching methodologies and approaches, these members of the SMT likewise suggested that teachers and learners both have to take responsibility for teaching and learning, and ought to promote the importance and value of learner achievements at DPS. Concurrently, Kearney, Kelsey and Herrington (2013) concur with these SMT members of GPS and DPS, that effective management existing within a structure defined by a blueprint of statutes, mandates and ordinances, lends itself to the efficient functioning of the school.

Thus, based on the data elicited, it is asserted that these instructional leaders demonstrated most of the above characteristics as outlined by Kearney, *et al.* (2010) in that they clearly portrayed their efforts to ensure that their teachers remained abreast of, and fulfilled curriculum requirements, so that sound academic standards at their school were fostered. Thus, these members of the SMTs' obsession with their teachers' and learners' performance is in keeping with effective instructional leaders' constant occupation with maintaining and raising teachers' instruction and learners' outcomes. On this note, Jantjies and Joy (2012) identify those amenities influencing the outcomes of learners' academic performance to be library books, a laboratory and a computer room, together with necessities such as electricity, water and sanitation.

It is subsequently argued that the lack of the above resources, which is especially absent in farm and rustic schools, presents with the potential to impact negatively on learners' ability to perform maximally and be successful in their endeavours (Jantjies & Joy, 2012). In relation to GPS and DPS, it is observed that despite serving learners from low SES communities, both schools boast most of the above amenities, much of which were made possible through their ongoing fundraising drives. Bearing the above in mind, the prevalence or lack thereof, of collective and collaborative learning associated with teamwork, is submitted.

7.5 Teamwork: collective and collaborative learning

In relation to the above concepts, drawing comparisons between attempts made by the members of the SMT of GPS and DPS to encourage their teachers to work collaboratively and collegially in teams, as alluded to in Section 2.20 of Chapter Two, it is reiterated that all members of the SMT conceded to acknowledging the benefits of teamwork. Nevertheless, it was evident that although all seven members of the SMT tried to promote this ideology in their schools and made concerted and determined efforts to encourage their teachers to work collectively as members of teams, they were not always successful, sometimes meeting with resistance. In pursuance of the above, informed by Kools and Stoll (2016), the OECDUNICEF paper (2016) proposes that an integrated school as a learning organisation model, ought to focus on generating a collective vision with the education of all stakeholders as its pivotal preoccupation.

Additionally, Kools and Stoll (2016) purport that in a school that is a learning organisation colleagues learn about their learning together, whilst taking time to consider what each person understands about the learning and knowledge that they have created collectively. With this in mind, this study will now highlight the challenge experienced by Mrs Alark from GPS and Mrs Lloyd from DPS, as they both similarly encountered teachers who did not buy into the ideology of collegial teamwork. However, it was made evident that what was different about these two managers, was that the difference lay in their approach towards uncooperative teachers who preferred working on their own. Mrs Alark demonstrated a frustration at her thwarted attempts at getting those unwilling teachers to work with others. Thus, she impatiently abandoned her mission to get those teachers who insisted on working on their own, rather than persevering at creating opportunities for such uncooperative teachers to ‘come-on-board’. Unlike Mrs Alark, Mrs Lloyd found creative ways of resolving this, which was found in her portrayal that saw her include all staff members in democratic leadership practices. In furtherance, Mrs Alark from GPS, valuing the benefits of all stakeholders working collaboratively together as members of teams, advised her teachers of the disadvantages associated with working in isolation from each other.

Espousing that when teachers worked collaboratively together, consistency was maintained, Mrs Alark espoused that she made deliberate efforts to ensure that all teachers in a particular grade were teaching the same concepts, thereby ensuring that all learners in that grade were

then on par with each other. Nevertheless, despite her efforts, Mrs Alark noted with much disappointment that not all teachers believed in working together, and judged some teachers to be selfish with their ideas and their resources. She argued that she always tried to get teachers to work together and engage in fundamental preparations such as sharing ideas when designing worksheets and assessments for their learners. It was nevertheless observed that some teachers still ‘cut out’ worksheets for their class only. Mrs Alark accordingly reflected:

And yet I explain to them that it's not a competition where one teacher feels she must be better than the other teachers. I remind them that after all, it's about the child benefitting...but since I cannot get through to them, I just leave them alone...what else can I do? I cannot force them to work with the other teachers if they do not want to...

Taking Mrs Alark's protestation that some teachers did not wish to work in a team, or to share resources like worksheets, from my personal experience, after having taught in many schools, I conclude that the challenge facing Mrs Alark of encountering unreceptive and un-cooperative teachers, is not an uncommon phenomenon. Nevertheless, I concur with Tienken (2010) that members of the SMT need to be aware of challenges that have the potential to emerge, appreciate that challenges present with accompanying solutions, and view themselves as being an equation to the solution. Thus, the principal as instructional leader of the school, needs to make concerted efforts to create an environment that allows for creative avenues of resolving and overcoming obstacles and challenges that daily occur.

In view of the above contemplation by Mrs Alark that some teachers resisted working as members of teams, appears to be congruent with the observation by Senge (2007), who comparatively observes that some teachers resist the notion of adhering to the set rules governing schools. These teachers mostly declined the invitation to willingly team-up with their peers and collude on matters, thereby culminating in disjointed efforts by teachers who worked in isolation from each other. Thus, in accordance with Mrs Alark, Mrs Lloyd argued that she experienced times when a teacher insisted on working on her own. Relating her infuriation on this issue, she protested that she found it “*very annoying when I have to deal with arrogance on the part of some teachers...*” Nevertheless, Mrs Lloyd admitted to being wary: “*as a manager I try to diplomatic, because I don't want to push these teachers away. Therefore, I grit my teeth and say it in a nice, pleasant way....*” Believing teamwork to be

invaluable, as the way forward in fostering teamwork, Mrs Lloyd, together with teachers in her care, drew up rules democratically.

She submitted that she then encouraged her teachers to abide by these collectively drawn-up rules, reminding them that they were bound to fulfil these rules to ensure the smooth running of the school. Citing the following to illustrate this, Mrs Lloyd volunteered that previously, when they marked learners' 'writing' for assessment purposes, each one assessed according to his or her own standards because they did not know exactly what they were looking at to assess. In furtherance, Mrs Lloyd advanced:

...But then we sat together and drew up a rubric, plotting each aspect of writing...like 'spacing', 'formation of letters', 'size of letters' and so on.... This doesn't lend itself to being subjective, because now we are looking at specific things to assess....

Mrs Lloyd's description of the manner in which she brought her teachers together as a team to collegially formulate a rubric that offered them clearer direction, is a practice likewise endorsed by Southworth (2009). It is submitted by Southworth (2009) that this teamwork, as alluded to by Mrs Lloyd, offers teachers an opportunity to collectively share their successful endeavours enjoyed in the classroom, as well as to openly discuss those areas presenting with challenges, propelling all to perform with confidence in their classrooms, knowing that they can rely on the support and encouragement of each other. Thus, the enactment of instructional leadership expects SMT members to appreciate the potency and value inherent in productive instruction and education, and must therefore encourage continuous evaluation of learners with the aim of improving their outcomes. This spurring on of teachers to work as team-players so that successful endeavours may materialise, ought to be a constant feature of moving, progressive schools (Southworth, 2009). In a similar vein, Eaker and Keating (2012) propose that collaboration and collegiality, as the cornerstones of teamwork, are necessary for the successful functioning of any school.

It is similarly advised by Hallinger (2008) that staff need to learn how to work collaboratively and collectively together as a team, a practice which I argue, is in the hands of SMT members. I believe that when members of the SMT create the right conditions, then teamwork might be an entrenched practice at the school as a learning organisation. Hallinger (2008) concedes that when the core values of trust and mutual respect are evident, teachers feel comfortable turning

to each other for consultation and advice, reflecting together on how to make their own learning more powerful. Members of the SMT are thus urged to allocate time and other resources for collaborative working and collective learning, thereby encouraging each person in that team to reflect on the learning and knowledge they have created collectively (Hallinger & Murphy, 1985).

Magnifying similar advancements as those obtained from Mrs Lloyd from DPS, Wing (2013) likewise concludes that members of the SMT, as instructional leaders, are responsible for inspiring and ensuring teacher collaboration. Moreover, these members of members of the SMT are advised to portray learning as the most important reason for being in school, highlighting the importance and value of teachers helping learners reach greater heights. Enhancing the above proclamations echoed by these members of the SMT, Baker-Doyle and Yoon (2011), in like manner, suggest that networking encompasses teachers working compatibly together to reach consensus whilst sharing their thoughts and ideas, which leads us to their participation in PLCs.

7.6 Participation in Professional Learning Communities (PLCs)

As far as networking was concerned, all members of the SMT appreciated the value of such participation in professional learning communities, and were mostly successful in either participating in PLCs themselves, or inspiring their teachers to participate in such enterprises. Extensive descriptions of these SMT members' efforts at encouraging teachers to work in teams, are to be found in Sections 5.11 and 6.10 of Chapter Five and Chapter Six. In relation to the inherent potential of networking in promoting professional development and lending support, the members of the SMT of GPS and DPS espoused that their role as instructional leaders encompassed the provision of relevant information, leadership and guidance to those around them. Similarly, these instructional leaders advised that the comradery that prevailed during the networking sessions that attended, helped reassure teachers that they were not alone in the challenges they might be experiencing. They asserted that in teachers sharing their challenges, someone else was bound to have experienced a similar challenge, and might offer a solution in relation to what worked for them in resolving the challenge.

Observing the productivity derived when engaging in PLCs, Mrs Ally, in obvious awe of Mr Soomai who facilitated the networking sessions, exclaimed that she admired this principal's

abundant knowledge of Mathematics and his selfless desire to empower others. Sharing similar sentiments as those teachers who attended these sessions, Mrs Ally claimed that she benefitted to a great degree. In addition, she posited that upon her return, those skills and knowledge that she acquired, was cascaded to the teachers at her school. To this end, she volunteered that she taught them easier methods of working with Mathematical concepts, especially those which they experienced difficulty in teaching previously. Expressing her desire for there to be more teachers like Mr Soomai who willingly shared his knowledge and resources, Mrs Ally postulated:

...It is like a support group where Mr Soomai goes out of his way to help develop others. The methods he uses is wonderful, because we come down to the child's level. He gives us tons of worksheets and things we can use in the classroom to make our lessons better. It's so user-friendly and the way it's typed and done so nicely. And he's so generous with his resources....

Amplifying the above delineations by members of the SMT from GPS, Chikoko (2007) urges school instructional leaders to be mindful of the need for their teachers' engagement in timeless, unceasing and continuous PD activities. Thus, certain components assemble and amalgamate in PD initiatives, thereby inspiring progressive knowledge acquisition, with the central role of SMT members being to improve instructional quality within a somewhat declining educational environment (Chikoko, 2007). Amplifying this, Eaker and Keating (2012) expound the notion that partnering in networking sessions unites teachers to work collaboratively in PLCs and teams to share expertise and tasks, the practice of which ought to be encouraged and supported by instructional members of the SMT.

To this end, I agree with Eaker and Keating (2012), that the benefits of teachers functioning in PLCs is tenth-fold, as the nurturing and sharing enjoyed in this forum spurs teachers to fearlessly approach unfamiliar tasks in the classroom, whilst employing their newly acquired teaching strategies with confidence (Eaker and Keating, 2012). In support of the above, findings from research conducted by Carrier (2014) revealed that effective SMT members offer support and assistance to those teachers experiencing instructional difficulties, thereby providing for meaningful, ongoing, collaboratively developed professional development opportunities. In addition, to further develop their teachers professionally, I urge members of the SMT, as instructional leaders, to create relevant opportunities for their teachers to

participate in collective-decision-making, To this end, literature suggests that teachers who are invited to offer their opinions and suggestions regarding administration and other matters of the school, grow professionally and are more likely to experience self-satisfaction, leading to them performing optimally in the classroom. This study thus reflects on whether or not managers at GPS “believed it necessary to include staff in decision-making, explaining reasons for doing so,” a concept that is now propounded.

7.7 Collective decision-making

As far as decision-making was concerned, a concept that was made reference to in Section 1.3 of Chapter One, members of the SMT from GPS and DPS were in favour of decisions being arrived at collectively and consensually. Likewise, HODs Mrs Alark and Mr Pillay believed that it was necessary and important to involve the entire staff, including all stakeholders, in any decision concerning the school. They believed that since decisions usually affected everyone in the school, it was important that teachers should be consulted with at grassroots level. In expanding, Mrs Alark suggested that initially, SMT members must discuss their concerns amongst themselves; then it must be cascaded to the staff with the anticipation that they might come up with other brilliant ideas, before arriving at a decision.

Similarly, Mr Pillay advised that if teachers were included in the decision-making-processes, they were more likely to be cooperative and receptive of decisions collectively arrived at. He declared that this would encourage teachers’ to readily volunteer their assistance in projects undertaken by the school, rendering the school to be run more efficiently, as teachers would not appear disgruntled. Their arguments are congruent with the attestations of Fulton and Britton (2011), who purport that just as SMT members are accountable for implementing and sustaining Continuous Professional Development (CPD), so they are the encouragers and creators of decision-making opportunities. In elaborating, Fulton and Britton (2011) postulate that members of the SMT may encourage CPD by providing supportive conditions that foster the engagement of members of staff in decision-making.

To this end, the ideal leader and facilitator is the one who is instructional, and whose influence and power is manifested through other people, instead of over other people, and therefore invites the inputs of all in making decisions that impact on the school as a whole (Fulton & Britton, 2011). In furtherance, I suggest that it is in the hands of school principals, over and

above other SMT members, to either promote or hinder teachers' participation in decision-making. In like manner, both Mrs Maharaj and Mrs Radebe similarly attested that as principals, they made conscious efforts to include their staff in decision-making. The difference was that whilst Mrs Maharaj professed that she did not practice this all the time, Mrs Radebe consulted her staff on all issues. Mrs Maharaj expanded that there were certain decisions which were clear-cut, that did not really need an input.

Those were implementation decisions, and the decision to follow protocol and so on, averring that it was a balance that she had to create. Nevertheless, she approached the staff using a somewhat different angle, subtly swaying them to reach the same decision she had secretly reached, and which she judged to be the most suitable one. To this end, claiming to consult staff on matters relating to the curriculum and co-curricular activities, Mrs Maharaj advanced that the strategy she employed to make her teachers part of the process, was to elicit their inputs and to ensure that they were happy with what was happening, so that they could take ownership of the programme. Despite the above strategies that she used, Mrs Maharaj observed:

...But there are certain instances when, as the head, you just have to go ahead and make decisions in consultation with your senior managers....so long as it will benefit the school. Remember, you can't please everyone and sometimes there is no need to consult with the whole staff...you will go back and forth if you do that....

Mrs Maharaj's practice is aligned to the postulation inherent in DBE (2014), whereby members of the SMT are urged to value and respect the contributions of others, and to foster the advancement of cooperative leadership, partnership and collective decision-making. Nevertheless, Kumuyi (2006) warns the SMT to be wary that although the operation of an organisation involves making decisions, and inputs from the organisation's members must be considered, leaders must remember that it is they who set the stage, sifts through the contributions, and discerns which may be used and which needs to be discarded. Thus, it is asserted that if decisions are incorrectly arrived at, the organisation heads for turmoil. On this issue of decision-making, Mrs Radebe declared that although she was the principal, she acknowledged that this did not mean that her decision was always the right one.

Therefore she thought it necessary and important to include staff in decision-making, explaining that whatever decisions management took, had a direct impact on staff. Mrs Radebe

observed that in many cases if the staff was involved in decision-making, then they basically owned the process. They become part of the decision and they were now part of ensuring that that decision or process was carried out efficiently, professing that therefore decisions were made collectively and not unilaterally. She advised that initially she held a management meeting with other members of the SMT, where they aired their views on those matters that required a decision to be taken. Thus, after brain-storming and after reaching consensus, they went to their staff with an open mind, without informing them of the decision that management had reached, expanding:

So we present the problem. The teachers also brainstorm the different solutions to the challenge, and together as a staff, we make a decision. I give them the pros and cons... If they make a decision that is not in keeping I tell them "if you take this decision, these are the problems we are going to encounter...that is not going to help the school." So we give them the suggestions. Eventually we all come to one decision....

Enhancing the above attestations by Mrs Maharaj and Mrs Radebe, Kools and Stoll (2016) urge members of the SMT to encourage their staff to participate in decision-making. They need to also be aware that their attempts at developing their schools towards becoming learning organisations, is not without challenges. It requires adaptability and creativity, and is dependent on how they interact with their staff, particularly when their staff resists change. In addition, evidence reveals that leaders of successful schools operating in challenging circumstances, are those who engage with their staff, their parents and the wider community, especially when it came to decisions that have the potential to impact on all stakeholders (Kools & Stoll, 2016). I am inclined to endorse Mrs Maharaj's contention that teachers need not be consulted all the time on issues, as there are times when members of the SMT, who are accountable and entrusted by education authorities, arrive at certain decisions, at management level, for the betterment of the school only. Taking the above into cognisance, I highlight that all four members of the SMT appeared to adopt similar stand points, contending that they offered opportunities and support for their teachers' to develop and grow in their profession, whilst encouraging them to volunteer their participation in leadership initiatives. The ideology of schools as learning organisations, is forthcoming, as a comparison is drawn between the views offered by the SMT members from GPS and DPS.

7.8 Schools as learning organisations

Data elicited from both schools revealed that these SMT members and teachers engaged in such reflection, analysis and challenges that is congruent with schools as learning organisations. The notion of the school as a learning organisation has been expounded to a great extent in the following chapters, these being Sections 1.7; 2.4; 3.17; 5.6 and 6.5 and Chapter One; Chapter Two; Chapter Three; Chapter Five and Chapter Six. These members of staff sought to establish patterns of thought that were necessary to bring about change and innovation in the existing educational practice of their school. Thus, based on their leadership enactment and participation in professional development initiatives, I assert that they functioned both as individuals, as well as collectively, as members of teams, thereby rendering their schools to be classified as learning organisations.

A school as a learning organisation, as described in Chapter Two, is viewed by Easton (2008) as being one where the staff engages in identifying the aims for their own professional learning, bearing in mind the school's goals and learners' learning needs as defined in the school's development plan. Congruent with Easton's (2008) suggestion that teachers' professional learning, based on continuous assessment and feedback, ought to be built into their daily practice, is that demonstrated by the staff members of GPS and DPS. In relation to learning by teachers, the National Policy and Legislative Context's (NPC's) National Development Plan (2012) urges teachers to take control of their professional advancement by acknowledging their weaknesses so that they may accordingly further their knowledge base. They are advised to then approach their SMT members for assistance. If their needs are not met using this forum, it is suggested that they then approach the DBE in an effort to access training opportunities. The SACE (2010) further recommends that appropriate PD activities that fulfil the prerequisites aligned to teachers' profession, be financed by the administration sector of the government, advising these programmes to take place outside instructional term time. Endeavours undertaken by these members of the SMT and their teachers in accessing professional development initiatives, will now be advanced.

7.9 Accessing of CPTD initiatives

Attempting to add depth to the data that was thus far elicited, in requesting members of the SMT to provide an explanation of their accessibility to CPD workshops and training outside of

their school, a comparison was likewise generated in relation to the perceptions of these members of the SMT regarding their teachers' coordination of professional development workshops. In-depth literature pertaining to participation in CPTD activities may be found in Sections 1.3; 2.18; 3.15; 4.5; 5.9 and 6.8 of Chapter One, Chapter Two; Chapter Three; Chapter Four; Chapter Five and Chapter Six. In view of this, Mrs Maharaj, Mrs Alark, Mr Ken from GPS and Mrs Lloyd from DPS commonly perceived 'a lack of time' amongst others, to be their main challenge inhibiting them from participation in professional development programmes. Together with the above, Mrs Maharaj, Mrs Alark, Mr Ken and Mrs Lloyd delineated the 'cost factor,' to further thwart their CPTD participation.

Offering a different perspective preventing them from participation in CPTD initiatives, Mr Pillay (GPS), Mrs Radebe and Mrs Ally (DPS) protested that there were 'insufficient workshops', especially those facilitated by the education department. Thus, consistent with their arguments that districts and the DBE neglected to fulfil their mandate in providing opportunities for teachers to develop themselves through the provision of professional development activities, Whelan's (2009) investigation revealed similar findings. To this end, Whelan (2009) contends that the role of departments of education is to support schools by providing opportunities and accompanying resources for professional development, together with monitoring teachers' levels of achievement in the classroom. In addition, Taylor, Yates, Meyer and Kinsella (2011) assert that although there is no common framework for staffing and resourcing, districts were nevertheless advised to play an active role in sustaining school improvement programmes. The guidance, encouragement and support offered by the SMT to the teachers in their mission to professionally develop themselves, is now presented.

7.10 Guidance and support offered by these SMT members

It was heart-warming to note that the members of the SMT from both GPS and DPS attested to readily offering assistance and encouragement to their teachers in their quest to further develop them professionally. I argue that the necessity for members of the SMT to guide, encourage and support teachers' participation in CPD projects and initiatives may be found throughout this work, particular note is taken of its overriding presence in Sections 1.2.1; 2.3; 3.16.2; 5.5 and 6.6 of Chapter One; Chapter Two; Chapter Three; Chapter Four; Chapter Five and Chapter Six. The general overview of their postulations included the fact that they

motivated their teachers to coordinate and facilitate activities at their schools, whilst concurrently offering them the necessary guidance and support.

Their instructional leadership enactment embraced their subtle prompting of teachers to volunteer in leading projects, thereby building their leadership skills and expertise. It is suggested that the findings from GPS and DPS is congruent with the argument by the DBE (2014), proposing that the leadership and management of schools ought to be supported by well-conceived needs-driven outcomes so that transformational goals for education may be realised. In reinforcing their appreciation of teachers' efforts at developing themselves professionally, SMT members from both schools, more especially Mrs Ally from DPS, contended that they were excited at the prospect of teachers studying part-time to upgrade their qualifications. Noting that some teachers at her school lacked essential computer skills as a result of not having a personal computer, Mrs Ally ventured that one of the ways in which she empowered teachers, was by showing them how to access information via the internet. Clarifying this point, Mrs Ally claimed that through using the internet services at her school, she took a newly qualified teacher through a step-by-step process of surfing the internet and accessing relevant information.

Expanding, Mrs Ally advanced that their novice pre-school teacher came to her for assistance for an assignment in Mathematics dealing with concepts taught in senior primary. She submitted that they went to their school's computer and Mrs Ally demonstrated to the teacher how to surf the internet and access the necessary information, which they accordingly printed out. This is what Mrs Ally had to say:

I believe that at the end of it, I empowered her...and helped her to become a better teacher. So in the future, she does not have to come to me...being a school leader also means that you need to help teachers to develop on their own...

This enterprise undertaken by Mrs Ally of demonstrating to her teacher the invaluable tool of accessing the necessary information via the internet, appeared to be compatible with the advice offered by Rowe, Bozalek and Frantz (2013), who advocate the use of 'Google Drive' to deepen and enrich one's knowledge base. By the same token, outlining the manner in which she offered guidance, Mrs Maharaj from GPS, reinforced that she encouraged teachers to facilitate the most recent project which was being undertaken by the school, being Whole

School Evaluation (WSE). She argued that since she did not wish to lead from the top, a teacher was nominated as the School Development Team's (SDT's) chairperson. She explained that by empowering this teacher at grassroots level to carry this WSE project forward, it would have a greater impact in encouraging everyone to buy into this initiative. It was her observation that teachers cooperate better when their peers coordinate projects, rather than initiatives led by SMT members. Nevertheless, Mrs Maharaj postulated that as the principal, she was ultimately accountable for this process, and therefore, by leading from behind, she helped this teacher to organise and put in place the finer details accompanying this process. The above postulation by Mrs Ally is compatible with the suggestion by Gumus and Akcaoglus (2013), who deem computer literacy to be an integral prerequisite demanded of members of the SMT of the 21st century, as it makes it easier to effectively fulfil their daily instructional leadership duties.

Gumus and Akcaoglus (2013) add that SMT members' technological competence may help them to keep track of educational literature, whilst permitting them to analyse and read data so that they may report back to the DBE and teachers in relation to schools' findings and matters of educational interest. Being computer efficient may likewise help members of the SMT to conduct power-point sessions on related educational enterprises, as well as to assist them to access on-line resources for school improvement. Aligned to Mrs Ally's and Mrs Maharaj's practice as instructional leaders, Kools and Stoll (2016) affirm that one of the marks of professional leaders, is the ability to reflect critically on one's profession and one's daily work, and be continuously engaged in self-empowerment that will lead to improvement in teachers' and learners' learning. It is maintained that to do this, requires SMT members to have a mind-set congruent with a spirit of inquiry and willingness to experiment with new ideas and practices, as appears to be the mind-sets of Mrs Ally and Mrs Maharaj, which spurs them on to lead and manage the way they do. Taking into account these instructional leaders' submissions that they readily rendered assistance and promoted their teachers' professional growth by offering them concrete, feasible assistance, is congruent with the argument offered by Hargreaves (2009). It is likewise argued that improvement efforts at all levels within the school, requires adaptation within a wide variety of contexts.

Although encouraged by the instructional leadership theory, Hargreaves (2009) notes that some members of the SMT experience difficulty relinquishing their administrative duties in favour of their instructional leadership enactment, whilst there are other leaders who deem themselves

as lacking the necessary expertise to cope with the overwhelming responsibility of leading the school as a learning organisation. It must thus be acknowledged that these SMT members' role in this teacher's PD indicated that they were unfazed with abandoning their role as formally-appointed members of the SMT, to allow other teachers to take over the reins and lead in the various undertakings of their schools. In so doing, they appeared to accede to Goddard's and Miller's (2010) request that should they desire to create an organisational culture and infrastructure that supports a learning organisation, members of the SMT now need to acquire more innovative leadership expertise than that which was required in the past. Reflecting on the above assertions made by the members of the SMT from GPS and DPS, this chapter draws to a close.

7.11 Conclusion

Taking into consideration the above perspectives offered by these SMT members from both GPS and DPS in relation to the manner in which they led and managed the professional development of teachers under their care, I found there to be more similarities than differences. At the outset, it was made clear that both Section 21 status schools had learners who emerged from low socio-economic status (SES) homes, although the difference was that whilst the learners from GPS received daily hot meals funded by the NSNP, the learners from DPS received no such meals. The difference in their mother tongue was also established, with the mother tongue of learners in GPS being isiZulu, but the LoLT was English, creating further barriers. In DPS both the mother tongue and LoLT was English, yet learners still experienced difficulty coping academically.

The similarities arose in that similar guidelines and support were offered by members of the SMT from both GPS and DPS in their teachers' quest to develop themselves professionally. Likewise, their challenges experienced were similar in that both had teachers who resisted working collaboratively in teams, and SMT members from both schools experienced difficulty accessing professional development activities. To this end, protesting that a prerequisite to transforming education in South Africa needs teachers who possess suitable knowledge and pertinent (DBE, 2007), I advise that the next chapter, Chapter Eight, is about abstractions from the data, seeking to provide some explanations as to what and why SMT members' do what they do in their role in their teachers' CPD. This chapter reveals a summary of the findings as a synthesis of the journey engaged in by myself, as well as conclusions relating to the two case-

study schools, whilst recommendations for leadership and management enactment in the professional development of teachers, and the potential for future research, are offered. Finally, several critical documents, including a list of references, are appended to this dissertation.

CHAPTER EIGHT

SYNTHESIS, FINDINGS AND RECOMMENDATIONS

8.1 Introduction

In Chapter Five and Chapter Six, I presented a description of the manner in which SMT members from the two schools promoted the ideology of professional development. Chapter Seven attempted to pull together stories from the two schools by engaging in an across site analysis. This chapter presents the findings that are drawn from the analysis of data. However, before the findings are presented, I begin with a synthesis of the study. In presenting the findings, I use the research questions as a way of organising the discussion. I believe that by so doing, it makes it easier for me to assess the extent to which the research questions have been addressed. I should highlight that this research made attempts to understand the perceptions and challenges experienced by the school leaders in leading and managing the professional development of teachers under their care. The chapter concludes by outlining recommendations that were derived from the findings.

Taking into cognisance the suggestion by the DoE (2001) that South Africa needs responsible, competent teachers who keep abreast with current issues and who are aware of the conflicting social and political climate, I propose that continuous professional development and lifelong learning need to be an integral component in the life of every teacher. The school leaders and teachers from GPS and DPS similarly demonstrated an awareness of being gate-keepers of their learners' future. They strove to remain competent by keeping updated with the most recent developments through their participation in professional development (PD) projects, so that their learners might receive the best content knowledge and life-skills from themselves. In congruence, Timperley (2011) concedes that if superior instruction is to be offered to learners, then ongoing professional development for teachers is imperative. The SACE, the statutory body and 'watchdog' of teachers, is likewise responsible for ensuring the employment and administration of CPTD (DBE, 2007). Thus, teachers are compelled to register with the SACE to accumulate PD points through participation in appropriate PD activities that fulfils teachers' individual specifications (DBE, 2007). I argue that for teachers to engage in professional development, requires them to be intrinsically motivated and to have a positive attitude. It is noted that attempts to change and improve teacher knowledge, practice, behaviour and mind-

set, remains a challenge in South African education (DBE, 2007). An overview of the study will now be offered.

8.2 Synthesis of the study

The need for continuous professional teacher development has been highlighted in the orientation of the study (Chapter One). Various measures that have been undertaken by government departments were also highlighted, including the need for the study. Scholarship in this area has been mapped as part of understanding the terrain of this phenomenon. Debates and challenges facing schools were discussed (Chapter Two). In furtherance, debates on this issue have contributed in shaping a theoretical framing of the study (Chapter Three). Various models were mentioned as well as the leadership theory that framed the analysis of the study were discussed, whilst the theory of distributed leadership was highlighted.

These models helped me to understand how school leaders played their role in the application of continuous, professional development of their teachers in their schools. The discussions on theoretical framework had a direct link with the methodological approach adopted for the study (Chapter Four). In Chapter Five and Chapter Six, descriptions of what emerged from conversations with various participants are made. Chapter Seven provided abstraction from the descriptive data and attempted to show patterns in the data with an aim of explaining why what appears to be the case is the case. The final chapter (Chapter Eight) presents the findings that are drawn from both the descriptive and theoretical analysis, and the insights gained provide a basis for making recommendations.

8.3 Findings of the study

This endeavour of presenting the findings sees me embark on a mission of answering the three research questions by using them as headings and presenting the generated answers accordingly. I believe that by engaging in this exercise, I am able to make some assessment about the extent to which these research questions have been addressed. In congruence with Gumus's and Akcaoglu's (2013) proposal that assessment and feedback defines the way forward, the teachers of both GPS and DPS bore in mind the inherent areas of shortcomings, making attempts to address them by supporting their teachers' professional development

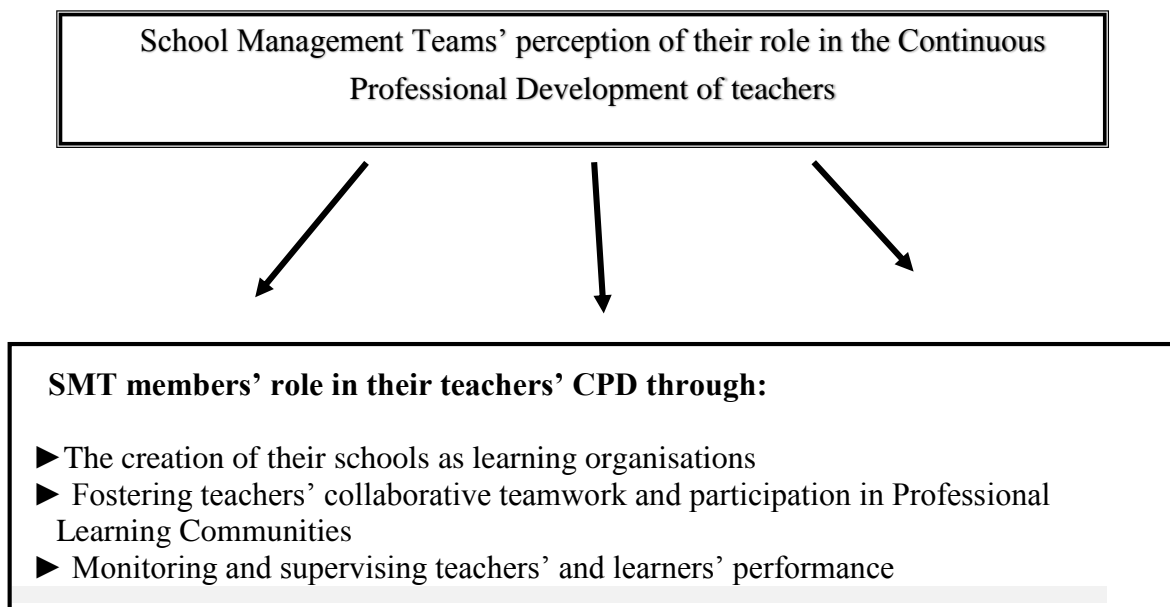
participation. Against this backdrop, the research questions underpinning this study, as found in Chapter One, are reiterated.

8.4 Research questions restated

- ▶ What roles do school leaders play in their teachers' continuous professional development?
- ▶ Why do members of the SMT lead and manage Continuous Professional Teacher Development (CPTD) in the way that they do?
- ▶ How do school managers handle challenges encountered in their quest to professionally develop themselves and teachers under their care?

With this in mind, a growing body of evidence indicates that teachers' PD has the potential to positively impress upon learner performance and teachers' practice. Consequently, McFarland (2014) globally advises SMT members, teachers and administrative officials to invest their time and participate in quality, career-long PD projects, so as to ensure lifelong and active professional learning. In approaching these research questions, I advise that the findings reveal the perceptions held by the seven school managers Mrs Maharaj (GPS); Mrs Alark (GPS); Mr Pillay (GPS); Mr Ken (GPS); Mrs Ally (DPS); Mrs Radebe (DPS) and Mrs Lloyd (DPS) in relation to their perception of the roles that they played in the continuous professional development of their teachers. The findings of the study in response to the three research questions, are presented in the following figure.

8.4.1 Figure 4: Findings and recommendations of the study



School managers' leadership and management of their teachers' CPD by:

- ▶ Leading and managing purposefully with a vision in mind
- ▶ Mentoring teachers
- ▶ Supporting their teachers' CPD participation

School leaders' handling of challenges encountered:

- ▶ Addressing innate flaws and weaknesses in the teaching profession
- ▶ Training for SMT members
- ▶ Time constraints; opportunities for CPD participation; financial implications
- ▶ SMT members' nurturing of teachers' CPD
- ▶ Monitoring of teachers' CPD participation
- ▶ Uncooperative teachers

Recommendations:

- ▶ Investigate the implementation of the CPTD management system
- ▶ Consult at grassroots level
- ▶ Create Professional Learning Communities
- ▶ Provide formal training for SMT members
- ▶ Provide relevant SACE-accredited PD activities
- ▶ For future research: Ascertain link between teachers' CPD and learners' achievements

In view of the above figure, the findings of the study in response to the first research question indicate that school leaders played their role in continuous professional teacher development in three main domains. These are (a) creation of their schools as learning organisations (b) Fostering teachers' collaborative teamwork and in Professional Learning Communities and (c) Monitoring and supervising teachers' and learners' performance. Each of these domains is discussed below.

8.5. What roles do school leaders play in their teachers' continuous professional development?

Taking into cognisance the postulation by Bambi (2012) that the role of SMT members as forerunners in their teachers' professional growth, is crucial to the process of building an effective culture of learning and teaching in schools, the discussions below thus detail the findings of the responses elicited from the seven school managers from the two selected schools in the Umgungundlovu District. In pursuance, I confirm that the leadership enactment of the seven school leaders from GPS and DPS, appeared to be compatible with the underpinning characteristics of instructional leadership as alluded to in 2.5; 3. 3 to 3.16; 5.5.1 and 6.4 of Chapter Two; Chapter Three; Chapter Five and Chapter Six. The attempts of school managers in creating their schools to function as learning organisations, were made explicit.

8.5.1. SMT members' creation of their schools as learning organisations

The study highlighted that since healthy human relations is the key to effective leadership enactment, these seven SMT members from GPS and DPS, acknowledged their role in creating their schools to be learning organisations in which their teachers may demonstrate the accompanying dexterity and finesse in their roles and responsibilities within as well as out of the classroom. In so doing, they helped promote a positive culture of learning and teaching (COLT) which inspired their teachers' professional learning and their learners' academic learning. Their elicited responses revealed that they accepted responsibility in ensuring that everything, including line function, was in place so that their schools could function as smoothly as possible. Acknowledging that teachers were life-long learners, these members of the SMT deliberately sought to create educational environments that stimulated and inspired their teachers to accept accountability for their professional growth. These school leaders from both GPS and DPS did this through supporting their teachers' continuous professional development (CPD) by motivating them to engage with personal studies, and by encouraging their participation in workshops and Professional Learning Communities (PLCs).

In view of teachers being entrusted by parents with profound responsibilities, the SACE (2010) tasks the school with helping children along the path of understanding and learning. Thus, the SMT members from both schools exhibited their commitment to the profession by demonstrating a desire to professionally develop themselves and their teachers so that their

empowerment may contribute to learners' improved academic performance. This illustrated their dedication to their learners' development, thereby promoting their schools as learning organisations contributing positively to a just nation. To this end, these school managers attempted to cultivate a supportive organisational atmosphere in their schools by providing opportunities for their teachers to apply and practice what they had learnt during their professional development participation. The school leaders' efforts to foster collaborative teamwork and participation in Professional Learning Communities by their teachers, are presented.

8.5.2 Fostering teachers' collaborative teamwork and participation in PLCs

In furtherance, these instructional leaders provided support and opportunities for their teachers to invest their time to participate collegially and collaboratively in teams and in professional learning communities both within and out of the school. In like manner, it was revealed that these school leaders made concerted efforts to promote an ethos that resonated with qualities of correlation, collaboration and correspondence during their teachers' teamwork sessions with each other. It also appeared that these participants appreciated that an improvement in their learners' results, especially in the Annual National Assessments (ANA), was dependent on their instructional leadership portrayal, therefore motivating their teachers to participate in professional development initiatives. Together with this, they were instrumental in tapping on the expertise of their teachers to chair staff, phase and parent meetings, and to attend departmental workshops and union-led workshops. They made it clear that their intent of encouraging teachers to keep abreast with the latest innovations in the educational field, was so that their learners' results may improve.

It is inferred to by Timperley (2011) that in attempting to create an environment that encourages collaboration, school leaders as instructional leaders, must ensure that the elements of collegiality, trust and respect feature. The school leaders from both schools attested to encouraging their teachers to work collegially in teams to delineate curriculum requirements. Their observation was that when teachers unpacked policy requirements together as a team, ambiguity and confusion were eliminated and common understandings were arrived at efficiently and speedily when teachers pooled their ideas. It was established that this collective learning also increased teachers' patience and listening skills, as each team member was required to show tolerance and respect for the viewpoints and opinions of the other. It was

similarly suggested that during these sessions, teachers were found to share their learners' dismal performance and those areas in which their learners experienced difficulty, with the desire of receiving the necessary advice and suggestions so that the identified shortcomings may be addressed. According to these managers, this then left teachers with extra time to make resources and design worksheets for use by their learners.

The study found that through these school leaders' promotion of collaborative learning in teams and Professional Learning Communities (PLCs), their teachers were exposed to the different teaching methodologies and ways of managing learners' discipline. The findings revealed that some teachers were uncooperative and desisted from working in teams, which proved to be a challenging undertaking to be addressed by these school managers, as alluded to in Section 7.5 of Chapter Seven. By the same token, note was taken of the fact that most of their teachers appreciated the benefits derived from working with others. The study established that GPS's school managers' efforts at creating opportunities for their teachers' participation in PLCs, culminated in forging partnerships between their own school and that of their host school, which was to the benefit of all. By the same token, it was evident that these members of the SMT sought to reconstruct the working environment of their schools in a manner that lent itself to mutual collaboration and equal distribution of duties among staff. Congruent with the above attestations, Leana and Phil (2009) argue that engagement in the social teamwork practice of teacher networks or PLCs, is the primary manner in which individuals acquire a sense of professional identity.

It was thus established that teachers working in teams in GPS and DPS, served to fulfil their personal needs and to increase collaborative cohesion, thereby raising the bar for effective teaching and learning. In this way, experienced teachers were afforded an opportunity to mentor novices, develop new curriculum approaches, offer colleagues useful responses or facilitate report back on their experiences in the classroom (Leana & Phil, 2009). Findings by Penuel, Riel, Joshi, Pearlman, Kim and Frank (2010) correspondingly confirm that networks inhibit or favour the accessing of materials, expertise, practices, viewpoints, beliefs and opinions. Equivalently, evidence confirmed that the leaders and their teachers of GPS and DPS engaged in collaborative problem solving during their professional development networking activities, thereby fostering community building where all worked towards a common goal.

Aligned to Mrs Radebe's instructional leadership practice, is that of Sebastian and Allensworth (2012), as discussed in Section 3.16 of Chapter Three. These scholars suggest that the determining factor that decides on whether or not learners' learning in the classroom was productive, is their standard of education offered by their teachers. Evidence from GPS and DPS established that these school leaders and their teachers made concerted efforts to acquire the necessary knowledge and skills so that they may function effectively in the classroom. Nevertheless, in spite of challenges encountered in accessing PD activities, teachers are reminded that they are obligated by the National Qualifications Framework (NQF, 2008) to be lifelong learners and to continuously engage in PD initiatives. The endeavours by the school leaders of GPS and DPS to create a positive and progressive COLT in their schools through their mission of monitoring and supervising their teachers' and learners' performance, are now made explicit.

8.5.3 Monitoring and supervising teachers' and learners' performance

This study indicated that the school managers of both GPS and DPS sought to identify areas in their schools that required improvements with the aim of addressing these shortcomings. Aligned to this practice, the DBE (2010) proposes that school improvement endeavours may only be fulfilled when schools alter the manner in which they operate. Likewise, it is claimed by Supovitz, *et al.* (2009), as alluded to in Section 3.11 of Chapter Three that an imperative responsibility of instructional leaders is to acquire knowledge of their teachers and learners performance assessing their areas of strengths and weaknesses. Likewise, findings from research on leadership carried out by Timperley (2011) reveals that one of the main reasons for South African schools' poor performance in the national and international assessments, is due to a lack of effective leadership and commitment on the part of most school leaders in their monitoring of classroom practices.

In consideration of the above, elicited data established that those effective school leaders from GPS and DPS were found to further increase their schools' functioning as successful learning organisations, through their practice of paying classroom visits and monitoring and supervising their teachers' and learners' performance. It was verified by these participants that they were mostly able to identify areas in which their teachers required assistance and further development, through their constant interaction with their teachers on classroom matters; through their observation of their teachers' teaching strategies; and through their monitoring of

teachers' daily forecasts, preparation files, journals, mark sheets and work-schedules. It was further established that these SMT members, together with his respective teachers, analysed and brainstormed problem areas and challenges which their teachers experienced, before arriving at amicable, workable solutions.

These school leaders' practice of supervising their teachers' and learners' performance, is congruent with the postulations of Gumus and Akcaoglu (2013) who suggest that instructional leaders make efforts to set goals and remained informed of education policies and legislation with the intention of meeting curriculum needs. Acknowledging the vast amount of compulsory paperwork that needed to be completed, the participants from both schools were found to demonstrate empathy to their teachers' encountering such challenges, and they sought to create user-friendly documentation to be employed for their teachers' use. To this end, electronically-generated learner reports were created in GPS by Mr Ken from GPS, eliminating the need for teachers to engage with the tedious task of hand-writing reports. The practice of these instructional leaders in contributing to the professional enhancement of their colleagues, is aligned to the suggestion offered in the ELRC Resolutions Nos. 7 and 8 (1998).

Evidence demonstrated the contributions made by these school leaders in facilitating their teachers' professional development by encouraging and supporting teachers' undertaking of projects, together with supervising, offering feedback, mentoring, supporting co-curricular activities, and assisting with classroom management. In pursuance, it was verified that the school leaders of both GPS and DPS demonstrated their commitment to ensuring teachers' fulfilment of curriculum requirements as per departmental requirements, through their supervision of teachers' record books, learners' work and exercise books, and through classroom visits. I posit that generated literature on classroom visits and supervision may be found in Section 3.16.3 and Section 5.7 of Chapter Three and Chapter Five. Common to both their leadership practices, was an indication of these school leaders' appreciation of the importance attached to developing teachers' professionally through their provision of constructive feedback.

It was suggested by these school managers that teachers could use feedback received for their future reference, thereby building on their areas of strengths whilst concurrently remedying their areas of weaknesses. It was indicated that these school managers' practice appeared to be compatible with that of Spaul (2012), who submits that through this assessment, school

leaders will be able to ascertain whether their teachers' classroom practice is aligned to the coordination of the curriculum, aims and assessment tools, as these factors impact on learner performance (Spaull, 2012). In furtherance, these school managers' instructional leadership enactment is congruent with that of Carrier (2014), as alluded to in those Sections of this work where the scholar advocates the importance of providing feedback as being one of the tools used to professionally develop teachers. In furtherance, Sebastian and Allensworth (2012) warns that school leaders visiting classrooms is a supervision strategy that may or may not be welcomed by the class-teacher, depending on the intention of the school leader. Evidence revealed that all school leaders from GPS and DPS attested to both informally and formally observing their teachers in their classrooms with the intention of identifying their teachers' areas of weaknesses, and to provide the necessary guidance and assistance.

Nevertheless, from my personal experience, I argue that it is unfortunate that school managers are sometimes forced to resort to such demeaning strategies as creeping unsuspectingly into teachers' classrooms, as they are aware that some teachers 'shirk' their responsibility of teaching. Thus, these leaders' intentions of visiting their teachers in their classrooms are sometimes to "catch" errant teachers who were found to be talking on their cell-phones, or sitting and completing university assignments during instructional time, whilst leaving their learners to their own devices. On the flip side of the same coin on classroom visits, it was observed by Sebastian and Allensworth (2012) that school leaders' visits to highly-functional classes helped to further motivate their high-performing teachers. The findings summarised under the second question: "why and how do members of the SMT lead and manage Continuous Professional Teacher Development (CPTD) in the way that they do?" are now presented.

8.6 Why do members of the SMT lead and manage Continuous Professional Teacher Development (CPTD) in the way that they do?

In attempting to provide reasons as to why members of the SMT lead and managed their teachers' Continuous Professional Development (CPD) in the way that they did, the elicited data revealed similar perceptions held by the SMT members in this regard. It was clear that the participants from GPS and DPS were aware of their mandate as SMT members to take responsibility for their teachers' and learners' performances, and that they were accountable and answerable to the DBE for fulfilling this portfolio (Mrs Alark, Mr Pillay, Mr Ken, Mrs

Ally and Mrs Lloyd). In deepening this notion, the elicited responses appeared to emanate from the SMT members' conscience, which dictated their sincere efforts at ensuring that teachers under their care developed, flourished and blossomed as professionals in their field. Therefore they made concerted efforts to ensure that their teachers were *au fait* with the latest curriculum requirements, so that their expertise could filter into the classroom where they could empower and motivate their learners to perform at their maximum.

Amplifying the above, Mrs Alark (GPS) explained that when she first entered the teaching profession as a 21 year old, not much assistance as far as classroom management and curriculum matters were offered to her. Although she possessed 'book' knowledge after completing her teaching qualification, she felt bewildered as she fumbled with putting the acquired theory into practice. Mrs Alark clearly remembered an older, seasoned teacher brushing her appeals for assistance with record-keeping aside, by telling her that since she is newly-qualified, Mrs Alark ought to be in possession of the latest 'know-how', and not to bother her for assistance. Being much older now, and in hindsight, Mrs Alark reasoned that this rebuff could have arisen from this teacher not wanting to expose any shortcomings that she might have had with her own record-keeping. Nevertheless, short-changed of this much-needed mentoring and support, Mrs Alark had to find her way of completing tasks through trial-and-error.

Emerging from this backdrop, Mrs Alark ventured to assist, mentor and support staff members, even whilst she was just a teacher and not in a management position. It was similarly argued by Mrs Lloyd (DPS) that because she desired all teachers to work as a team in their respective grades, and to complete the necessary curriculum tasks, activities and assessments with their learners concurrently, she made it her duty to develop and conscientise her teachers accordingly, so that they could execute their task of teaching and learning with prowess. The three ways in which the school leaders in the two schools managed continuous professional teacher development, and these are (a) Leading and managing purposefully with a vision in mind (b) School leaders' mentoring of teachers and (c) SMT members supporting their teachers' CPD participation. These domains are now explored.

8.6.1 Leading and managing purposefully with a vision in mind

To this end, the generated data signified that the school leaders from GPS and DPS displayed praiseworthy leadership qualities when they demonstrated a vision for their school and motivated and inspired others towards achieving this vision. The findings of this study likewise established that these leaders mostly demonstrated their portfolio as managers when they engaged with administrative tasks and the general functioning of the school. This included their purposeful controlling of resources and planning and organising teaching and learning activities effectively, for which they were accountable to higher education authorities such as the Superintendent of Education Management (SEM), as cited in Section 6.6 of Chapter Six. Evidence demonstrated that although they experienced challenges in their journey as leaders and managers, they were mostly successful in overcoming these impediments so that their schools could run smoothly and effectively. The study confirmed that all seven members of the SMT placed importance in leading with a vision in mind, so that their aims and objectives of creating an environment where a high standard of teaching and learning featured. Likewise, it is testified that their planning of management tasks, as per generated data, verified that this assisted them to attain the school's vision and targets.

In view of this, indications were that they led and managed their schools centred on their desire to ensure that their teachers and learners enjoyed successful outcomes, details of which may be found in Chapter Five, Six and Seven. To this end, it was evident that SMT members from both GPS and DPS, adopted strategies that were aligned to ensuring that their school's vision materialised. In furtherance, these school managers demonstrated their managerial skills when they communicated their vision to develop their teachers through the medium of annual year-plans. Amongst other strategies adopted by the participants from the two schools, were displays of their obvious passion and motivation with which they led their schools, embracing and welcoming of changes as these arose. In contemplation of Mr Bush's notion of purposeful planning being integral to the school as a learning organisation, evidence revealed that Mrs Radebe from DPS, in consultation with other members of the SMT, annually drew up year plans that saw the strategic placement of different teachers coordinating the various projects and initiatives to be undertaken. This was formulated after a strengths, weaknesses, opportunities and threats (SWOT) analysis of members of the staff was conducted by these SMT members.

Furthermore, evidence established that these instructional school leaders led GPS and DPS with a purposeful vision for it to progress in a specific way, whilst creating a shared sense of purpose amongst their teachers. In so doing, their leadership and management enactment exhibited their mission to continuously improve their schools holistically. These principals were found to coordinate the CAPs curriculum and monitor learner outcomes, whilst offering opportunities for participation in a wide range of developmental activities. The study revealed that the school leaders of GPS and DPS, in purposefully leading their schools with the intent of encouraging ownership of programmes, encouraged their teachers to fulfil leadership roles in staff development programmes. They were additionally found to advance novice teachers' endeavours to acquire knowledge, whilst concurrently creating an enabling environment that allowed for seasoned teachers to introspect and revamp their teaching strategies accordingly.

In like manner, elicited data confirmed that these instructional leaders developed an academic learning climate when they urged their teachers to be lifelong learners and to acquire ownership of goals so that these may become their schools' shared goals. Likewise, it was evident that these participants created many opportunities for their staff members to participate in collective decision-making, some of which included their drawing-up of a meaningful vision for their school. This leadership strategy is aligned to the postulation by Mestry, Moonsammy-Koopasammy and Schmidt (2013) that when a vision is owned by all stakeholders, then that vision is able to sustain a much higher level of commitment than when the vision is autocratically imposed from the top. Thus, the study confirmed that through these teachers' purposeful leading and managing their school with a vision in mind, it served to motivate and generate dedication and engagement from all stakeholders, thereby ensuring the effective functioning of GPS and DPS. The different avenues through which the school leaders' mentored their teachers, are now offered.

8.6.2 School leaders' mentoring of teachers

Generated data indicated that in their mentorship capacity, these seven school managers provided leadership by 'walking the talk', thereby acting as distinguished role-models. Thus, it was evident that, as observed by Mestry, Moonsammy-Koopasammy and Schmidt (2013), these instructional leaders modelled character traits which were worthy of emulation by teachers in their care. It was thus established in Chapter Five; Chapter Six and Chapter Seven that these school leaders from the two case-study schools, enacted a dimension of their

leadership of professionally developing their teachers through their mentorship of them. Likewise, in congruence with the contents of the DBE (2014) policy document, these members of the SMT were found to embrace the responsibility of developing and empowering themselves and others, including their parent community. Thus, the findings from GPS and DPS with regard to their mentoring of teachers, will further be amplified. It is argued that all schools function along similar lines, with each one operating from a different premise, depending on contextual factors, such as the community in which they are embedded.

With this in mind, evidence confirmed that the school managers of both schools demonstrated a similar stance when mentoring, by inducting, orientating, and making teachers, especially novice ones, familiar with the manner in which their schools operated. This study found school managers explaining to teachers their expectations in relation to their maintenance of essential records such as journals, preparation files and learners' workbooks, among others. The findings additionally established that these SMT members, as alluded to by Beutel and Spooner-Lane (2009), demonstrated a profound interest in the wellbeing of their protégés, by constantly assuring them that they were always there to lend support and expertise if and when they so desired. Thus, these school leaders confirmed that they guided and supervised their teachers' efforts, providing constructive feedback for their teachers to use, reflect on and improve.

Furthermore, evidence verified that as their teachers' mentors, these school leaders observed their mentees' lesson delivery in the classroom, and offered feedback within a safe, supportive and non-judgemental context, with the intention of helping their mentees realise their maximum potential. Nevertheless, despite their good intentions, the study found that some of the school managers, in particular Mrs Alark from GPS and Mrs Ally and Mrs Lloyd from DPS, were, in their mentorship capacity, confronted with the challenge of offering advice to teachers who resisted their suggestions, and desisted from following their advice. The support offered by the SMT members in their teachers' CPD participation, is made explicit.

8.6.3 SMT members supporting their teachers' CPD participation

In contemplation of leadership and management being integral components underpinning this study, I posit that these concepts are inherent in all the previous chapters. The study thus established that the school leaders of GPS and DPS, as progressive instructional leaders, took

pride in leading and managing the professional development initiatives of their teachers. In extension, SMT members role in the CPD of teachers under their care have been extensively expounded in Section 1.4; 2.15; 3.3; 5.9; 6.8 and 7.4.4 of Chapter One; Chapter Two; Chapter Three; Chapter Five; Chapter Six and Chapter Seven. Thus, seeing that this study makes reference to the current CPTD management system, I found it pertinent to concurrently explore the proposals of the SACE with regard to teachers embracing the leadership of projects. Although the SACE (2010) advocates that teachers accumulate PD points by participating in diverse PD projects, it warns that these activities must be measured and authorised by this council based on their applicability, fitness of purpose and quality.

The study signified that these school managers from GPS and DPS conducted surveys, either verbally or in the written form, to help them identify teachers who possessed expertise in different subject areas. Their elicited responses demonstrated their unwavering support offered to teachers in their undertaking of projects. It was established that they facilitated their teachers' presentation of CPD-related activities by assisting them with the preparation of hand-outs for use by their teachers, and with their power-point presentation and so on. The participants then encouraged the rest of their staff members to offer feedback so that the success and weakness of these teachers' workshop may be determined for future reference. The elicited data disclosed that the school leaders from GPS and DPS in turn facilitated workshops with the intention of empowering and bringing to their teachers' awareness the most recent trends and developments pertaining to the business of teaching and learning, so that their learners' performance may be improved on.

It was established that some of these initiatives included SMT members work-shopping their teachers on the various teaching methodologies; the different aspects of record keeping; the accompanying work-schedules and assessments for the fulfilment of CAPS requirements; planning and preparation for learners' assessments and setting of level one to four questions in their examination papers. Thus, based on the data generated from the school leaders of GPS and DPS, it appeared that these school leaders' encouraged and created the necessary confidence in their teachers, which in turn, inspired teachers to facilitate CPD workshops to empower each other, as cited in Section 5.7; 6.6 and 7.9 of Chapter Five; Chapter Six and Chapter Seven.

In light of this, it was evident that the school managers of GPS and DPS, in their instructional leadership capacity, made concerted efforts to empower their teachers, whilst encouraging them to self-reflect and possibly change their leadership practice where necessary. Against this backdrop, as espoused by the DBE (2014), the generated data verified that teachers and school leaders of GPS and DPS were found to engage in professional learning through the avenues of induction and mentoring, as discussed in Section 3.20 and 5.5.1 of Chapter Three and Chapter Five. Elaborating on their leadership and management enactment in their teachers' professional development initiatives, it was evident that all seven SMT members, as nurturers of their teachers, made much effort to inspire and create in their teachers a positive attitude, so that effective teaching and learning may be a prominent feature in their schools as learning organisations.

To this end, it is submitted by Tienken (2010), whose model of instructional leadership is discussed in Section 3.12 of Chapter Three that it is in the hands of school instructional leaders to remedy and improve teachers' knowledge, practice, behaviour and mind-set, a challenge which remains elusive both nationally and globally. The evidenced perspectives of the SMTs from both GPS and DPS revealed that they took accountability for professionally developing their teachers by creating opportunities for their teachers to impart invaluable knowledge and skills to their peers. Thus, as found in Chapter Five, Chapter Six and Chapter Seven, are pronouncements by these SMT members that they led and managed the professional development activities of their teachers as best as they could. The study additionally confirmed that these members of the SMT appreciated their obligation to be lifelong learners, as alluded to in Sections 1.2.1; 2.16; 3.19; 5.7; and 6.8 of Chapter One, Chapter Two; Chapter Three; Chapter Five and Chapter Six, whilst viewing CPD as being crucial to teachers' professionalism.

This study likewise ratified that SMT members, as team-players, often distributed and delegated responsibilities and roles for their teachers to enact, which were then plotted in their year-plan schedules. To this end, it was volunteered by these school leaders that in every committee, were found management members offering guidance and direction so that their teachers were not left floundering on their own. By the same token, evidence confirmed that these school managers motivated and inspired teachers to facilitate CPD enterprises, whilst praising and encouraging them in their endeavours. From my personal experience and from the elicited responses, it is clear that when school leaders openly value their teachers' inputs,

this motivates them to perform even better, since everyone thrives on praise and acknowledgement.

Likewise, it was evident that these school leaders' active support and encouragement in their teachers' quest to facilitate projects and to participate in PD initiatives, spurred the teachers from GPS and DPS to take up leadership roles and lead projects, which contributed to their ongoing professional development participation. The narrations of these school managers from GPS and DPS mostly disclosed the importance that they placed in prompting and encouraging their teachers' informal and formal leadership enactment. It was established that these instructional leaders displayed praiseworthy qualities of empowering and entrusting their teachers to be accountable for undertaking personal endeavours and making appropriate choices with regard to their facilitation of CPD projects.

This is congruent with the advice of Supovitz, Sirinides and May (2009), whose instructional leadership model found in Section 3.11 of Chapter 3, suggest that such school leaders, having the intent of rejuvenating their teaching practices, established an environment that encouraged combined and shared faith in each other. Taking into consideration the postulation by Gumus and Akcaoglu (2013) that teachers are the forerunners of syllabus in the classroom, the study found that the school leaders of GPS and DPS tasked with the responsibility of ensuring quality in the classroom, secured this by leading teachers forward through empowering them in the various avenues of knowledge and skills acquisition.

Similarly, findings revealed that in GPS and DPS, whilst some teachers were content to remain at the same post level, possessing the same qualifications upon entry into the teaching profession, others strove to update their knowledge continuously. These progressive SMT members and teachers were found to have invested their money, time and energy in their mission to remain abreast, acquire new skills, and improve their self-knowledge through, among other PD avenues, upgrading their professional qualifications and participating in CPTD projects, as cited in Sections 2.3; 2.16; 5.10 and 6.9 of Chapter Two; Chapter Five and Chapter Six. Furthermore, it was made explicit that these school managers secured the services of external sources when they discovered that their teachers required development in areas that demanded expertise from departmental officials or union representatives, as confirmed in Section 7.13 of Chapter Seven. To conclude this section, it is asserted that inputs of these school

leaders in their quest to professionally develop teachers under their care, proved to be critical determinants in the process of teaching and learning.

8.7 How do school managers handle challenges encountered in their quest to professionally develop themselves, and teachers under their care?

Evidence revealed that the SMT members from GPS and DPS experienced challenges in their mission to develop themselves and their teachers professionally. The findings suggest five domains in which school managers handled the challenges encountered in their quest to professionally develop their teachers. The five domains are (a) Addressing innate flaws and weaknesses in the CPTD Management System (b) Training of SMT members (c) Time constraints; opportunities for CPD participation and financial implications (d) SMT members' encouragement of teachers' CPD participation (e) Monitoring of teachers' CPD participation and (f) Uncooperative teachers. Each of these domains is discussed below.

8.7.1 Addressing innate flaws and weaknesses in the CPTD Management System

Findings from the study argued that teachers' initial qualifications, like the medical profession, becomes obsolete and redundant in the initial 3 or 4 years, arguing that it was therefore crucial for teachers to continually upgrade themselves. Thus, it was asserted that the CPTD's (2010) management system had been designed to fortify and sustain a good calibre of CPD initiatives for all certified teachers, and to recognise the efforts of teachers who engaged in associated PD activities. In light of the above contentions as evidenced by these school managers, together with literature accessed on the CPTD Management System, I am apt to conclude that although it was put in place with the noble intentions of inspiring, motivating and recognising teachers' professional development, there are inherent shortcomings and flaws as far as its implementation is concerned, which will now be explored.

In light of the above overview of the manner in which this CPTD management system operated, elicited data confirmed that these school managers did not view this project in a positive light, hence not acknowledging its inherent merits. Some of their concerns, which I am likewise apt to agree with, were similar, and were evident in the responses of the following school managers from GPS. Mrs Maharaj claimed that it *"is a well-intended process but the logistics need to be considered so that it may be successful"*. Mrs Alark protested that *"it is an unrealistic*

system”, whilst Mr Pillay, concurred with the above school managers by adding that “*it is not an effective system of measuring teachers’ CPTD*”. In like manner, Mr Ken argued “*I’m very curious as to how the professional development of teachers are going to be monitored...what programmes are going to be put in place to ensure that this is successful.*” The provision of training, or lack thereof for SMT members, is now offered.

8.7.2 Training for SMT members

In pursuance, making reference to formal training received, evidence from the school leaders from both GPS and DPS, revealed that six members had not received formal training to prepare them for their role as a member of the SMT. Thus, they relied on their personal experiences and devices to be creative and resourceful in their leadership and management enactment. The study made note that the only school leader to have been the recipient of formal induction into the role of being a SMT member, was Mr Pillay from GPS. The challenges of time constraints; opportunities for CPD participation; and financial implications is now revealed.

8.7.3 Time constraints; opportunities for CPD participation; financial implications

As far as time; opportunities and finance were concerned, the study established that most members of the SMT perceived and identified a lack of time to be a contributory factor inhibiting them from addressing curriculum related problems in their school. Furthermore, these school managers complained that they had insufficient time to supervise and mentor all teachers, to collectively explore the contents of departmental circulars, and to guide new teachers in their implementation of content knowledge. In congruence with the submission by Smith (2009), these SMT members anticipated that a common challenge encountered was that fully competent school managers spent hours completing mundane administrative tasks that demanded no proficiency or exceptional prowess on their part.

Evident was their frustration at completing such tasks, the time of which could have instead being gainfully used performing pertinent and necessary tasks. In addition, the study confirmed the views of these school leaders from both schools, in that they struggled to find time to assist teachers with setting of examination scripts, to monitor learners' efforts, to moderate learners' completed assignments, and to ensure that assessments and projects were marked appropriately by their teachers, which would also serve to inform their judgement of the level at which their

learners were performing. Further elicited evidence revealed these SMT members' concerns that not all teachers were available to attend workshops or catch-ups, especially if these were held over weekends. They asserted that this encroached on teachers' personal time, with many having family obligations and community-related commitments to fulfil. Challenges encountered by the SMT members in motivating and encouraging teachers to participate in CPD activities, now follows.

8.7.4 SMT members' encouragement of teachers' CPD participation

I posit that it is in the hands of school leaders as agents of change, to provide support and encourage professional development participation of their teachers for the betterment of learning and teaching at their schools. To this end, the perceptions of these SMT members were that they stimulated, nurtured and created opportunities for the ongoing professional development of their teachers, irrespective of some members of their staffs' mission to merely earn points. They perceived themselves to conscientise teachers about the importance of being lifelong learners and the need to develop their knowledge and skills throughout their careers. Despite their valiant efforts as evidenced above, findings additionally documented that most of these school leaders' greatest challenge lay in motivating some teachers, including both the veteran and novice ones, to realise the importance of continuously developing themselves professionally.

They observed that many teachers tended to *switch off* when it came to professional development participation. Aligned to the impediments encountered, data elicited from these school leaders established that to spur teachers to take charge of their professional growth, proved a mammoth task. In extension of the above, the SACE threatened that teachers will be held accountable by the body of the SACE, should they not participate in CPD activities and accumulate the minimum 150 PD points over a three year cycle. This, in my opinion, is a punitive measure that has the danger of bullying teachers into participation, rather than inspiring them to be intrinsically motivated to participate in such professional development activities. Nevertheless, teachers were reminded that they were governed by the National Qualifications Framework (NQF, 2008) to be lifelong learners and to thus continuously engage in PD initiatives. School managers' challenging role in monitoring teachers' CPD participation, is now made clear.

8.7.5 Monitoring of teachers' CPD participation

Evidence verified that the school managers from DPS and GPS perceived that as far as monitoring of teachers' participation in CPD activities, there were no clear measures in place. These school leaders expressed themselves as follows: Mrs Radebe asserted "*there's no proper control as to how this system is being monitored;*" Mrs Ally postulated that she "*can't see it working, to be very honest*" and Mrs Lloyd's reasoned "*I don't feel it's going to be effective, to monitor someone on the basis of their points.*" This brief overview represented the misgivings of all seven school leaders concerning the current CPTD management system, with all similarly anticipating this enterprise by the DBE (2007) to be flawed. In pursuance, findings revealed that Mr Ken from GPS adopted an unbiased view of the current CPTD management system. Offering both sides to the coin, Mr Ken protested that there were praiseworthy elements about this management system, albeit acknowledging that there was an equal number of negatives as well. It was thus documented that Mr Ken understood CPTD as being a system put in place to ensure that teachers kept abreast of the latest trends in education and methodologies in teaching. He argued that this system ensured that teachers developed to the best of their abilities as they were compelled to get new information, to build on their core knowledge and to develop themselves continuously throughout their teaching career.

These members of the SMT signalled that their acquaintance with the current CPTD management system during these past two years (2014-2015), compelled them to deduce this to be an ineffective method of measuring teachers' performance. Through their interaction with other school principals and deputy principals, who were the first managers selected to log on to the system and record their PD participation, it was noted that all expressed similar opinions, protesting that there were loopholes and grey areas in this CPD management system. In like manner, I admit that my personal interaction with the CPTD management system has prompted me to subscribe to these school leaders' claims. In deepening their suspicions of the validity of this system, evidence established their apprehension in claiming that no instruments were in place to ratify whether or not teachers did indeed participate in such CPD activities. Mrs Radebe submitted that there is "*better control in a school environment, where the principal is held accountable.*" The challenge encountered by the SMT members in their efforts at encouraging teachers to work cooperatively as members of teams, proved to be a daunting task at times, as is now made explicit.

8.7.6 Uncooperative teachers

This section is devoted to uncovering another common challenge experienced by these managers from GPS and DPS, in that they perceived it to be a mission to encourage some teachers to network harmoniously and collaboratively in teams. It was found that some teachers desisted from participating in teamwork, which is deemed to be a fundamental component of professional development, and signalled to their managers that they preferred working on their own. These school leaders deemed some of their teachers to be unwilling to adapt to change, and to demonstrate an attitude consistent with uncooperativeness. Embedded in these school leaders' responses, was their frustration that although help was readily available from many expert teachers within their schools, rather than ask for advice, some of these teachers performed tasks incorrectly.

Thus, a scenario common to both schools, was found to be resistance to change and to work collaboratively together in teams. Taking cognisance of the appeal made by Zepeda (2013) that instructional leaders ought to galvanise their teachers' activities and inspire them in such a manner that this would ensure that the predetermined targets of the school are fulfilled, I protest that this desire was so easy to fulfil, as attempts made to win such uncooperative teachers over, sapped managers of their time and energy. The study additionally confirmed these leaders' fears that over the years, some teachers had become disillusioned, demotivated and discouraged due to a number of factors, which included large numbers of learners and undisciplined learners. Likewise, these leaders observed that some teachers could not see and accept the need to grow professionally.

They protested that tasks were set out for teachers to do within time frames, and that these SMT members experienced frustration when these were not submitted on time, resorting to *chasing after people for things that were due*. Likewise, the findings revealed these leaders' exasperation at some teachers who did not demonstrate a positive attitude when it came to professional development points, demonstrating a lack of intrinsic motivation to pursue their goals. Taking the above into cognisance, these instructional leaders were found to instil the value of collaborative and collegial relations among teachers for improved instruction through the instrument of teamwork. In instances where teachers desisted from working with others, these SMT members deliberately created projects that required teachers who were evidently in conflict with each other, to work collectively to fulfil various portfolios within that project.

This teamwork then ensured the fruition of the project, whilst accomplishing its mission of getting teachers to work harmoniously together as members of a team. In addressing the above concerns, evidence signified that these school leaders adopted the strategy of calling uncompliant teachers individually to their office with the objective of discreetly establishing the reasons for this teacher's resistance. It was observed that they took care not to come across as being harsh, as they sought to win these teachers over to cooperate willingly in such enterprises of their school.

Taking these school leaders' submissions that they were wary of the tone and body language used when addressing their teachers, Coutinho and Lisbôa (2013) urge instructional leaders to regenerate their stance and to become such exemplary role models that would re-awaken, re-energise and motivate their teachers to likewise cooperate and emulate their school leaders. Furthermore, evidence demonstrates that although they found it a challenge at times, these effective leaders harnessed the cooperation of teachers, by creating avenues for them to interact collegially with each other in teams. The study established that despite challenges encountered in leading and managing these 'difficult' teachers, these school leaders took care to fulfil their responsibility, acting as mediators in their ploy to motivate teachers to work collegially and collaboratively together.

To sum up, I assert that the findings of the study may be considered tentative. Since they serve to highlight the perspectives of school leaders in these two selected schools, the findings are constrained in terms of the scope of this study, which is confined to two primary schools in the Umgungundlovu district in KwaZulu-Natal. Thus, these findings may not necessarily represent the scenario playing itself out in the rest of the primary schools across the country. I therefore advocate that further intensive research, needs to be conducted in attempting to test its findings. Nevertheless, this study demonstrated the notion that SMT members' interest, intervention and support in teachers' PD participation is invaluable in motivating and inspiring teachers to empower themselves with the necessary skills and knowledge so that this may lead to their learners success in a constantly changing South African educational context. In pursuance, it is envisioned that a dedicated CPTD programme may ensure a substantial improvement of the quality of teaching and learning (SACE, 2010). Against the above findings, I advise that this study makes the following recommendations.

8.8 Recommendations

This study has made the following recommendations which includes: Investigate the implementation of the CPTD management system; Consultation at grassroots level; Creation of PLCs Recommendation: Provision of formal training for SMT members; Provision of relevant SACE-accredited PD activities; with a recommendation for future research being: to ascertain the link between teachers' CPD and learners' achievements.

8.8.1 Recommendation: Investigate the implementation of the CPTD management system

Taking these findings of the task team into consideration, I anticipate this to prove useful for policy-makers and implementers if the positives and negatives of on-line registration and acquiring of points for participation are investigated, because at the moment, based on these school leaders' and my personal experience, I find it rather challenging to access PD workshops that are SACE-accredited, just so that I may earn my minimum of 150 points within this 3-year cycle.

8.8.2 Recommendation: Consultation at grassroots level

Furthermore, I believe that like me, other scholars in this field might have suggested that consultation with, and feedback from, the implementers of policies, being the teachers at grassroots level, ought to take place before such policies are implemented. In view of the above postulation, together with these school leaders' apprehension of the feasibility and practicality of managing their teachers' CPTD process, I recommend that further research be carried out on the above field. Bearing in mind that this CPTD management system is relatively new, this being the third year since its inception in 2014, I reiterate that it might be interesting to find out from teachers at grassroots level their personal experiences of how this process is unfolding. Although this roll-out plan is still in its fledgling phase, it would be interesting to establish how many teachers have thus far heeded their obligation to register on-line, and what their experiences have been in accessing SACE-accredited PD activities.

Furthermore, the burning issue is to discover whether or not these teachers are genuinely interested in empowering themselves through engagement with PD activities, or are they participating in such initiatives because they are compelled to do so to just earn the obligatory

points. I believe that if research was conducted with and by teachers to determine the anticipated shortcomings and flaws being presently experienced at grassroots level, then these challenges might have been addressed and remedied before implementation of the CPTD management system.

8.8.3 Recommendation: Creation of PLCs

Additionally, having just returned from a three-day professional learning communities (PLC) in-service training coordinated by the KZN DBE (09/09/2016-11/09/2016) which I found to be most interesting and invaluable, I feel inspired and rejuvenated to create such PLC networks within my school, as well as externally. Although some of the participants in this study attested to participating in PLCs, it was observed that this took place infrequently and on a small scale. Thus, since it is recommended that school managers acknowledge the value of ongoing professional development of teachers' practice and leadership skills through internal and external PLCs, I recommend that school leaders make concerted efforts to encourage networked teamwork by teachers. I anticipate that this avenue of professional development where teachers work with each other, may help reduce teachers' feelings of being isolated and over-whelmed, since PLCs hold the potential of encouraging active participation, collaboration and professional growth.

8.8.4 Recommendation: Provision of formal training for SMT members

Taking into account that the DBE intermittently facilitates workshops for school leaders and members of the SGB in relation to, amongst others, matters pertaining to labour relations, curriculum, finance and school governance, I believe that there is a lack of workshops to train, empower and provide the necessary skills and knowledge for school managers in relation to the function they ought to embrace, as alluded to in Section 8.7.1.2. As human resource managers and instructional leaders, these workshops may be beneficial in helping equip SMT members accordingly, so that they may help develop teachers in their PD participation.

Furthermore, since teachers' varied personalities may impact on relationships among each other, this sometimes leads to conflict of interests and personality clashes in the workplace, which feature among some of the challenges encountered by members of the SMT. Thus, I recommend that the DBE design programmes centred on developing school leadership through

their facilitation of such workshops. In this way, together with other beneficial leadership and management workshops, school managers may gain the appropriate skills to help them resolve conflicts in the workplace, amongst other such challenges experienced.

8.8.5 Recommendation: Provision of relevant SACE-accredited PD activities

I believe it incumbent on those in authority, including SEMs, union representatives and schools leaders themselves, to create avenues for PD activities to take place, so that both members of the SMT and teachers alike, may participate. In light of the above, based on school managers' experiences from both GPS and DPS in relation to their CPD participation, data revealed their frustration that such SACE-accredited PD initiatives and activities for points were scarce, costly and inaccessible.

8.8.6 Recommendation for future research: Ascertain link between teachers' CPD and learners' achievements

I suggest it would prove interesting to determine the degree of influence that teachers' CPD has on learners' scholastic achievement and the COLT of the school. In view of this, future research studies in this area could use teachers as participants as well. In this way, the perspectives held by teachers at grassroots level, could reveal the extent to which they believed their SMT members assisted them in their professional development endeavours. Researchers may also acquire insight into teachers' views about the link between teachers' professional development and learners' success level in the classroom. This would provide concrete evidence as to whether those professionally developed and empowered teachers are more successful in their mission of motivating their learners to reach greater heights and enjoy improved scholastic success, than their counterparts who demonstrate a lack of interest in engaging in CPD initiatives and activities. By the same token, as an off-shoot of this study, it is my belief that an independent and in-depth study on the CPTD management system and the manner in which this project is presently unfolding in schools, may yield interesting findings, and ought to thus be considered as a research topic in the near-future.

8.9 Conclusion

Teachers, as lifelong learners, are expected to continually engage in PD activities, to self-reflect, and to examine their teaching practice. This research has highlighted that the quintessence of instructional leadership is to help reconstruct schools into learning organisations where teachers and learners attain their maximum competency. Since it is in the hands of SMT members to promote productive learning and teaching, I contend that the school leaders in this case study perceived themselves to have made concerted efforts to fulfil their mandate by offering the necessary support and encouragement to teachers in their quest to develop them professionally. Thus, in furtherance of the precursory literature, it is observed that in the schools under increased scrutiny, GPS and DPS, continuous professional development participation by members of the SMT and teachers, was an ever-present and constant feature.

In retrospect, the school leaders' desire to ensure their schools functioned as successful learning organisations, was evident in their mission to professionally develop their teachers so that their empowerment may filter into the classrooms and create a positive COLT with evidence of successful learning and teaching outcomes. It is envisioned that this research would act as a linchpin for additional research involving investigations into those challenges experienced by school leaders' in their quest to develop teachers professionally, particularly in relation to the inaccessibility and lack of high-quality professional development activities.

Finally, I propose that this study has the potential of making a contribution to the existing body of knowledge and literature on leading and managing the professional development of teachers. I declare that this journey of participating in a research community, despite being time-consuming and arduous, has helped me grow as a person, and has further developed me professionally, bringing out in me advanced research capabilities. It has met my expectations of fulfilling feelings of self-gratification and self-fulfilment, whilst keeping me humble and grounded in my calling to be a teacher, which features high amongst the many caps I wear. I anticipate that, by the grace of God, my career prospects may be enhanced through this self-development pursuit.

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APPENDIX ONE: DECLARATION OF CONSENT



DECLARATION OF CONSENT

PROJECT TITLE: SMT members' perceptions of their role in the Continuous Professional Development of teachers in two schools in the Umgungundlovu District

RESEARCHER

Full Name: Kalaivani David

School: School of Education

College: College of Humanities

Campus: Edgewood

Proposed Qualification: PhD (Educational leadership,
Management and Policy)

Contact: 0836260748

Email: kalay.david1@gmail.com

HSSREC RESEARCH OFFICE

Full Name: Prem Mohun

HSS Research Office

Govan Bheki Building

SUPERVISOR

Full Name of Supervisor:

Dr Thamsanqua Thulani Bhengu

School: School of Education

College: College of Humanities

Campus: Edgewood

Contact details: 031 2603534

0839475321

Email: bhengutt@ukzn.ac.za

Westville Campus

Contact: 0312604557

Email: mohunp@ukzn.ac.za

I, Kalaivani David, Student no. 204400962, am a part time PhD student at the University of KwaZulu-Natal, Edgewood campus, South Africa. I wish to invite you, as a member of the SMT, to participate in a research project about the perceptions of members of the SMT in their role teachers' professional development. My research project aims to explore the Continuous Professional Development of teachers as it relates to issues of higher learner achievement, leading ultimately, to whole school improvement. Continuous Professional Development is an emerging field of research in South Africa and I believe that it has a powerful role to play in transforming the culture of teaching and learning in our schools. Thus, I have identified your school as a successful school which exhibits strong professional development occurring on a continuous basis at various levels within the institution. I would very much like to conduct research in the above field, and work closely with you in particular, to extend the boundaries of our knowledge on this concept. The duration of this semi-structured interview is approximately 45 minutes.

Please note that this is not an evaluation of performance or competence of you as a member of management. Your identity will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold your autonomy and you are free to withdraw from the research at any time without negative or undesirable consequences to yourself. In this regard, you will be asked to complete a consent form. Furthermore, feedback will be offered to you during, and at the end of the project.

DECLARATION OF CONSENT

I _____ (Full Name) hereby confirm that I have read and understand the contents of this letter and the nature of the research project has been clearly defined prior to participating in this research project.

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

Participant's Signature _____

Date _____

APPENDIX TWO:

PERMISSION FROM EDUCATION DEPARTMENT TO CONDUCT RESEARCH



kzn education

Department:
Education
KWAZULU-NATAL

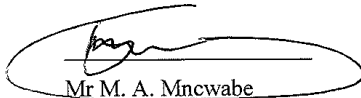
Sir/ Madam

RE: PERMISSION TO CONDUCT RESEARCH

We, Mr M. A. Mncwabe and Mr T. L. Mvubu, circuit managers in the Umgungundlovu District, have examined the contents of the research proposal as submitted by Mrs K. David.

We hereby grant do not grant permission for part time UKZN, PhD student, Mrs Kalaivani David (student no. 204400962), to elicit data from the abovementioned schools, Berg Street Primary and Regina Primary, for the purpose of her research on "The role of the school management team in the professional development of teachers in two schools in the Umgungundlovu District."

Yours faithfully


Mr M. A. Mncwabe


Mr T. L. Mvubu

APPENDIX THREE:**SEMI-STRUCTURED INDIVIDUAL INTERVIEW SCHEDULE****GREETINGS:****SECTION A: Biographical profile of the participant.***(Please tick the applicable and complete the blanks)*

1. Date: _____
2. Title: (Ms/ Mr/ Mrs).
3. Gender: (Female/Male).
4. Age: _____

Professional qualifications:

5. Certificate in Education
6. Diploma in Education
7. Bachelor of Education
8. Masters of Education
9. Other (Specify) _____

Designation:

10. Principal
11. Deputy head
12. HOD

Introductory questions:

1. Please tell me a little about yourself.
2. Who has most influenced you to become a teacher, and how did he/she influence you?
3. Briefly describe your core duties and responsibilities as principal / a member of the SMT.

QUESTIONS RELATING DIRECTLY TO CONTINUOUS PROFESSIONAL TEACHER**DEVELOPMENT (CPTD)**

4. Would you say that leadership is different from management? If so, kindly explain what you understand leadership to be? Management to be?
5. Would you consider yourself to be a leader or a manager, or both? Please elaborate.
6. Please describe what 'The school as a Learning Organisation' means to you?
7. What do you understand by Continuous Professional Teacher Development (CPTD)?

8. Beyond teachers' initial qualifications for this occupation or profession, do you believe it is necessary or not, to engage in ongoing training initiatives? Please explain why you say so?
9. How easy or difficult is CPTD training initiatives/ projects/ workshops to access? If you experience difficulty, what are these? Kindly share some of your experiences after attendance at CPTD workshops/ activities.
10. Are teachers provided with opportunities to offer feedback, follow-up and support on training that they receive? If yes, please explain how? If not, what are some of the challenges experienced in teachers not being able to offer feedback?
11. What do you believe is the relationship or link between CPTD, student success, and school improvement?
12. Are teachers at your school striving to improve themselves professionally? Do you think that by teachers developing professionally, this will impact on student success? How? Why?
13. Are there areas in your school needing improvement? If yes, what would you say these areas are?
14. Kindly explain the role that Continuous Professional Development (CPD) plays in your career.
15. How do you perceive your role in the professional development of teachers under your care to be? What particular skills, expertise and abilities do you believe is required for one to be effective in this role?
16. Do you, as SMT, believe that you have been adequately trained to execute your duties accordingly and provide the necessary support to teachers under your care? Please explain. If not, please outline those areas that you require further development/ clarity/ assistance in? How and who do you suppose would help you fill those gaps.
17. Kindly explain how you go about professionally developing those in your care? If you experience challenges in your quest to do so, please explain what these are?
18. Please explain how you go about identifying those areas in which teachers under your care require development to improve individual their weaknesses and further develop their strengths?
19. What do you understand by the term PLCs or networking? Do you believe in this ideology? How useful do you think an external local network of teachers in different subjects might be to teachers in your school?
20. How would you prefer to see such a network set up?

21. Do you provide opportunities and support for teachers under your care to take up leadership roles informally and to facilitate/ present or workshop others in their area of expertise? If yes, how do you go about coordinating these initiatives?
22. Kindly describe one professional development activity that you have organised or facilitated for teachers at your school. How do you think this has impacted on the Culture of Learning and Teaching (COLT) at your school?
23. What is your perception of the current CPTD management system that has come into operation from 2014? Do you believe that it is an effective system of measuring/ monitoring teachers' professional development? Why? Why not?
24. On the issue of 'collaboration', how do you, as a manager of people, go about encouraging teachers under your care to work collegially with others?
25. It is claimed that leadership and teamwork in total quality management (TQM) go hand in hand. Do you think that TQM is evident in your school?
26. This leads to distributed leadership. Do you agree with teachers taking up distributed leadership initiatives? If you do, what is your role in their distributed leadership enactment?
27. To conclude this interview, are there any other comments you'd like to make, or questions you would like to ask?

I thank you for sacrificing your time and making the effort to so willingly participate in this interview. May you remain blessed and I wish you all the best!

APPENDIX FOUR: TURNITIN CERTIFICATE

The screenshot displays a Turnitin Document Viewer interface. The main document content is as follows:

1

School Management Teams' perception of their role in the Continuous Professional Development of teachers in two schools in the Umgungundlovu District

CHAPTER ONE

ORIENTATION TO THE STUDY AND POLICY CONTEXT

1.1 Introduction

Chapter one makes known the contexts of both schools and supplies details of the orientation, introduction, back-ground, the problem statement, rationale, significance, research questions, delimitations and demarcation, together with an outline of the study, before drawing to a

The Turnitin interface includes a top navigation bar with 'Originality', 'GradeMark', and 'PeerMark' tabs. The document title is 'Continuous professional development' by 'KALAY KALAY'. The Turnitin logo and a '2% SIMILAR' indicator are visible. A 'Match Overview' sidebar on the right lists the following matches:

Match Number	Source	Similarity Score
1	152.106.6.200 Internet source	<1%
2	"International Handbo... Publication	<1%
3	Submitted to Universit... Student paper	<1%
4	uir.unisa.ac.za Internet source	<1%
5	www.sace.org.za Internet source	<1%
6	Submitted to Universit... Student paper	<1%
7	eprints.usq.edu.au Internet source	<1%
8	dspace.nwu.ac.za Internet source	<1%

The bottom of the screenshot shows a Windows taskbar with various application icons and a system tray displaying the time as 10:39 PM on 2016/10/14.

APPENDIX FIVE: ETHICAL CLEARANCE CERTIFICATE



15 August 2016

Mrs Kalaivani David 204400962
School of Education
Edgewood Campus

Dear Mrs David

Protocol reference number: HSS/1051/015D

Project Title: School Management Teams' perception of their role in the Continuous Professional Development of teachers in two schools in the Umgungundlovu District

Full Approval – Expedited Application

In response to your application received 4 August 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

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

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

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr TT Bhengu
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

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