

**AN EXPLORATION OF
THE ROLE OF PRINCIPALS IN THE STAFF
DEVELOPMENT OF TEACHERS IN
RELATION TO TEACHER
PERFORMANCE.**

By

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ABSTRACT

The effectiveness of educational reform initiatives and continual changes in curriculum depends on the quality of teachers. Staff development of teachers has therefore become a major focal point of school improvement initiatives. To address these challenges, the National Policy Framework for Teacher Education and Development (NPFTEd), (Department of Education, 2007), attempts to address the need for suitably qualified teachers in South Africa. More research results are revealing that in order to improve learner performance and have better schools, there needs to be empowered teachers, school managers and leader.

The purpose of this study is to explore the roles of principals in the staff development of teachers to enhance teacher performance. This study uses the literature to explore the aspect of school management that is usually ignored, staff development.

This is a qualitative study within purposely selected four school principals. From the three major research questions, the following themes emerged during data collection and analysis: Planning and designing staff development activities, implementation of staff development activities, monitoring and supervision, mentoring, workshops and seminars.

In addition to the themes that emerged, findings revealed that principals still rely mainly on the departmental workshops and seminars which are subject related and curriculum related for teacher development. Findings also revealed that there is no proper guideline about their roles on how teachers should be developed. As a result principals use the Integrated Quality Management Systems (IQMS) as the only tool to staff development. The findings also revealed that some principals regard their daily activities as their roles in staff development.

DECLARATION

I, Xolani Alex Macu, declare that the work presented in this document is my own and that reference to work by other people has been duly acknowledged.

Signed:.....

Pietermaritzburg

02 December 2013

ETHICAL CLEARANCE CERTIFICATE

DEDICATION

I dedicate this dissertation to my wife, Buyisiwe and my children Lwazi, Sbongimpilo and Nkosiphile as well as my whole family for their consistent support throughout the research study period. I just want to say thank you very much for keeping me going.

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ABBREVIATIONS

CAPS- Curriculum Assessment and Policy Statements

CPTD- Continuous Professional Teacher Development

DOE- Department of Education

HOD- Head of Department

IP- Improvement Plans

IPET- Initial Professional Education of Teachers

NPFTED- National Policy Framework for Teacher Education and Development

OBE- Outcomes based Education

PD- Professional development

RNCS- Revised New Curriculum Statements

SACE- South African Council for Educators

SASA- South African Schools Act

SD- Staff Development

SDC- Staff Development Committee

SDT- Staff Development Team

SMT- Senior Management Team

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 Introduction

This chapter serves as an introduction to the study. The study is aimed at exploring the roles of principals in staff development to enhance teacher performance. This chapter outlines the background, problem statement, the questions and the objectives as well as the rationale of the study. Towards the end of this chapter the exposition of next chapters will be highlighted.

1.2 Background to the study

Teacher development seems to be an important aspect if we aim to improve the quality and uplifting the standard of teaching and learning in our schools. This is because teachers seem not to be well developed and trained in order to be prepared to deal with classroom challenges. Moreover the current ever changing educational policies and curriculum, demands teachers who are ready and well equipped with necessary skills in order to face and deal with such challenges in schools. This concurs with what Steyn (2010) believes, that teachers have the most direct contact with students, as well as considerable control over what is taught and the climate of learning. It is reasonably assumed that improving teacher's knowledge, skills and dispositions is one of the most critical steps in improving student's performance and achievements. (Steyn, 2010). It is also my belief that well developed teachers can make a positive and meaningful impact on the learners.

According to Townsend (2007), continuous professional development (CPD), has always been necessary for those who work in schools because of changes in curriculum, teaching approaches, the conditions in which they work and the broader external environment, socio-economic and cultural factors which affect them and their pupils. He emphasises that teacher development will differ in direction and pace in different countries, different policy context and will be mediated by teacher's own professional beliefs, aspirations and professional identity.

Townsend (2007) further stresses that teacher development is inescapable because teachers are called upon to manage different personal, workplace and policy implementation and also expected to remain effective. In my view, effective teacher development can make effective teachers that will be able to impart proper skills and knowledge required by the learners.

In addition to the above, the motivation for this study also emanates from the former National education Minister, Ms Naledi Pandor, in her document, the National Policy Framework for Teacher Education Development (NPFTED, 2006). This document envisages the urgent need for continuous professional teacher development (CPTD). This policy framework envisages that teachers need to engage in endorsed professional development activities for which they would earn professional development (PD) points over a successive rolling three year cycle.

In terms of the (NPFTED) document, an electronic management information and communication infrastructure would support the efficient operation of the CPTD system. The South African Council for Educators (SACE) would manage the CPTD system with the support of the Department of Education (DOE). The South African Council for Educators (SACE) was expected to endorse the activities on the grounds of their professional status, fitness, purposes and quality that the PD is purposeful and effective. One of SACE's objectives is to promote the professional development of educators.

In addition to the above, the professional development of teachers has long been recognised as an integral part of the core duties and responsibilities of school based educators. (Department of Education, 2006).

According to NPFTED (2007), the principals are required to take responsibility for the development of staff training programmes which are 'school-based, school-focused and externally directed'. School heads of departments (HODs) are required to guide their staff members on the latest ideas and approaches to teaching (Department of Education, 2006). In essence, the CPTD for South African teachers is an attempt to develop teacher's professional knowledge and skills to successfully complete their responsibilities, to continually develop their performance and competence (Republic of South Africa, 2007).

However, the activities envisaged in the NPFTED initiative document were superseded by a series of other PD policy documents including the much talked about Integrated Quality Management Systems (IQMS, 2006).

Most of these policies seemed to be poorly implemented at the school level, short lived and not sustained. As a result teachers received little or poor professional development. This then seem to impact negatively on learner performance. In terms of the NPFTED, (2006), principals were supposed to ensure teacher development at the school level.

So, my intention in this study is to investigate the extent to which the principals engage their teachers in staff development activities as they are regarded as implementers at the school level. It is clear that if we are to improve learner performance, we need to implement meaningful CPTD programmes in our schools.

1.3 Problem Statement

There seems to be a general perception that little is done by the principals to ensure that their teachers are developed so that they remain effective and be able to take some leadership responsibilities in what they do in schools. This study then aims to explore the roles of principals in enhancing the development of teachers. Ideas of effective teacher development are supported by various scholars such as Metcalfe (2011), who believes that “teacher development will make better teachers and better teachers will make better education”. In my view, effective teacher development at school level is part of the role of the principal as a leader and if it is well implemented it can help in enforcing positive collaborative working relationship among the School Management Team (SMT) and the teachers.

1.4 Research questions and objectives

Key question: What is the role of principals in staff development of teachers to improve teacher performance?

Subsidiary question:

- What role do principals play in relation to staff development of teachers in their schools?
- What staff development activities do principals engage their teachers in to improve learner performance?
- How do principals use staff development to promote effective teaching and learning in their respective school?

Research objectives

The objectives of this study are to:

- Explore the roles that the principals should play to ensure that staff development improve teaching;
- Investigate the staff development activities in which the teachers are engaged in; and
- Find out about the ways in which the principals use staff development to promote effective teaching and learning in schools.

1.5 The rationale for this study

My observation as a teacher has been that there is less attention on the development of teachers in schools by the department. Teachers need proper staff development programmes in order to enhance and improve their teaching skills with the aim of helping learners to perform better. Teachers usually find it difficult to deal with ever changing curriculum policies. Effective curriculum implementation needs teachers to be well skilled, equipped and motivated to do their work more effectively. This study is aimed at exploring the roles that principals play in order to assist the teachers in understanding and implementing key curriculum matters to improve learner performance.

The existing scholar such as (Bubb & Early, 2007; Du Plessis, 2007; Townsend 2007) does provide various programmes for staff development, though they seem not to come out clearly about the actual roles of the principals in staff development, which is what I am interested in exploring and finding out. My interest is on principals as managers and as implementers at school level, as well as teachers who I regard as the main vehicle for curriculum implementation and continuity.

As a teacher myself, I have observed and experienced that little is said and done by the department about PD of teachers in schools, hence I think schools through principals and SMTs can play a major role in ensuring that CPD programmes are well implemented and monitored to improve quality of teaching and in turn learner performance.

My own interest in doing this research emanated from what I have been observing and experiencing as a teacher in the field of work which can be associated with the challenges caused by lack of proper teacher development in schools.

In addition to the above, my motivation to do this research is that I also wish to positively contribute to the existing body of knowledge about teacher development and teacher leadership in South Africa. My observation has been that there seem to be few scholars who write from the South African perspective yet teachers in schools need continuous effective improvement.

1.6 Methodology of the study

This study is aimed at finding the roles of principals in staff development of teachers to enhance teacher performance. As a result I used a qualitative study it is located within the interpretive paradigm. Qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study, based on the belief that knowledge is derived from the social setting (Lodico, Spaulding and Voegie, 2010). Semi-structured interviews will be used to collect data from the four principals using the interview schedule. Lodico, et al (2010) supports semi-structured interviews because they allow probing and form close collaboration with participants to ensure that data is collected accurately and depict the participants' experiences. A focus group interview will also be used as an additional data collection method in order to generate more data. After data collection, the data will be analysed with the aim of getting and summarising the findings.

1.7 The layout of the study

This chapter is an introduction to the study and also provides the research questions and objectives, background to the study as well as the rationale.

Chapter Two aims at reviewing the literature on staff development in schools. It mainly looks at various scholars and studies that have been conducted in South Africa and internationally. From the review chapter, staff development is defined, envisaged roles of principals are highlighted various educational policies are also reviewed and used as a guide to what is generally expected in schools, the theoretical frameworks of distributed leadership

and collegiality are also discussed as informing the notions of the study and also the overview of the staff development is discussed.

Chapter three describes the research process, design, methodology and data collection methods. The reasons for the choice of methods are also discussed. In this chapter the ways of collecting and analysing data are specified.

Chapter Four will present and discuss the findings of the research. It will consider data that will be collected from schools. Findings will be discussed using themes and after categorizing data.

Chapter Five will summarize the main findings presented in chapter four. This chapter will also look at the importance of the findings and recommendations for further research. As observed from this introductory chapter, I have chosen to write this thesis in the 'first person' view. As a teacher myself, I wanted to write from my personal perspective to share my feelings and passion for the topic of my research, teacher development, with the reader.

1.8 Conclusion

Having outlined the aims of the study and the contents of the next chapters, it is in my interest to explore the roles of principals in the staff development of teachers to enhance teacher performance. I hope that the findings of this study will contribute positively to effective leadership of principals as well as effective teaching and learning in South African schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature that relates to teacher development. The review of literature unpacks the in-depth understanding of the role of principals in staff development of teachers to enhance teacher performance. Deeper understanding will be done by undergoing a study about the role of principals in staff development by involving four principals from different schools.

Various sources have been consulted locally and internationally in this literature review. Most of the ideas in this study will be informed by the notions of distributed leadership, collegiality and collaboration. This is because these theories emphasize that staff development and its activities are not a one-man's show but a collaborative effort among teachers and the principal (Steyn, 2010).

In this study, the terms staff development and professional development will be used interchangeable, this is because in other countries they may have different meanings. In this study they have been used to mean different activities of improving teachers' skills and competencies needed to produce outstanding educational results for learners (Du Plessis & Conley, 2007).

Having observed and experienced various teacher development activities as a teacher, I agree with Steyn (2010), who contends that if we are to improve learner performance, we need to ensure that we equip our teachers with necessary skills so that they are ready to face the broad curriculum changes. This is also echoed by Townsend (2007) who contends that continuous professional development (CPD), has always been necessary for those who work in schools because of changes in curricular, teaching approaches, the conditions in which they work and the broader environment, socio-economic and cultural factors which affect them and their pupils.

He emphasizes that teacher development will differ in the direction and pace in different countries, different policy context and will be mediated by teacher's own professional beliefs, aspirations and professional identities. He also stresses that teacher development is inescapable because teachers are called upon to manage different personal, workplace and workplace and policy implementation and also expected to remain effective.

My observation as a teacher have also been that continuous changes in the curriculum and policies needs teachers to be well skilled, equipped and motivated to do their work more effectively. So this study is aimed at exploring the roles that principal's play in staff development (SD) in order to assist the teachers in understanding and implementing curriculum matters to improve teacher and learner performance. This study also aims to look at the gaps that have been created by the neglect of the research the professional development in South Africa and contribute to the existing literature.

However valuable contributions have been made to an understanding of teacher's continuing professional development (CPD) in South Africa although much remains in this field of study that is unclear and incomplete. As a developing country, it is crucial that South African students are equipped with necessary knowledge and skills to become productive citizens and to eventually compete internationally (Steyn 2011).

According to Metcalfe (2011), the education outcomes of South African schools are poor and disappointing. She is of the opinion that the South African education has failed to transform teaching and that it has not paid enough attention to professional development of teachers. Her solution is developing teachers' professionally, because she believes that "better teachers will make better education".

This literature review focuses on local and international literature in order to explore various aspects of teacher professional development and the roles of principals in PD in order to enhance teacher performance in the South African education system. In accordance with the objectives of the study, the arguments in this review will attempt to cover aspects such as educational policies that relates to development of teachers; staff development; the roles of principals in staff development; the theoretical perspectives on teacher leadership and development based on the frameworks of distributed leadership collaboration; the general overview of professional development in South Africa;

and lastly, the South African educational policies regarding professional development of the teachers. The conclusion in this review will look at staff development of teachers as a vehicle towards educational transformation.

2.2 Educational policies that relates to professional development of teachers in South Africa.

South Africa has a number of good policies such as South African Schools Act (1996); South African Norms and Standards (2000); the National Policy Framework for Teacher Education and Development (NPFTED, 2007) and others. These are all embedded in the constitution of South Africa (1996). The NPFTED (2007) is the main policy which tries to make staff development a reality in schools. Good initiatives in policies about PD are clearly outlined but are overlooked and seem not to be properly implemented in schools. This leaves the gap between the department of education and the principal's role as the implementers at the school level. This is what this study aims to achieve about the role of principals in the implementation of PD in schools.

To transform education in South Africa, it is necessary for teachers to be appropriately equipped to meet its evolving challenges and needs (Department of Education, 2000). The President's initiative research project reports that the "most critical challenge for teacher education in South Africa was the limited conceptual knowledge of many teachers" (Department of Education, 2007). The Report of the Ministerial Committee on Rural Education (2005) also identified teacher's limited access to PD (Department of Education, 2007). The National Policy Framework for Teacher Education (NPFTED) is an attempt to address the need for suitable qualified teachers in South Africa (Department of Education 2007) This policy focuses on two complementary sub-systems: Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD) (Department of Education 2007) The emphasis of this study is on CPTD which focuses on improving the conceptual knowledge and skills of teachers through PD programs. The NPFTED has the potential to change the quality of teaching in South Africa, but its successes cannot be guaranteed without the support of educators and principals in schools.

The Continuous Professional Teacher Development (CPTD) in the National Policy framework attempts to appropriately equip teachers to meet the challenges and demands of a democratic South Africa in the 21st century (Department of Education, 2007). It is underpinned by the principle that “teachers are essential drivers of education” .

Its ultimate aim is to enable learners to “learn well and equip themselves for further learning and for satisfying lives as productive citizens, for the benefit of their families, their communities and our nation (Department of Education, 2007)

Continuous Professional Teacher Development (CPTD) is most successful when teachers are actively involved and reflect on their own teaching practice; when CPTD is contextualized and school-based; when developmental activities are well coordinated and when sustained leadership and support are present (Department of education, 2007). The CPTD system essentially strives to contribute to the improvement of teacher’s skills by equipping them to effectively execute their essential and demanding tasks, to continually improve their professional competence and performance, to enable and empower them by improving their professional confidence, learning area / subject knowledge, skills, classroom management, to improve professional status, and to assist them in identifying suitable PD programs that may contribute towards their professional growth (Department of Education, 2007). So, all these policy issues stress the need for continuous professional development of educators for effective teaching and learning. The next section of the review looks at staff development and professional de

2.3 Staff development and professional development

Staff development is defined by many scholars in many different ways. Most scholars define it the same way as professional development. It is for this reason that these terms will be used interchangeable or as meaning the same thing. According to Pitsoe and Maila (2012) staff development came to age in the 1980s and has been a key aspect of school improvement efforts but staff developers and most authors have gradually shifted to professional development even though these both meant all the teacher development teacher improvement initiatives to improve student learning.

Du Plessis & Conley (2007), define professional development as “the process of improving staff skills and competencies needed to produce outstanding educational results for learners and an entitlement of educators and responsibility of both the employer and the employee”. Connors, who as cited in Du Plessis et al. (2007), defines professional development (PD) as the sum of all activities, both formal and informal carried out by the individual or system to promote staff growth and renewal, and a complex process in which educators improve and develop their instructional skills and their curriculum development, implementation and evaluation skills which allows educators to develop a wide range of beliefs and attitudes that support effective teaching practices, by various means and in various context.

These definitions are relevant to my study in that they regard Professional Development (PD) as an important element or tool in improving the quality of teachers and leaders that are relevant to the current challenging and ever changing educational curricular and system. However, Looek (2003) points out that PD involves the acquisition of skills, concepts, rules or attitudes to enhance the performance of employees. He further stresses that the principal or dept. head is directly responsible for the PD and however insists the establishment of a school Development Team (SDT), which consists of the school head and the elected staff members. He states that the SDT is crucial for the continuous development of educators and that PD must be directed towards accomplishing organizational goals, such as more efficient production and improved quality of teaching.

Current research (Kriek & Grayson 2009), into effective development of teachers indicates that this is nothing new, but in recent years, the way it has been structured and delivered has been conceptualized. Charner-Laird (2007), notes that many scholars still asserts the need for new approaches to professional learning that are responsive to the needs of both the schools and the teachers. He emphasizes that such approaches may take serious forms, such as for example cognitive coaching. This he eludes is because the idea of cognitive coaching is based on the idea of construction of knowledge rather the transfer of knowledge.

Kriek and Grayson (2009) highlight that traditional ‘one-shot’ approaches to PD are inadequate and inappropriate in the context of current educational reform efforts.

In addition, they are out of step with the current studies. Kriek and Grayson's study also indicated that the PD of teachers is "intellectually superficial, disconnected from deep issues of curriculum and learning, fragmented and non- accumulative". Although it is widely acknowledged that changes are needed, only limited information is available about the factors that contribute to effective PD.

However, McLaughlin cited in Pitsoe and Maila (2012) asserts that starting with pre-service education and continuing it throughout a teacher's career, teacher development must focus on deepening teacher's understanding of the processes of teaching and learning as well as students they teach and that effective PD involves teachers both as learners and as teachers and allows them to struggle with the uncertainties that accompany each role. They recommend that the effective PD must have these characteristics: it must engage teachers in concrete tasks of teaching, assessment, observation and reflection, it must be a grounded inquiry, reflection and experimentation that are participant –driven; it must be collaborative, involving a sharing of knowledge among educators and focus on teacher communities of practice rather than on individual teachers; it must be connected and derived from teacher's work with their students; it must be sustained, ongoing, intensive and supported by modelling, coaching and collective solving of specific problems pertaining to practice; and lastly it must be connected to other aspects of school change.

Msila and Mtshali (2011) also proffers that professional development is a lifelong activity that policymakers must realize and embrace for societal change and knowledge accumulation. According to them systematic school improvement processes typically involve assessing current practices and determining a problem of student outcomes. The solution might include developing curricula, designing programs or changing classroom practices.

They contend that new skills or knowledge may be required and be attained through reading, discussion, observation training and experimentation of which such involvement in the improvement process can result in many new skills, attitudes and ways of behavior.

Mtshali and Msila's study (2011) reveals that, 'there is a dire need to equip South African educators with a significant number of skills, such as classroom management leadership, policy implementation, curriculum issues, inter-relationships with their organization and

quality assurance among others, in order to cope with the daily challenges faced in the outcomes based classrooms.’ From a policy perspective, education policy aimed at educational change only becomes a reality once it has been implemented at the micro level (classroom level) (Smith 2001). He also notes that teachers are indeed the key role players in this implementation phase and they are unfortunately the silent voices in this process, ignored and discounted at this stage of educational change. According to him, the changed curriculum and pedagogy of PD will require new policies that foster new structures and institutional arrangements for teacher’s learning. He concludes that staff development should be regarded as a life-long inquiry-based and a collegial activity.

Having looked at the above aspects of PD it seems to be clear that teacher development is a key element if we are serious about improving the quality of teaching, learning and leadership in our schools. Moreover, all such activities require principals as heads of institutions to be actively involved in executing PD activities. However such activities also demands positive collaborative relationships between the teacher, SMTs and the principal. In the next section, this review looks at the envisaged roles of principals in staff development of teachers.

2.4 The envisaged roles of principals in the staff development of teachers.

Current studies (Du Plessis and Conley 2007) reveal that it is the duty of the Senior Management Team (SMT), including the principal to guide and supervise the staff and offer professional advice on their work performance. According to them, an essential function of the principal is to provide instructional leadership by overseeing teaching; furthermore the principal is responsible for the development of staff training programs, school-based, school-focused and externally directed, and to assist educators especially newly appointed and inexperienced in developing and achieving educational goals in accordance with the school needs.

Showers cited in Du Plessis et al. (2007), asserts that to promote effective teaching, principals should encourage innovative teaching, model an array of instructional strategies, help educators expand their ability to implement a variety of instructional methods and provide opportunities for educators to acquire the syntax and process components related to various teaching models.

However Haar (2004), thinks that principals have a crucial role in improving teaching and learning, as it is clear that principals today must serve as leaders for student learning. They must work collaboratively with the teachers to strengthen skills, collect, analyze and use data in ways that fuel excellence. He cites Killion who suggests that for planning and implementation of staff development programmes that affects student learning, principals must plan staff development with the expectation of student learning in mind, by studying the curriculum, reviewing district, state and national standards and analysing the scope and sequence.

Haar further recommends that for quality staff development (SD) for educators, principals must: create time and the opportunity to develop and maintain the atmosphere that respects learning for adults as well as students; use school information and data to design a meaningful SD program; maintain the ongoing SD intensive follow up and support; provide necessary leadership to establish and maintain quality SD that supports a learning community; respect and use teachers knowledge and skills; provide teachers with pertinent research and resources; and lastly expect principals and teachers to grow professionally and to be accountable for student learning.

However, Steyn and van Niekerk (2007) acknowledges the role played by the principals in professional development (PD) and asserts that for effective PD to educators, as leaders they must take lead in creating a positive climate for PD by: Firstly, providing opportunities for staff development to discuss good teaching practices. Staff prefers their peers to present PD programs. This implies that principals should act as facilitators, not as controllers of PD. Staff meetings, PD programs, memoranda to staff members and one-to-one interviews all offer excellent opportunities for principals to encourage staff to discuss current research on effective teaching and ideas related to immediate problems.

Secondly, identifying and sharing vision. In this role they cite Richardson (2003) who suggests that principals should therefore take initiative in working together with educators, parents and learners to determine the strengths and weaknesses of the school's teaching and learning. Thirdly, encouraging experimentation.

Steyn and Van Niekerk (2007) thinks that a key to school quality for educational managers, is to encourage staff to approach their work differently because risk-taking is less threatening in those schools where principals encourage experimentation.

The fourth aspect is by providing professional development that is purposeful and based on the research. Drawing from Roodt and Kellerman (2002), they specify that a professional development (PD) program can only be successful if they are carefully designed and implemented but must take into account current field research. In other words the mode of presentation should reflect current research findings. For example if workshops are used, it is important for trainers to present theory, provide demonstrations and give ample time for participants to practice and give feedback.

Fifthly, being a model of commitment for professional growth. This role emphasizes that principals who hope to encourage others to grow professionally, and to be enthusiastic lifelong learners, obviously need to demonstrate these qualities themselves. Sixth, actively involving staff in PD programmes. This they say improves educator's ability to share and learn effectively; and Lastly, Creating high performance expectations. This refers to leaders' expectations for excellence, quality and high performance on the part of staff.

Steyn's recent study (2011) reveals that: principals need to set an example and take the lead for growing and development; as heads of institutions, they should be well versed in current issues and trends; needs to be in touch with their teachers, identify shortcomings and see where they can 'plant and plough' in them; they can play a major role in teacher and school improvement including teacher development; principals are responsible for monitoring and evaluation in the implementation of PD programmes in their schools.

This section of the review about the roles of principals in staff development has been mainly about the principal, which does not mean the principal is the only person responsible teacher development. The principals can distribute some of their roles among the staff.

Authors such as Harris and Spinks (2002), associate strategic leadership with the role of principals, but they further argue that leadership should be dispersed among SMT members and educators in the school.

This is supported by Grant (2005), who writes in South African perspectives that “while traditional notions of leadership are premised upon an individual managing the organization alone, distributed leadership is characterized by a form of collective leadership where all people in the organisation can act as leaders at one time or another”. This means that for effective execution of duties, the principals must work collaboratively with the Senior Management Team (SMT) and the teachers. This allows me to move to the next section which is about the frameworks which inform this study.

2.5 Theoretical frameworks of distributed leadership, collegiality and collaboration

When reviewing literature about the roles of principals in staff development, it was evident that there must be a strong positive principal-teacher relationship within the institution. Such relationship will allow the principal to share his leadership roles amongst the SMT members and the teachers; this will encourage the smooth running of SD activities and effective teaching at the same time.

This is supported by Hangreaves and Fink (2004) who asserts that if leadership is shared and distributed it reflects a more democratic and collaborative approach and is a ‘good thing’, and that once we accept this conclusion, other forms of leadership are easily achieved. They advocate the need and the important shift in the meaning, perspective and scope of leadership in schools, in order to build organizational cultures that promote, nurture and support shared and distributed leadership.

Duignan and Bezzina (2006), contend that distributed leadership is a shared leadership which reflects a more democratic and collaborative approach, and that schools which practice shared leadership: create and maintain a shared vision and goals for student development and learning; empower or develop staff professionally to share leadership that responds to processes that lead to sustained improvement; create high expectations for students, teachers and schools for professional learning; develop and maintain high level of shared knowledge about curriculum and instruction; lastly initiate innovation through focus on action, culture building and organisation-wide learning.

So such activities indicate that if a leader engages his staff positively in meaningful staff development programs, teachers will be able to execute their daily duties effectively. Moreover, the staff development activities must be designed such that they fulfil the needs of the learners, teachers and the school. They further maintain that shared or distributed leadership has been demonstrated to contribute to improved student outcomes, increased recognition of the profession and more effective change teacher development and management.

Significant research (Crowther 2002) has pointed on the roles of teachers as leaders as influencing the outcomes of teaching and learning. It has also claimed that student outcomes are more likely to improve where leadership sources are shared and distributed throughout the school, and where teachers are empowered and professionally developed in decisions related to teaching, learning and assessment.

Elmore as cited by Duignan and Bezzina (2006), cautions that collaborative work by teachers will not alone lead to changed teacher's practices and improved learning outcomes but there must be clear organizational goals and focus on a large scale change and whole school improvement. Harris (2003) also posits that distributed leadership is a key determinant of the motivation of teachers with respect to school improvement and change, she points that an extensive body of knowledge and research confirms that it leads to strong collegial relationships and mutual trust.

However, Sing (2005) links collegiality theory to effective staff development and views collegiality as a process of assimilation that involves encouraging personal vision to become part of the shared vision. He emphasizes that the principles of collegiality and collaboration are flexible applied in order to create a climate in which all stakeholders are able to express themselves freely and be part of the democratic decision- making process in schools for the provision of quality education for all the learners. According to Coleman (2003), collegiality and collaboration provides a vision that inspires members of the organization to be motivated to work towards it with pride and enthusiasm. She points that power sharing among staff members of the school provides clear understanding about the objectives of the school and that collegiality allows teachers and principals to share common values, goals accountability and sense of trust among staff members.

So these theories relate to the study in that since staff development programs are continuous, principals are able to share and distribute their leadership roles to SMT members and teachers and encourage collaborative working relationships with them in conjunction with staff development (SD) activities to realize their dream of teacher development for school improvement. In the next section this review looks at the overview of professional development and staff development.

2.6 An overall overview of professional development and staff development in the South African education system.

Studies on professional development of teachers have shed light on suitable programs that develop teacher's knowledge and skills, improve their teaching practice and raise student performance (Desimone, 2006; Desimone, 2009; Drago-Severson, 2007; Notman, 2009). In support of this, Hirsch's study (2005) on effective PD reveals three important characteristics of PD learning, firstly, a deep understanding of specific subject content is a core component of effective PD; secondly, the individual beliefs of teachers play a role in the development process; and thirdly, a detailed plan for introducing new content and practices and facilitation of follow-up action is required.

PD is most effective when it is a continuous process that involves appropriately planned development and follow-up through supportive feedback and observation, staff dialogue and peer coaching (Bolam, 2003). Since the definition of PD emphasizes the continuing development of teachers, it may be equated with continuous professional development of teachers (CPDT) in the National Policy Framework (Republic of South Africa, 2007).

Professional growth in teachers occurs when a PD program acknowledges teacher's needs (Lee, 2005). Findings from Mewborn and Hurby's study, (2004) discovered three major criteria for successful PD: first, programs should be developed for teachers teaching particular grades; secondly, has to be contextualised, sustained and appropriate for teacher's class-room practice; and lastly program should be "site –based so that the staff developers understand their 'students', their curriculum, and their school structures".

Needs-based PD is also supported by Desimone et al. (2006), who believe that principals could evaluate and monitor teachers and identify the kinds of PD program teachers need and then assist them in aligning PD program that suit their professional needs. However, studies show that teachers should have ownership for selecting PD program since top-down approach may not be that effective (Desimone, 2006; Lee, 2005).

(Desimone, Smith & Lee (2006) identify a number of aspects that may influence the effective implementation of professional development (PD). The major aspects include the following:

Firstly, an emphasis on teacher's learning : It is important that PD program should be differentiated to meet teacher's individual needs and varying levels of content knowledge and skills (Desimone, 2006; Smith and Ueno, 2006; Lee 2005; Penuel, 2007). Studies show that teachers have a preference for PD program that are practical in nature and aim to meet their specific developmental needs. (Robinson & Carrington, 2002).

Secondly, a commitment of teachers: A commitment to professional development refers to the psychological state in which teachers desire to experiment and learn (Van Eekelen, 2006). Teacher's commitment towards PD is required for professional growth (Blackmore, 2000). Lam and Pang's study also illustrates that teachers are more committed to their professional learning if they are more self-confident in terms of their teaching abilities. Fortunately, CPTD also expects teachers "to take charge of their self-development by identifying the areas in which they need to grow professionally" (Department of Education, 2007).

Thirdly, effective leadership: effective leadership means that principals are involved in the learning process and collect evidence that teachers PD has occurred (Dymore and Harrison 2006; Heaney 2004; Mewborn and Huberty, 2004; Notman, 2009). Effective leadership also implies that principals are committed in identifying teachers' needs and facilitating suitable training to meet their needs (Penuel, 2007). Facilitating learning for the individual school leader as well as the members of an organization is viewed as the primary goal of leadership (Amey, 2005; Notman, 2009). When conceptualizing leadership as learning, the objective is to uncover mental models that affect the way in which education leaders view the world and act within their contexts (Amey, 2005).

The school principal's role is "grounded in shared ideas where the leaders serve as head follower by modelling, teaching and helping others become better followers" (McKerrow, 2003). Through a supportive and encouraging leadership style, principals can offer individualized support and concern about teacher's professional needs (Heaney and Lee 2005). Fourthly, the school context: teachers learning is affected by variables in the school context that may either enhance or obstruct the professional of teachers (Heaney, 2004; Hirsh, 2005). Leithwood's study (2000), included mediating variables, such as school culture, and teacher collaboration may influence teacher development and commitment and as such impact on effectiveness PD. Frost (2008) indicates that teachers can play a meaningful role in creating and sharing professional knowledge, to create a conducive environment for professional development in collaboration with their leaders.

Fifth, feedback on teachers' development: The importance of feedback to teachers and monitoring their professional development is supported by research (Birman, 2000; Notman, 2009). They contend that teachers need to know whether they are making any progress when implementing new teaching initiatives. Unfortunately, most PD programs are brief workshops, conferences or courses that do not allow for follow-up sessions (Richardson 2003).

This review has attempted to create a bigger picture about PD and most importantly was able to uncover some aspects that relate to the objectives of the study. In the next section this review outlines some aspects which are part of the objectives of the study.

2.7 Staff development for effective teaching and school improvement

Du Plessis & Conley (2007), emphasizes that one issue that must be explored is the focus of educator-directed professional development and how it can be translated into school improvement. According to them, strong links must be drawn between professional development and school improvement. There is little research that explores the actual effects of educational improvement strategies on improvement in student learning (Fullan, 1992). The research that exists examine critical elements of PD for change rarely focuses on change in educators practice, or its impact on educational improvement to learner's learning (Gusky & Sparks 1992). As noted by Fullan (1992), professional development for educators related to successful school improvement is an extremely complex process.

Du Plessis & Conley (2007), further notes that for any PD program linked to school improvement, an essential feature is that educators must be able to share the experiences and learnings gained from the program with the learners, with teaching colleagues and, if appropriate, with the parents and members of wider educational community. According to them, linking PD to school needs to promote successful school improvement is important if PD program is in line with aim and intent of the school.

However recent research studies (Alam, 2012), reveals that staff development activities are part of school improvement efforts and also emphasizes on the roles and practices of head teachers, which is relevant to this study. Various studies (Hoban, 2002; Harries & Chrispeels, 2006) highlight holistic approach of head teachers for school improvement, where, to increase student's outcomes, effective head teachers use instructional leadership approaches to analyze student's data and determining appropriate staff development activities.

Sergiovanni and Starrat (1998) also emphasise that instructional principal is a significant factor in developing, improving and promoting teachers' and students' progress. They point that if some students are unable to read and write, the principal as the instructional leader should take necessary steps to alleviate the problem by supporting the teachers' instructional methods, allocating the resources and materials, visiting the classrooms frequently, providing feedback on instructional methods and techniques and using data to focus attention on improving the curriculum and instruction. Other research studies conducted by Viviane, Claire and Kenneth (2008) also verified that the average effect of instructional leadership on student outcomes was three to four times more than that of transformational leadership. They reveal that educators, administrators and other school system employees need time to work in teams, conduct action research, participate in seminars, coach one another, plan lessons together, and meet for meaningful purposes.

Regarding professional traits (Phyllis & Marsh, 2004; Leithwood and Jantzi, 2006) argue that principals as professional development leaders are in the best position to provide teachers with professional development strategies needed to improve skills and raise student achievement. According to them the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence

on student outcomes. Rizvi and Elliot (2007) also found that teachers felt more capable about performing different tasks when they have relevant professional knowledge as compared to the teachers who are untrained. Pointing towards possible solutions, Alam (2012) suggests development of secondary resources in the form of teachers as future leaders by giving the opportunities for training and effective professional development.

Alam (2012) further recommends that principals must be aware of the latest approaches to school leadership and that they need to develop visionary approaches by modifying attitudinal changes. In the next section of the review I try to explore the impact of professional development and its effectiveness to teaching and learning.

2.8 Effectiveness of professional development in effective teaching and learning activities.

Townsend (2007) contends that continuous professional development (CPD) consists of all natural learning experiences and those conscious and planned activities which are intended to be direct or indirect benefit to the individual, group or school, which contribute through these to the quality of education in the classroom. He states that it is a commitment at which teachers and principals acquire and develop critical knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with learners.

According to him, school effectiveness research has suggested theoretical linkages between teacher evaluation, staff development, teacher improvement and effective teaching and learning. However he also notes that it is not easy to measure cause and effect relationship between them. Townsend emphasises that effectiveness of PD serves three key interrelated purposes which cannot be easily separated: effectiveness for the system; effectiveness for the teacher; and effectiveness for the pupils.

2.8.1 Effectiveness for the system

This according to Townsend (2007) relates to meeting minimum, baseline competences related to classroom teaching, departmental or school role and other system accountability demands for knowledge production and for policy solutions. This means that CPD must be oriented towards these.

2.8.2 Effectiveness for the teacher

Townsend(2007) further states that this relates to acquiring and updating content and pedagogical knowledge, understanding student learning needs and planning for, monitoring and assessing these; evidence-based practice as a form of practitioner- inquiry (Groundwater-Smith & Dadds, 2004). He however notes that because teaching demands motivation and emotional commitment, effectiveness will relate to teachers' professional beliefs and ideals, that is self-esteem, self-image. Teacher learning as Kelchtermans (2004) suggests can only be properly understood in terms of earlier learning, present practice and expectations for the future and in the context of influence of organisational change and leadership.

2.8.3 Effectiveness for the pupils

According to Townsend, this relates to the ways in which the pupils motivations, attitudes, behaviours, attainments, achievements are affected by what the teacher has learnt through CPD. The influences may direct (as in the case with new subject knowledge transfer, teaching and learning strategies, commitments and behaviours of the teacher) or indirect (as in case of increased range of learning opportunities, changes in teacher learner relationships). These may affect pupils' motivations, attitudes. Behaviour, approaches to learning and ultimately, what they achieve as measured by examinations and tests.

Ingvarson as cited in Townsend (2007) notices that it is clear that a connection between CPD program / activity quality and program / activity outcome effectiveness is complex and often mediated by other variables. He further warns that: "studies provide a solid basis for concluding that professional development that is connected to specific standards for student performance, based upon intensive and sustained training around concrete tasks, focuses on subject matter knowledge, and embedded in a systematic context is likely to be effective" The conclusion of this review will attempt to use professional development as a key aspect towards educational transformation.

2.9 Conclusion

In conclusion, this review has attempted to cover various aspects of staff development but what is clear is that educational transformation requires that educators learn new roles and ways of teaching. That translates into long-term continuous developmental process requiring educators to focus on changing their own practices. The problem is where educators find time for change in their already busy schedules.

Unfortunately, the demands posed by daily teaching and other aspects of educational transformation such as implementation of different curricular, such as Revised National Curriculum Statements (RNCS), and the implementation of Outcomes Based Education (OBE) continue to absorb the bulk of educators' energy, thought and attention (Du Plessis 2007). The vital concern is how to find time, opportunity, and other resources educators need to realise the vision of educational transformation. Creating the professional development opportunities that educators need in order to help all learners achieve the ambitious outcomes of educational transformation will require the support and input of everyone.

This review has also highlighted that school improvement efforts over the few decades require educators not only to study, implement, and assess learner outcomes outlined in various documents such as the South African Schools Act (SASA, 1996) and the National Curriculum Statement (NCS) but also to provide meaningful, engaged learning for a very diverse South African learner population. In working towards change, educators need to be continually supported with professional development. Teaching is a complex task, and substantial time will be required for educators to test out new ideas, assess their effects, adjust their strategies and approaches, in an effort to reach all learners and make learning meaningful.

In this review it was also clear that some lessons have been learnt in South Africa's educational transformational efforts that far more time is required for professional development if we are serious about improving the quality of education.

Educators' professional development in a climate of educational transformation must address the additional challenges of implementing quality educational standards and changing forms of learner assessment (Steyn, 2011). Clearly, educators need more training and time to work with their colleagues, to critically examine the new standards being proposed and revise lesson planning because it seems PD requires teachers to develop, master, and reflect on new approaches to working with learners.

It was also clear that professional development can no longer be viewed as an event that occurs on a particular day of the school year but it must be part of the daily work life of educators, hence the term 'continuous professional / staff development'. The time has come that the educational system implements a meaningful CPD program for educators.

A good professional development model must include both a strong content and an effective process for making decisions independently which will lead to the educator becoming a lifelong learner.

This review has also highlighted some important roles of principals who we regard as the head of institutions and who are in the site of implementation. So their role is crucial in schools because they are expected to go an extra mile in ensuring effective implementation of staff development activities in their respective schools. Such commitment also requires that they are able to work collaboratively with their teachers and SMTs. This means that the principal cannot alone be able to implement, manage and monitor staff development activities but as a leader must distribute some of his roles among his staff and SMT members, hence 'distributive leadership' as a supporting theory in this study.

Lee (2005) has revealed that we need to go an extra mile if we are serious about improving the standard of our education system by ensuring maximum support to teachers with regards to their daily school activities. This then tells me that more still needs to be done if we want to achieve the high quality standard of teaching to positively influence learning. In closing, this review has revealed that the principals can play a significant role assisting the teachers to be effective and positively enhance their performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The aim of this study was to explore the role of principals in the staff development of teachers in relation to teacher performance in four urban area schools in KwaZulu Natal. This chapter outlines the design of the study and the methods of research and the participants, that is, the school principals or the deputy principals.

The key question for this study read thus: How do principals influence teacher development to enhance teacher performance for effective teaching and learning? This key question has been divided into three related questions:

- What role do principals play in relation to staff development of teachers in their schools?
- What staff development activities do principals engage their teachers in, to improve learner performance?
- How do principals use professional development to promote effective teaching and learning in their respective schools?

In responding to these questions, the study also drew from the notions of distributed leadership which support collaborative working relationships between the teachers and SMTs in order to create an environment that is conducive for effective teaching and learning activities to take place. So the main aim of the study was to understand the role played by principals in implementing staff development activities in schools as they are in the site of implementation.

This chapter outlines the ways in which the design of this study was carried out. It also included the contexts at which the data was collected. This chapter also describes the type of instruments used during data collection. Part of the chapter will also be research ethics; research limitations and research quality which will include research validity and reliability.

3.2 Research contexts

This study was conducted in four schools, that is, one senior primary school and three high schools in the Midlands of KwaZulu Natal. School A is a former model C high school situated two kilometres away from town. This area was formerly known as Whites residence area but now mixed racial groups do occupy the area, especially high income earners. School A enrolls about 1800 learners (pre- interviewed the principal). About 500 learners are boarders (stay in the school) and the rest are day learners. There about 45 educators who are all employed by the Department of Education, including two deputy principals and other non-educator staff. The school consists of four HODs with each responsible for each departments. This school is well known for quality results for matric in the whole district.

School B is situated three kilometres away from school A and about five kilometres from town and all learners are day scholars with about 1200 of enrolment and about 38 educators, all state paid (pre-interview with the principals). These schools also consist of mixed racial groups although white learners dominate other racial groups.

School C is another high school situated just two kilometres from town with mixed races of teachers and learners. It enrolls about 1350 learners with 40 teachers who are all paid by the state and two clerks where one is paid by the SGB funds. This school rages around 70 percent in matric results and it always experience learner discipline problems.

School D is a secondary school found about six kilometres away from town in a formerly so called Indian area and the majority of about 1300 learners are Indians. Of about 38 teachers, 12 of them are Blacks and the rest are Indian teachers, (pre-interview with the principal). This school is the third best school in matric results. All learners are day scholars.

All these schools are well resourced, school fees are paid in all these schools and most of them also receive funding from independent organisations. They all have proper infrastructure like running water and electricity and are able to employ security guards from their own funds. In these schools they have effective and positive culture of teaching and learning.

Even though they differ in their cultures but they are all committed to effective teaching and learning with well-planned extra-curricular activities and well planned school curriculum with a variety of school subjects which caters for various learners' learning needs and challenges.

Differing in cultures and dynamics of these schools will helped me obtain variety of data from the participants because I think teacher development in different schools is approached differently based on the school culture and beliefs and the qualities of the leadership skills of the principals. It also for this reason that I have selected schools with variety of cultures in my sampling.

3.3 Research Design

This study used a qualitative research design. McMillan and Schumacher (2006), views qualitative research as an inquiry in which researchers collect data in face- to- face with the situations by interacting with selected persons in their setting. According to them, qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. The researcher interprets phenomena in terms of the meaning that people assign to them. They posit that qualitative studies are important for theory generation, policy development, improvement of educational practice, illumination of social issues and action stimulus.

Johnson and Christensen (2012) views qualitative research as based on qualitative data and that it tends to follow the exploratory mode of scientific method. They then outline five types of qualitative research of which this type falls under ethnography research, which literally means 'writing about people' and that when ethnographers conduct research, they are interested in describing the culture of a group of people and learning what it is like to be a member of a group, they are interested about documenting things like shared attitudes, practices, interactions and perspectives.

Taylor (2008) thinks that qualitative research gives a researcher an opportunity to seek understanding and make sense of others' perspectives which are shaped by the philosophy of social connections. The next section discusses the sampling method in this study.

3.4 Sampling

3.4.1 Schools selected for the purpose of the study

The sample size in this study consisted of four participants who are principals in three high schools and one senior primary school in KwaZulu Natal. These schools are in the same circuit. The selection was based on purposive and convenience sampling. Cohen, Manion & Morrison (2007), describe purposive sampling as handpicking participants according to their characteristics that are needed for the research problem. This is also echoed by McMillan & Schumacher (2006) who posits that in sampling, the researcher searches for information-rich informants based on the phenomenon the researcher is investigating.

The reason for selecting these schools was based on the fact that they compete with each other for excellence and I am hoping to get very rich information and they are always positive in participating in educational activities like research studies. Another reason for selecting these schools is their different cultural backgrounds which I thought would also provide variety of information about teacher development in their schools based on their histories. School A and School B are former model C schools, while school C and School D were mainly known as Indian schools. These schools were also convenient to me because it was easy to travel from each point as and are not too far from my school and where I stay. The principal from school A requested that I do research after the teaching and learning time so that he will be able to provide me with necessary information and support. The next section focused on selection of participants.

3.4.2 Selecting the participants

The principals from each of the four schools were selected for the study. This is because the study wanted to explore their roles in staff development, so I felt it would be wise if they are the ones who are involved in the study. I was also free to use a senior or SMT member for the above study, where a principal feels like delegating.

3.4.3 Access to the six selected schools for the study

Access to the schools was another important matter for consideration. Distance from each school is not more than five kilometres. So for convenience purposes, I thought it would be easy for me to travel from one school to another irrespective of weather conditions.

I wrote and submitted a letter to the District Manager asking for permission to conduct a research in the mentioned schools, who also suggested that I forward another to the Ward Manager. I also wrote letters to each principal asking them about access and permission to conduct a study in their schools. The letters contained my details and purpose of the study and the main reason for selecting their schools or them as participants. The letters also requested their involvement in data collection. In these letters I provided my details as a researcher, the name and details of my supervisor and the name of my institution where I am studying. In all these letters I also attached a letter from the Department of Research, Strategy and Policy Department from the Department of Education and the ethical clearance from UKZN which permitted me to conduct a study in the mentioned.

The participants were guaranteed confidentiality and anonymity. Letters were read and signed by each participant before the interviews begin. So in terms of access I am ready to conduct my study in the four schools.

This research study aims to explore the roles of principals in staff development of teachers in relation to teacher performance. In line with objectives of the study, I will also use the frameworks of distributed leadership and constructivist learning as main theories which informs this study.

3.5 Research Paradigm

This study falls into interpretivist paradigm. Fossey, Harvey and Davidson (2002) argue that the interpretivist research focuses primarily on understanding and accounting for the meaning of human experiences and action. They stress that the description of meaning of a phenomenon emphasises its particular societal and cultural context and explores the way which the phenomenon has been constituted in a community or collective members over time. I thought this was relevant to my study in that even though I conducted my study in schools with different organisational cultures but looking at a specific phenomenon which is staff development. So at the end I was able to compare human experiences and their roles regarding staff development in line with principles of distributed leadership. However Blaxter and Denscombe (2002), also agree that interpretivist paradigm is arguably well suited to societal sciences giving credence to the understanding of themes and see the results of research as an individual interpretation of the fact based on systematic approach analysis and maintenance of open mind.

According to Baxter & Denscombe (2002), the main advantage of interpretivist paradigm is the formation of a study that is not restricted by physical limitations of natural sciences, but one in which a rich and detailed theory related to the individual perception of social issues may emerge. I also agree with this because as a researcher I needed to consider the social and cultural contexts of schools and the participants that are part of my study. This is necessary in an interpretivist research which demands the understandings of values and beliefs of participants. Newman (2000) believes that interpretivist approach is advantageous in that it provides a total description of human lives and it actually reveals the cultural beliefs, meanings that people follow in their daily lives.

Cohen, Manion and Morrison (2001), believes that interpretivist paradigm help the researcher to acquire knowledge by investigating the phenomenon of the world and human in many ways. This is also true according to Taylor (2008) who says that interpretivist paradigm gives an opportunity to seek understanding and make sense of others' perspectives which are shaped by philosophy of social constraints. As a researcher I was required to analyse, make sense from participants' perspectives as part of the research process, and this helped me to gain a fuller understanding of meanings, reasons and insights of the human action, (Bryman 2001).

The use of individual interview method together with focus group interview enabled me to understand the individual differences of each participant which would help me make meaningful conclusion on the phenomenon being investigated. I found these two methods suitable for my study and they complement well with this paradigm.

Since it was a qualitative study, the participants' responses were used as evidence in explaining the roles of principal and activities regarding staff development as well as their perceptions regarding teacher development and leadership.

3.6 Research methodology

This section focuses on data collection techniques and procedures that were used to collect data from the participants. It also outlines data collection instruments that were used to collect data.

3.6.1 Data Collection

This study used semi-structured face to face interviews and focus group interviews or discussions in order to get the responses from the participants (principals) in terms of staff development in their schools. The focus groups were used to get a bigger picture about the participant's responses and to get variety of data which might have not obtained during individuals' interview sessions.

3.6.1.1. Semi-structured interviews

In depth semi-structured interviews were done with each principal in each school. Semi-structured interviews allow the interviewer to probe and clarify points made, and to reveal and explore the nuanced descriptions of the life worlds of the participants, and provoke new insights and changes in the participants themselves (Kvale as cited in Cohen, Manion & Morrison, 2007).

McMillan and Schumacher (2006), contend that key informant interviews are in-depth interviews of individuals who have special knowledge, status or communication skills that they are willing to share with the researcher. They state that such individuals are chosen because they have access to observations that is unavailable to the researcher. They also stress that these informants are considered to be influential, prominent and well informed about an organisation or community. Each interview took about fifty minutes on separate days.

Since semi-structured interviews provide space for follow up questions, this helped me to ask for clarity should this happen that I need an in-depth understanding of certain aspects. Such interviews also helped me to engage my participants about their prior and existing knowledge. The questions that I have prepared centred on the roles, perceptions or views of principals in staff development or professional development of teachers as well as their ability to distribute leadership roles among teachers and SMT members.

- *Data recording*

In terms of data recording, I requested a permission to use a tape- recorder to record data during the interviews. This was not a problem because in the letters I did indicate that data would be tape- recorded. According to McMillan and Schumacher (2006), tape- recording the interviews ensures the completeness of the verbal interaction and provides material for reliability checks. Tape recording also ensures accuracy and relevancy of data and allows for replays necessary during data analysis.

In addition to tape-recordings I also took field notes during the interviews. McMillan and Schumacher (2006) state that taking notes help to reformulate questions and probes and to record non-verbal communication, which facilitates data analysis and that in many situations handwritten notes may be the best method of recording and interview recording forces the interviewee to be attentive.

3.6.1.2 Focus group interviews

After the individual interviews with each principal, I also conducted focus group interviews or discussion with principals of all schools together. Johnson and Christensen (2012) defines a focus group interview as a type of discussion in which a researcher or a moderator leads a discussion with a small group of individuals such as students, teachers or principals, to examine in detail how the group members think and feel about the topic. They say it is called a ‘focus’ group because the researcher keeps the individuals in a group focused on the topic being discussed, the researcher generates the discussion through the use of open-ended questions and act as facilitator of the group process. Focus groups are used to collect data that are in words of group participants.

As I was finalising the interview arrangements my participants have all agreed to be part of the individual interviews and focus group interviews as well. What was pleasing is that all the participants had a variety of teaching experiences and some have been appointed from other schools which will help me to obtain a variety of data. I also indicated to them that even the focus group interviews would be tape-recorded and they responded positively. The focus group interviews were very helpful because participants were free to air their views and that aspects which may not crop up during individual interviews can be reviewed.

I thought they were also advantageous in that I would be able to collect more data within a short space of time and without traveling to individual interviews. In terms of the focus group interview questions, I used the same questions used in the individual interviews but I needed to restructure them so that they could not feel bored by the same types of questions. Johnson and Christensen (2012) warn that the focus group moderator needs to cover all the open-ended questions in the interview schedule. They stress that focus group interview is helpful in that it complements other methods of data collection. So, it means I must create a conducive environment for a good discussion through good open-ended questions.

3.7 Data Analysis

Data analysis involved coding, categorising and interpreting data to provide explanations of a single phenomenon of interest, based on the research questions. Each category of questions asked was divided into sub-categories as data are analysed, for an example 'participant's perspectives' contained different perspectives which were further refined (Johnson & Christensen, 2012).

As the interviews were recorded, data analysis also involved transferring the information from the recorded interviews into written form. It involved writing descriptions which were detailed descriptions about people, places and events of the study and this provided rich, in depth descriptions of experiences and perspectives (Cohen, Manion & Morrison, (2007).

Descriptions in data analysis often involve expanding on one's field notes and interviews with the same codes into more integrated descriptions. In addition, themes which are 'big ideas' were combined into several codes in a way that allowed the researcher to examine the qualitative sub questions guiding the research (Lodigo, Voetjie and Spaulding, 2010). Data from transcriptions of the individual interviews and the focus group interviews were also analysed by breaking down the information, exploring concepts and perspectives (Lodigo, 2010). I thought it would also be necessary that during the interviews and field notes taking, I also look for patterns and relationships in the participants responses so that it will be much easier to analyse and interpret data.

3.8. Research Ethics

As a researcher it is my responsibility to conduct the research in an ethical manner. Ethical behaviour is described by Cohen et al. (2007) as taking into account the effects of the research participants and act in such a way as to preserve their dignity as human beings. I had to start by following all the required procedures of the study in a gentle, systematic and professional way. This is because I was aware that the findings of the research may be useful to other readers and researcher for further research. The participants were given written official letters to request their participation in the study. They were given consent forms to sign that would allow them to withdraw from the study at any point they wish to, so they were made aware that their participation in the study is voluntary (Mouton, 2001). They were ensured that pseudonyms were to be used instead of their real names to ensure anonymity.

As the interviews were tape-recorded, permission was also obtained from the participants prior to interview recording. The participants were ensured that their identity would remain anonymous and the data would be dealt with in strict confidentiality, and that they would have access to the transcripts and may access a copy of the research once it is completed, and that data collected will be placed on record with the University for a period of five years.

In terms of the permission to do the research, the Department of Education has awarded me the permission and the University has approved my ethical clearance and it is my responsibility to conduct the research in a professional manner. I had to take care of any other ethical issues because was in my interest to conduct my study in an acceptable man.

Since this is an interpretivist research, I understand and acknowledge that my views and personal subjectivity could be reflected (Mouton, 2001), but I always avoided biasness.

3.9 Limitations of the study

This study only involved four school principals, so their views were not be a representative of a wider setting, so it will not be able to make generalisations about the views of all the principals, but the findings can be used for future studies.

However the lessons learnt from this study can possibly be applied in other contexts. Another limitation was that as a post level one educator, I was worried about the principals' reactions towards my study, but as a professional I had to conduct myself in a manner that would make them realise the importance of the study I would be conducting. My other concern was the number of times we would be meeting that is twice. Some of my participants could not turn up during focus- group discussion and they indicated that they were too busy towards the end of the year.

In terms of data collection instruments, in the focus group discussion, some people could not like to engage in discussion so I decided to prepare some questionnaires with two to three open-ended questions which would be used as an ice breaker, after which I managed to keep them talking and started engaging them to a follow- up discussion. In terms of the strengths, even though it was a small study, I felt that the variety of my participants selected for the study would be eager and professional enough to provide as much rich information as possible, which will contribute meaningfully to the study and existing scholarship, with the findings which can be used for further future research.

3.10. Research Quality

I had to ensure that I use a combination of methods in order to ensure quality data. This involved developing and using proper research instruments, techniques to ensure thoroughness, depth and comprehensiveness of the whole study.

Mouton (2001), emphasises that using different research methods is very important to test the findings in-between various participants. In this case, the use of individual interviews and the focus group interviews.

McMillan and Schumacher (2006), recommends that for research quality, research may use a combination of strategies and these include participant verbatim language, mechanically recorded data, member checking and participant review. These were used to ensure trustworthiness to this study.

The participants were made aware of the purpose of the study before the interviews began. During the interviews I also used the interview schedule which consist of about thirteen questions, and which were also be used as guide during the focus group discussion. So, the use of both types of interviews as data collection techniques helped me to reveal the different perspectives of the research participants about the roles of principals in staff development, which is what the study attempted to achieve.

Further methods that were used for quality in the study, included peer checking- for interpretation of data; member checking- for verifying of accounts of participants to ensure accuracy; and the use of multiple sources of methods (Rule & John, 2011).

3.11 Conclusion

This chapter has attempted to focus on the research design, methodology and techniques that were used during data collection in the study, and other key parts of the research. The context of the study tried to create a picture about the type of participants who are expected to be part of the study. The selection of four participants who were from different racial and cultural backgrounds was crucial because the study aimed at getting different perspectives from the participants about their views concerning the roles, activities, understanding and the importance of staff development of teachers to enhance their performance. In terms of data collection techniques, I think the use of individual interviews and focus group interviews was suitable for this study considering that this is a qualitative research design. However the use of tape-recorder and field notes also assist in ensuring completeness of data collected. In addition to that the use of these multiple methods ensured research quality, which is validity and reliability of the study.

4. CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter discusses and analyses the findings of the data collected during the research process. This chapter also presents the major themes which emerged from the data collected from the semi-structured interviews and focus group interviews. This chapter will get to the depth of four key aspects derived from the key research questions. These aspects are: “The understandings of staff development and professional development; the role of principals in staff development of teachers; Staff development activities that enhance teacher performance; and the use of staff development to promote effective teaching and learning” In my analysis, I used the frameworks of distributed leadership, collaboration and collegiality to interpret data.

Using an inductive analysis approach, direct excerpts from data were quoted in order to illustrate the emerging patterns, categories and themes from data (McMillan & Schumacher, 2006). This chapter aims at finding the answers to the following research questions:-

- What role do principals play in relation to staff development of teachers in their respective schools?
- What staff development activities do principals engage their teachers in to improve teacher performance?
- How do principals use staff development to promote effective teaching and learning and improving teacher’s performance in their respective school?

In this chapter, the findings emanate from four main aspects which are also part of the objectives of the study aligned with the research questions. Sequentially, the first aspect is mainly about the understandings of staff development and professional development, secondly, the role of principals in staff development of teachers, thirdly, the staff development activities that principals use to improve teacher performance, and lastly, the use of staff development to promote effective teaching and learning to enhance teacher performance. In each of these aspects I used themes which emanated during data collection.

4.2 FINDINGS

Before the principals could enter into discussions about the roles of principals in staff development, they wanted to explain their understandings about staff development and professional development.

4.2.1 The understandings of staff development and professional development

The participants seemed to have various understandings about staff development (SD) and professional development (PD) but most highlighted that the difference lies on how these are approached.

The principal of school A viewed the staff development as:

all the activities of the school that are planned to improve the quality of teaching and learning, so that the school is able to achieve its set objectives. She also specified that: "According to me, staff development is meant to develop educators in all aspects of work but the key ones are the academic activities because the teachers must serve the best interest of the learners. I develop them by organising internal workshops which are meant to improve their performance in subject and class activities. In terms of academic activities, the HODs always ensure that teachers plan their lessons, well prepared and have proper assessment plans and tools so that teaching and learning activities are always effective.

The principal of school B thought that:

staff development is about the SMT continuously developing and monitoring and improving the performance of teachers in a specific learning area for the benefit of themselves, the learners and the whole school. We improve performance by training them through internal workshops and by allowing them to attend departmental training workshops so that they are ready to perform and effectively engage the learners in their respective subjects.

A more or less similar understanding from the principal of school C who thought that:

staff development is about the planned continuous school activities such as those that help the teachers to be effective in their subjects, like subject planning, lesson

preparations and assessment to ensure that the educators are well equipped and prepared for the curriculum delivery or unpacking in such a way that they are able to convey subject content / knowledge to the learners and to the best of their ability. I think staff development is more effective when it positively influences the interest of the learner, the school and the curriculum.

Even though there were different views but the common understanding was about teacher development or improvement. According to Conley and Du Plessis (2012), staff development is the term applied to the professional growth activities of employee-professionals and may be a convenient signifier of organisational-related development of personnel within the broader context of responding to nation building government policies.

In order to get a deeper understanding, I also wanted to find the participants views on whether staff development and professional development were related. The principal of school A thought that:

these concepts are inseparable because they are both about teachers improving their teaching skills, knowledge and competencies, but also highlighted that PD is more about teachers upgrading their qualifications, reading departmental policies, being computer literate and advancing with latest effective teaching methods.

This is in line with what Seyfarth (2007) thinks, that professional development is seen as any activity or process intended to maintain or improve skills, attitudes, understandings or performance and professional support of personnel in present and future roles.

According to the principal of School B, staff development (SD) and professional (PD) have more or less the same meaning, but thought:

Professional development (PD) is more about the approach to teaching and how you develop yourself academically, your subject knowledge, how you present yourself, how you develop yourself holistically and how you help other teachers to be developed and become good teachers.

However the principal the principal of school C thought that: *“PD concerns improving qualifications to benefit financially and be better knowledgeable to get promotional posts.”*

In addition to these views, Fullan (1992), define professional development as a comprehensive and intensive approach for improving teachers and principal’s effectiveness in raising student achievements.

It seemed clear that SD and PD are related and that their ultimate goal is about the development and improvement of teacher’s skills, competencies and knowledge so that they are better able to execute the planned teaching and learning activities effectively for the benefit of themselves and the learners.

However, the interviews went deeper about the role of principals in staff development to enhance teacher performance. In order to generate this, the major question was: What role do principals play in relation to staff development of teachers in their respective schools?

4.2.2 The roles of principals in staff development to enhance teacher performance

Since this theme formed the core of this study, the principals had various interesting views about the roles of principals in staff development.

The principal of School A indicated that:

As the head of this institution, I have to display leadership qualities, familiarize myself with the South African Schools Act policies. I must be competent, know the challenges facing the school, teachers and the learners. I must develop myself so that I am able to develop the educators. I also oversee the rest of the development of my teachers.” He also added that: *“I have an induction policy in this school, which is about ensuring that the newly appointed teachers are fully capacitated and developed and are clear about the expectation of the school. We also have a staff development policy in which I am the chairperson. I am accountable and have to make sure that I appoint the best candidates / educators in vacant positions and induct them and ensure that proper staff development activities are in place. My key role also includes implementation of departmental policies at the school level, monitoring and supervision. I do all these with the help of my deputy principal, HODs, and some senior staff member.*

From these views it was clear that the roles of the principal include ensuring that all the school resources are available for effective teaching and learning.

The principal of school *B* stated that:

My role as a principal in staff the development includes that of being a chairperson of the staff development committee (SDC). I must always draw a detailed plan of what must take place in each term regarding teacher development; distribute roles of other teachers in SD. I am the designer and manager of the staff development plan which includes class visits. I always make sure that I read and ensure implementation of departmental policies at the school level. Moreover, I also have to monitor and supervise the staff development activities by involving the other SDC members to keep records of class visits. Even though I coordinate most of the staff development activities, I always involve the SDC members and the SMT to assist by distributing some leadership roles to them. To my understanding, it was clear that the principal has a major role to play in ensuring that all the planned activities are executed.

However the principal of school *C* indicated that:

I always ensure that staff development is effective in this institution. "I always believe that each teacher must have enough subject knowledge per subject. I always oversee, monitor and supervise most of the staff development activities. The HODs must play a role developing teachers in their relevant departments and provide feedback to the deputy principal and the principal. I also make sure that HODs allow teachers to teach the subjects that they are more comfortable to teach so that teachers can enjoy teaching. I always believe that the best staff development has to be about improving the subject knowledge of individual teacher for the benefit of the learners. As a principal I must inspire the teacher to work hard and set professional examples.

In support these views, (Amey 2005), thinks that facilitating learning for the individual school leader as well as the members of the organisation is viewed as the primary goal of leadership.

The principal of school *D* had this to say: *"I always ensure that I read departmental policies on staff development, school daily functioning and implement at the school level."*

My role in staff development is to oversee, monitor the teacher development activities such as IQMS and make sure that teachers comply. I depend on the HODs and senior teachers who ensure the smooth running of the whole staff development process which includes the IQMS and the internal workshops. I must always keep abreast with what is happening in education so that I always have relevant information to teachers. As a principal I must read and know more about learner progression policy for the GET and FET phases. I conduct workshops on these policies because they are very critical in understanding how each learner progresses to the next class.

This also suggests that the principals must read policies continuously so that they are able to take correct decision about the proper functioning of the school. In support of this Moswela (2006), suggests that principals should play a facilitating role in creating a climate in school based workshops for teachers to exchange ideas.

The principal also continued and stated that:

I must keep abreast with and curriculum issues and curriculum needs norms and standards policies. With the help of my deputy principals I conduct meaningful internal workshops so that teachers are developed on all aspects because I believe in holistic teacher development as a leader. I also have my mentor from whom I ask for advises because consultation is key to effective leadership.

These views supports what Seyfarth (2005) suggests, that both the objectives and content of the teacher development programme should take into account the realities of the school as an organisation, social system and should recognise the teacher as a person and a professional. In addition to that, Cardo (2005) believes that one aspect of leadership in its broadest sense is the capacity of individuals to exert influence that results in positive change in schools, for teams, individual staff and ultimately for the benefit of students.

From the above responses about the roles of principals, certain key roles came up consistently during data collection as what principals do in their respective schools. These roles included: “planner, designer, and manager of SD activities; mentoring; implementation at school level; monitoring and supervision; accountability; motivation; and coordinating staff development activities and ensuring team.”

In terms of the principal's roles, it came out that their actual activities were part of their roles. In the next section, I used these roles as themes which emerged from the responses about the roles of principals in staff development.

4.2.2.1 Planner, designer, coordinator and manager of staff development activities

The principal of School A stated that:

Planning and designing the SD activities is a key step to teacher development. It provides direction of what is expected and how to achieve the development goals of educators. I plan and design all the SD activities with the assistance from the SMT. The SD activities are the ones that speak to needs of the educators. The teacher development needs comes up when we do development need analysis together with the educators. Proper plan and design help me to coordinate all the activities in an effective manner, because I know what is expected of as a principal and what is expected from the educators. In addition to that, as a coordinator of the SD activities it is my duty to ensure that in each term we have a SD workshop within the school where we select SMT members to or senior educators to develop or workshop teachers on a specific topic based on the developmental needs of educators.

This suggests that for effective staff development, the principal must be actively involved. Mathibe (2007) suggests that one of the roles of principals is coordinating the work of the school by allocating the resources, roles and delegating responsibilities within the structures that supports collaboration between the SMTs and teachers.

The principal of School A also added that:

Above all I also have to manage the SD activities to ensure that planned activities are properly executed to inculcate effective teaching and learning. As a manager I have to read departmental policies so that I provide necessary directions of what needs to be done.

In addition to this, Steyn and Van Niekerk (2007), emphasises that a design for a SD programme must include five important steps, which are: diagnosing developmental needs, planning for the SD, implementation, evaluation and maintenance of the SD programme.

4.2.2.2 Implementation

Regarding implementation, the principal of school A indicated that:

My main role is to ensure that I read departmental policies, circulars, bulletins, curricular issues and guide educators and ensure all these are implemented as stipulated by the department. I therefore always ensure that I attend principal's meetings, report back to teachers and then ensure that all what is expected is implemented.

In terms of implementation it seemed clear that at times, the principals are guided by the departmental policies as to what needs to be implemented.

However, the principal of School C indicated that:

We discuss the teacher development activities as a staff and agree on implementation depending on the development needs of staff. My role then is to record what has to be done and what needs to be done because I work with time frames or deadlines. Recording helps me to identify what has been done and what still needs to be done. Once any policy on SD has been implemented, I also need feedback from the deputies, HODs and staff development team chairperson. Feedback helps me to identify challenges from each department and try solutions to overcome each challenge.

From this it clear that the principals also share some leadership responsibilities amongst the other teachers so that they also learn leadership skills. The principal of School D also stated that: *"The department of education relies on us as principals in schools to ensure that we implement the staff development activities designed by the department itself and those that are designed by us as principals at the school level depending on the developmental needs of teachers to ensure that we develop teachers as schools so that they remain effective in what they do"*

4.2.2.3 Mentoring

The principal of school A stated that: *"I also serve as a mentor to the educators. I have found that mentoring is a very essential for teacher's growth and it removed my perception that the boss is always right."*

The principal of School A continued that:

Mentoring keeps me in touch with educators, because at times I have a one -on- one discussion with them. These discussions strengthen our relationship in a planned way. I also noticed that mentoring also involves conducting internal workshops on specific relevant issue.

From this view I noted that most schools use mentoring as a way of developing, supporting and guiding staff to acquire necessary knowledge and skills.

The principal of school B thought that:

Mentoring helped teachers to realise that 'we are in this together'. Through mentoring teachers showed effective cooperation with me and we investigated certain aspects together, where we felt like supporting each other. For example, in Mathematics, there was a content gap between grade nine and ten, but through mentoring we were able overcome this conceptual gap because apart from being a principal, I am also a good Mathematics teacher. Another way of mentoring is that I assign the newly appointed staff to the experienced educators.

Alan (2012), supports the mentoring approach in that it create necessary conditions for teacher development, implementation checks, provide opportunities for teachers to share knowledge, address skills shortages and overcome academic challenges before they arise. In addition to that, Steyn and Van Niekerk (2007) also emphasises that through mentoring, the staff member is given support and guidance to acquire necessary skills and knowledge.

4.2.2.4 Facilitating

About facilitating, the principal of school B stated that:

I also facilitate the internal workshops based on the developmental needs of educators identified by the educators themselves and HODs. As much as I do not conduct all the workshops myself but where possible, I invite expert facilitators from outside to conduct such workshops more especially on matters beyond my understanding. I also ensure that teachers attend workshops and facilitate that they also provide feedback to relevant educators so that even if some did not attend but get updated.

In support of the above views, Lee (2005) suggests that the principals need to be committed in identifying the teachers' developmental needs and facilitating suitable training to meet these needs.

4.2.2.5. Monitoring and supervision

From this I wanted to find out about their roles in ensuring monitoring and supervision. Early (2007), thinks that monitoring consists of checking that what has been planned has happened and includes reminding people, motivation and asking for progress reports.

The principal of school A indicated that:

My role in SD is to monitor and ensure that all SD activities are well executed. I monitor the HOD's work to check if they are able to guide educators properly. I make sure that each HOD develops their teachers regarding each subject. I record my own findings from each HOD and then compile a meaningful report that I use or present in the SMT and staff meeting and report what I observed and do recommendations. As captain of 'this ship', I steer, guide and make sure that I lead them in the right direction.

She further indicated that: *"I also use a monitoring sheet which consists of planned activities to be executed for a particular term. In addition to that I supervise all those activities, so that they are executed as we have planned."*

Young (2011) thinks that for supervision to be effective, it must be developmental, which means that it must be dependent on the principal's ability to diagnose the level of educators and apply behaviours that mimic those levels.

The principal of school B indicated that:

I allow teachers to attend workshops and ensure that they report on their relevant departments so that all departments work uniformly. I also ensure that monitoring and supervision is an ongoing process in this institution, as a result stick to the school strategy that senior teachers develop others in their specific subject." "We also have a monitoring chain where the principal and the deputy monitor the HODs and the HODs monitor the teacher's work in all the subjects.

In terms of mentoring, the principal of School B also indicated that: *“Some of the activities occur without my presence as a principal, I sometimes rely on my deputies for monitoring and supervision because I have to delegate some of my duties or responsibilities to them.”* This also suggested that principals have the responsibility to assign certain duties to other SMT members within the school and also monitor them as future leaders.

However the principal of school C stated that:

I am held responsible and accountable in all what takes place in this institution, monitoring and supervision is my key role because any departmental official who come to this school, I am the one who must provide answers. So as a principal, monitoring and supervising teachers' work is one of my key roles. Even teachers know that their role is to implement the curriculum related activities in class and mine as a principal is to ensure that such activities are executed properly through monitoring and supervision..

However, the principal of School D indicated that:

Monitoring and supervision is one of the key roles of the principal, I have to ensure that there are proper learning and teaching school materials; I have proper records of teachers who are taking leaves so that I can make proper replacements; ensure that teachers duly sign the time book and that they are always punctual; monitor teacher absenteeism and moreover ensure that proper teacher development is also taking place at the same time.

In addition to these views, Early (2005) thinks that monitoring is a challenging process because it about checking the links between the actual programme for the individual staff and the beneficial results for the school. From the staff development point of view, monitoring and supervision is crucial because the principals must have a follow up mechanism to check that planned staff development programmes are implemented and if they have beneficial effects to the teachers.

Moreover Young (2011) suggests that monitoring and supervision must have improvement plans, which are formative actions of principals to correct ineffective teaching. He thinks that improvement plans reinforces the idea of accountability to job performance.

4.2.2.6 Motivation

From this theme, the principals indicated that they need to motivate their teachers as a way of developing them in order to help them deal with daily school challenges.

In terms of motivation, the principal of school A believed that:

Motivation is part of staff development; I discovered that due to various social contextual factors, work related issues and many challenges in the education system, teachers are demotivated. As a principal I have to make sure that I continuously motivate them so that we are able to achieve our goal, which is quality teaching and learning .We are involved in a lot of team building exercises /activities to help them cope with changes. As part of motivation, we delegate them certain responsibilities in sporting, extra-curricular and academic activities so that they feel recognised. We also have an annual awards function where we honour them with certificates, trophies and tokens for service and performance. We also have informal gatherings as part of motivating each other. I also motivate them to observe departmental, school's code of conduct which includes rules and regulations.

However the principal of school B stated that: *“Motivation is an integral part of SD. As part of motivation we invite prominent academic, religious and successful leaders to talk and motivate teachers and learners.”*

The principal of School C had this to say:

Continuous motivation plays a key role in SD of this school, my teachers feel better if I recognise them for the good work done through certificates, tokens, trophies in academic and non-academic aspects. I recognise skills, positive influence and positive attitude. I always motivate my teachers to develop themselves academically and keep abreast with the latest technology, modern effective teaching and learning media and information technology. This will keep them knowledgeable, effective and always ahead of the learners with regards to subject content.

In addition to this response, Seyfarth (2005) suggests that school teacher development programs should be presented to support teacher roles and relationships that affect the implementation of new technologies.

4.2.2.7 Encouraging teamwork for effective staff development

During the conversations with the principals it was clear that for staff development to be effective, teachers need to work as a team and collaboratively with each other. The principal's views were in line with the notions of distributed leadership which informs this study, this is well explained in chapter three.

The principal of school A eluded that:

We regard teamwork as an important way of developing teachers to work with each other. I usually emphasize that working in isolation is stressful. We have many activities which keep us working together as a team, such as educators playing a role in fundraising committee. We always have awards day and a grade graduation where each educator has a duty to perform. During our sports days we encourage all educators to participate and I also lead by example by being in the sports field with them.

However the principal of School B indicated that:

In this institution we regard teamwork as an important way of developing our staff. We always make sure that there is a proper understanding between the principal, HODs, deputies and the teachers. As we are from different ethnic groups, teamwork is key because our ultimate goal is the learners and the personalities are not an issue. There is a great deal of cooperation between each other and I think that is what makes us a successful institution. I have noticed that when we work as a team we all share the same burden, for example during exams we need to work cooperatively so that our exams are credible.

Even the principal of School C agreed that:

Teamwork forms an integral part of our school. In a high school we have many teachers teaching one same challenging subject, for example Maths or Science. They must come together and discuss ways of approaching a particular topic and by doing so, they develop each other. I always encourage teachers to work as a team in each subject, each department and network with each other within the school and

with teachers from other schools so that they are able to get relevant information regarding their subjects.

In addition, the principal of School D thought that:

Teamwork is what keeps this school going because even in the staff meetings; I always address them as 'our learners, our school, our parents', I seldom use 'I' because that deviates from what we believe in, teamwork. I believe teamwork and unity also benefit our learners. Teamwork is about sharing resources we have for the benefit of the teachers themselves and the learners.

In terms of encouraging teamwork, Mathibe (2007) is of the opinion that group cohesion and teamwork allow greater participation and performance. He notes that effective principals empower teams working under their leadership by delegating to them as much authority as possible.

4.2.2.8 Accountability

In terms of accountability, the principal of School C stated that:

I am fully accountable for all the staff development activities within the school. It is for these reasons that I work closely with the SMT. I always encourage them to keep all the records for teacher development and I also ensure that I keep my own records. This helps me to produce quality documents when the departmental officials do school visits. Such records include levels of teacher development needs improvement techniques and the IQMS performance scores. I also encourage teachers to keep their records because they are also accountable in what they do. These include assessment records, records of learner schedules and records of teacher development.

From the above themes, it came out that some of the principals' roles are also their daily activities. In addition to that, some principals regard what they do daily as staff development. As a result it was not easy to make a good distinction between their daily activities and actual staff development activities.

The next section was guided by the second research question: What staff development activities do principals engage their teachers in to improve teacher performance?

4.2.3 Staff development activities that enhance teacher performance

In terms of the staff development activities, the principals indicated that the activities mainly depend on the developmental needs of individual educators.

The principal of School A pointed that:

In my school we have a staff development team which consists of the principal, four heads of departments (HODs) and two senior educators. These people ensure that each member of staff is developed. There is a form that we fill where each educator indicates his or her strengths and weaknesses and which covers most aspects for individual development. This was more or less the same as the principal of School B who stated that: "in our school we have a staff development committee (SDC) which consists of the senior management team (SMT) and the subject heads. The duty of the SDC is to monitor teacher's work, which is the files, do class visits, help and develop individual educators based on their specific subject and holistic developmental needs.

This suggests that it is important that for effective staff development, there should continuous support from the subject heads and the HODs so that teachers can be developed according to their developmental needs.

In support of this view, Steyn (2011) stresses that SD programs demand an intensive systematic analysis of needs so that appropriate areas for development can be selected and planned for. However, the principal of School C indicated that:

Staff development activities in our school depends on the individual subject educator developmental needs, each HOD for a specific department has a task of monitoring, helping each subject teacher based on the subject developmental needs of an educator for an example, the HOD for Maths and science dept. ensures the smooth running and development of his or her dept. educators like class tasks and assessment tasks, and my role as a principal is to get feedback from the HODs.

The principals also indicated that since (IQMS) is a departmental policy on the development of educators (Department of Education, 2006) they are expected to implement it in their respective schools. One principal indicated that:

In our school we also rely on the IQMS committee which is made up of one deputy principal, four HODs and three senior educators the duty of this committee is to oversee the overall, holistic developmental of educators in the whole school, irrespective of their subject specialisation they organise teacher development workshops within the school. They also ensure that teachers who attend workshops on teacher development provide feedback for every teacher in the school in the form of school workshop.

One principal in the focus group discussion indicated that:

The teachers comply with the IQMS policy, this is because there is money involved, and everybody does well during class visits to score more points so that they qualify for one to three percent pay progression. Besides that, we make sure that IQMS as a teacher development policy is a continuous process and that it is not done only for incentives, but most importantly for staff development purposes because it speaks directly to improvement of teacher's teaching skills and subject knowledge for present and future.

From the above views, it becomes clear that in addition to the school workshops and feedbacks, IQMS also assists in identifying teacher developmental needs and improve their teaching skills and knowledge. In support of this, Cushway (1995) agrees that the actual performance and the desired performance should be indicated in the development programme, where the actual performance is the current level knowledge and skills, and the desired performance is the required level of knowledge.

4.2.3.1 Workshops and seminars

From the above responses, workshops and seminars emerged continually during data collection as the main theme, and as a common way of obtaining relevant information that develops teachers in their relevant subjects and other academic and non-academic issues that relates to their development.

The principal of School A indicated that:

I allow teachers to attend numeracy workshops, CAPS workshops and workshops on specific issues such as discipline and finance so that they realise changes that are taking place. Most of these workshops are organised by the department of education. After attending the workshops or seminars, the educators must report back to relevant people such as HODs or subject heads or educators of the specific department as a way of developing each other. In other cases we send expert educators to the relevant field so that they workshop us when they have been work shopped, this normally happens with academic and non-academic such as workshops on discipline, finance, specific staff development as well as management and leadership. In addition to that, there is a teacher who has a Master's degree who normally assists in conducting the school workshops. Some workshops are conducted by me as a principal after attending a workshop or meeting on a specific issue.

This in is line with what Lee (2005) suggests, that the principals need to be committed in identifying teacher's needs and facilitating suitable training to meet these needs.

The principal of School B indicated that:

We allow educators to attend all the workshops or seminars that relates to their own development in terms of subject knowledge / content so that they are well developed in their learning areas so that teaching and learning activities are effective. Such workshops help teachers to realise themselves about the aspects at which they are lacking so that they can be assisted.

He also added that:

My role as a principal is to ensure that they attend these workshops because I believe that as a school we do not have enough subject staff development activities, so attending these workshops helps us as a school to realise our dream of staff development to enhance effective teaching in our school. We also allow teachers to attend private development courses because we believe that proper staff development can make better teachers.

The principal of School B also indicated that: “ *Moreover attending workshops on CAPS is key because CAPS requires that teachers are well abreast and developed with subject knowledge and this new curriculum policy in general*”

However the principal of School C indicated that :

We always allow teachers to attend workshops, but sometimes workshops disturb the culture of teaching and learning because they are usually conducted during school teaching and learning time, so if a large number of teachers attend the workshops the learners are left unattended. We believe that regular contact with the learners is key to effective teaching and learning. For staff development to be effective, we normally invite subject experts, subject advisors to come and conduct specific relevant subject related workshops and other workshops to our school. This occurs during after normal school hours or during Saturdays so that teaching and learning activities are not disturbed while teachers are being developed. We believe that if we send one teacher to the workshop with the hope of reporting back, that might cause content gaps more especially on critical subjects such as Mathematics, Physical Science and Accounting. It is for this reason that we appreciate if the workshops are organised during school holidays, but during the course of the year. Having noted that, we still believe that workshops are still the best ways of developing teacher’s subject knowledge so that they remain effective irrespective of continuous curriculum changes.

The principal of School D thought that:

In our school we do allow teachers to go to the workshops but sometimes other workshops are not informative because the facilitators who conduct the workshops are not properly trained. As a result they are sometimes not sure about what they presenting. So the solution to that is that I encourage teachers to read more relevant documents, books and policies. This helps them to be updated with the latest developments regarding the curriculum and the subject content.

In addition to the above, Steyn (2010) stresses that educator participation in teacher development programmes enhances the success and effectiveness of the development program itself.

From the above envisaged activities, it became clear that effective teaching and learning may depend on the effectiveness of a teacher development programme. This also indicates that the principals can be able to use staff development to promote effective teaching and learning.

The next section was aimed at answering the third question: How do principals use staff development to promote effective teaching and learning?

4.2.4 Using staff development to promote effective teaching and learning and improving teacher performance

The principal of School A had this to say:

In our school there is a hierarchy which consists of the principal, deputy principal and the HODs, we have given our teachers powers to manage and lead their classrooms. They are accountable for what happens in their classrooms and they have a duty to provide feedback / reports to the deputy principal. We also allow the teachers to plan and organise educational excursions and that is where their planning, organisational, and financial management skills are displayed. Moreover we also allow some expert educators within the school who have specialised knowledge on technology, leadership discipline, bullying to workshop and develop us on those crucial aspects. So through all these activities, effective and learning is positively promoted.

From this I noted that the principals do promote teacher leadership by distributing some responsibilities to the teachers. This also indicates that there is a good interaction between the teachers and the HODs. Another important aspect in School A is that once they identified teacher development needs, they invited a resource or skilled person to workshop teachers so that they are effective.

However, the principal of school B also indicated that:

For effective teaching and learning, teachers know that they are leaders and managers of their classrooms and academic work. We also rely on them to elect and develop learner leaders. We develop them to be competent in dealing with various discipline and other social challenges faced by our learners.

She also stated that:

Our teachers are well developed on how to lead most committees in the school, for example, the awards committee, welfare committee, finance committee and exam committee. In these committees they learn a lot of leadership skills. In this way, we as the SMT are able to note and develop leadership qualities and leadership skills holistically. She also emphasized that: "our priority is on academic development which includes extra classes for the learners which are supervised by the subject heads who report to the HODs. In addition, Maths and Science educators are trained to run extra classes and our extra classes are supported by the non-governmental organisation called Science in Action.

From the responses, it is important to note that in School B, they make sure that they train teachers to be more effective and to assist learners in extra classes. Training may be regarded as another important way of improving and promoting effective teaching and learning.

In terms of effectiveness, Townsend (2007), thinks that for teacher development to be effective it must consist of all natural experiences and planned activities which are intended to be of direct and indirect benefit to the individual, group or school, which through these will contribute to quality education in the classroom.

However the principal of School C differed and indicated that:

We work as a system, the SMT looks at general school management and academic activities and the leadership roles of teachers focus mainly on their effectiveness as class managers and managers of their subject content for the benefit of the learners. We delegate to teachers all class related and subject related roles but we develop them so that they are always effective. They are also given duties in committees, sports and other extra-curricular activities so that they can develop holistically.

This indicates that principals believe that if they distribute some responsibilities to other teachers, they develop them and are making them accountable for what is delegated to them. In that way teachers become confident and develop at their level.

The principal of School D also stated that:

I empower the level one educators about leadership skills by delegating certain duties as means of power sharing. Some of the teachers are given roles of being grade heads and subject heads in order to ensure the effectiveness of teaching and learning activities. They are also in charge of ground duties such as controlling late coming, cleanliness and play leadership roles on school functions.” “Through these roles that are distributed to them, teaching and learning activities are very effective. Above that we give them an opportunity to exercise their leadership skills.

These responses, concurs with Printy (2010), who suggests that to create a conducive environment for staff development such as professional knowledge, development needs to be generated and accumulated through collaboration between teachers and leaders.

4.3 Summary of the findings

Findings from the data reveal various aspects of staff development and the roles of principals in staff development. Regarding the concepts, staff development and professional development, the study revealed that the principals clearly understood both concepts as processes and ways of improving teacher performance. The principals also felt that staff development should be an ongoing process rather than another programme with a lot of paper work. The study also revealed that staff development (SD) must be taken seriously because it is an important way of improving teacher performance while they are working at the same time. One principal emphasised that necessary training is key to the ever changing curriculum matters.

About the key roles of principals in SD the findings revealed that principals have a good understanding of their roles in staff development.

From the data the following key roles emerged: planning of staff development (SD) activities; designer, coordinator and manager of SD activities, implementation; mentoring; facilitating; monitoring and supervision; motivation; encouraging teamwork; and accountability. These roles will be categorised into four themes that will be used for discussion in Chapter Five.

The findings reveal that planning and designing the SD programme is key and that it must consist of key stages that include implementation and evaluation. This concurs with what Steyn and Van Niekerk (2007) suggest that: the staff development programme must consist of five steps, which are: Diagnosing development needs, planning for SD, implementation, evaluation and maintenance. The study also revealed that apart from designing and planning for the SD the principals also coordinate and manage the SD activities with the assistance of the SMTs.

Mathibe (2007) also stresses that one of the roles of principals is coordinating the work of school by allocating the resources, roles and delegating the responsibilities within the structures that support collaboration between the SMTs and learners. Regarding implementation the study revealed that the principals are regarded as implementers of the SD activities, teacher development policies and IQMS policy at the school level. One principal stated that principals must ensure that they read departmental policies to keep abreast with what is necessary for teachers.

The principal from School D stated that principals must attend workshops and meetings and provide feedback to the SMTs and teachers so that implementation of teacher development activities is effective. Findings also reveal that the principals also play a role in facilitating the school activities.

From the data it emerged that once the activities are planned and implemented, the key role of the principal is monitoring and supervision. The principal of School B, indicated that they have a monitoring chain, where the principal and the deputy monitor the HOD's work and the HODs monitor teachers work in each department. This is also supported by Early (2005), who thinks that monitoring is a challenging process because it involves checking the links between the actual programme for the individual staff and the beneficial results for the school.

The study also reveals that principals encourage teamwork. One principal stated that teamwork forms integral part of this institution, for example subjects like Mathematics and Science needs teachers to work closely with each other to minimise content gaps. Findings also revealed that principals need to keep teacher development records, because they are always accountable for what happens in their institutions.

The study also revealed that staff development teams, IQMS, workshops and seminars are key teacher development activities in which principals involve their teachers in. The principal of School D indicated that they mainly depend on departmental policies for staff development, but however stated that they do organise internal workshops though they usually invite expert facilitators.

He even insisted that they always encourage teachers to attend workshops so that they get developed because as a school, they cannot fulfil all the developmental needs of educators. Findings also reveal that principals use staff development as a vehicle of promoting effective teaching and learning in their schools.

At some stage principals tended to generalise their roles in staff development and their general daily school management duties. Some principals regard what they do daily, as staff development. Others were able to make a good distinction between staff development and their daily management and leadership roles. The study also revealed that principals mainly depend on the departmental programmes or policies for teacher development. They pointed staff development teams (SDT), Integrated Quality Management systems (IQMS, 1996) and workshops.

Two principals indicated that they do organise internal workshops. The findings also revealed that principals are able to distribute certain responsibilities to level one educator, but one principal strongly felt that most of the responsibilities of level one educators are in the classroom, that is, teaching, assessing and keeping important learner assessment records.

Another key issue that emanated about staff development was that staff development policies must be re-visited. The principal of School D felt that there needs to be one common policy or document with proper guidelines on how to keep teachers developed because presently they only rely on departmental subject-, CAPS workshops and IQMS. He also indicated that teachers comply on IQMS as a development policy because there is one to three percent pay progression attached and as a result teachers tend to increase performance during specific IQMS observed lessons to score more good performance points.

4.4 Conclusion

In conclusion, this study has attempted to find and explore various aspects about staff development from the four principals. The principals responses showed that they understood the concept staff development and professional development as well as what is expected from them as principals to develop teachers.

From the findings, key themes emerged. I used these themes to discuss my next chapter, which is Chapter Five.

The key themes, which emerged from the principal's roles in staff development includes: implementation, monitoring and supervision, motivation and encouraging teamwork among others. Regarding staff development at school level, the findings show that most principals rely mainly on the departmental workshops and mostly which are subject related.

It was also clear that principals distribute most of their responsibilities to teachers but to a certain extent. Some principals thought that most of the level one educator's roles is in the classroom where they serve as managers and leaders of the curriculum at the classroom level and that more responsibilities are distributed to the SMTs. The findings also highlighted some principal's recommendations about staff development which I also discussed in my next chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS AND CONCLUSION

5.1 Introduction

This chapter discusses the findings that emerged from data collection presented in the previous chapter. This study aimed at exploring the role of principals in staff development in relation to teachers' performance in four schools in KwaZulu-Natal. This study was attempting to answer three research questions regarding the role of principals in staff development, the staff development activities in which teachers are involved, and the use of staff development to promote effective teaching and learning. The research questions this study aimed to answer are as follows:

1. What role do principals play in relation to staff development of teachers in their respective schools?
2. What staff development activities do principals engage their teachers in to improve learner performance?
3. How do principals use staff development to promote effective teaching and learning?

Having conducted the study in four secondary schools, the findings indicated that according to the principals, the term 'staff development' is well understood. Their understanding was more or less similar to that of Du Plessis (2007), who thinks that staff development is the process of developing staff 'skills and competencies needed to produce outstanding educational results for learners. Even though their understandings were different but were more or less similar in terms of the key objective and the need for staff development.

From the three research questions, data was categorised into patterns. As a result key important themes emerged. These themes are: planning and designing; implementation; monitoring and supervision; mentoring; workshops and seminars.

These first four themes emanated from the first research question and the fifth theme emanated from the second and third research questions. In the next section I discuss these themes as emerged in Chapter Four.

5.2 Discussion of themes

This section is aimed at discussing the themes that emanated during data collection.

5.2.1. Planning and designing staff development activities

From the responses, this theme seemed to be key because, planning provides direction of how to achieve the development goals of educators. It was also clear that when planning and designing staff development activities, principals involved the teachers and the SMT members. Findings revealed that planning in collaboration with the teachers helps to easily identify teacher's developmental needs. One principal indicated that "*we even use a need analysis form where teachers fill and indicate their developmental needs.*" He even indicated that after identifying the teacher development needs, they invite an expert person to workshop the teachers. These include aspects such as bullying, discipline, finances and subject related issues.

One principal indicated that planning helped them to ensure that staff development activities do not overlap to other school planned activities. In support of the above, Mothibe (2007), suggests that one of the key roles of principals is coordinating the work of the school by allocating the resources, roles and delegating responsibilities within the structures that supports collaboration between SMT and teachers.

5.2.2 Implementation

The findings reveal that one of the key roles of the principal is the implementation of staff development activities and departmental policies at the school level. This means that the Department of Education relies on them for implementation. The principal of School A even stated that for effective implementation, his role is to make sure that he reads departmental policies, circulars and curricular issues so that he keep abreast with the latest on teacher development and other important issues. However the study have also found that despite education Acts, policy documents and task team reports provided by the Department of Education, there is still a gap between the content of the documents and the way schools operate. Schools interpret departmental documents differently, possibly because of their different cultures, contexts and personalities of leaders.

This was evident when the principal of School C stated that he only implement what he thinks is possible for his school. He stated that he distributes very little responsibilities to the post level one educators because he believes that most of their roles are mainly in the classrooms where they have to interpret and implement curriculum matters at the classroom level. This was in contrast with what the principal of School A and B, who believed that teachers have a potential to be leaders inside and outside the classroom. It is evident from the data and findings that the principals in this study seemed to have divergent views about participation of teachers in leadership activities outside the classroom.

However, the principal of School D voiced out that implementing every departmental policy is not easy because teacher development programmes take time to execute and as result seem to interfere with normal teaching and learning time. Moreover, Moswela's study (2000), suggests that principals need to view professional development of teachers more seriously, since principals are "in site of implementation", they can easily and readily identify and address teacher's development needs.

5.2.3. Monitoring and supervision

In Chapter Four, monitoring and supervision came as a key role of principal in development of teachers. Findings revealed that monitoring and supervision should be ongoing and is also one way of evaluating the failure or the success of the development programme. The principal of School B even revealed that they have a monitoring chain which consists of the principal, deputy principal, SMT members. He stated that this ensures that activities are executed even without his physical presence. The study also revealed that for effective monitoring and supervision, the principals need to keep records so that he can identify what has been achieved and what still needs to be improved.

In support of this, Young (2011) suggests that monitoring and supervision must have improvement plans (IPs), which are formative actions of principals to correct in effective teaching. He believes that improvement plans reinforces the idea of accountability to job performance. This concurs with what Steyn (2011) believes, that for the sake of effectiveness, principals also have to monitor and evaluate the teaching process, especially after staff development programmes in order to take appropriate action.

5.2.4 Mentoring

Findings reveal that one of the principal's roles is mentoring the teachers. The principal of School A and School D stated that mentoring keeps him in touch with his educators because at time conducts one-on-one discussion with teachers.

Findings suggest that through mentoring, teachers learn leadership skills and are empowered to become more effective. This is in line with what Steyn and Van Niekerk (2007), who emphasises that through mentoring, the staff member is given guidance and support to acquire necessary skills and knowledge from their seniors. Findings also suggest that through monitoring, teachers are not left to execute duties on their own, but are given necessary assistance so that they are always effective. In support of this, Msila (2010) proffers that mentoring is a powerful tool for improving the leadership, teaching skills and competences of teachers. In my view, it provides opportunities for regular discussions, sharing of ideas of new teaching strategies and tactics for improvement.

5.2.5 Workshops and seminars

Findings reveal that workshops and seminars are the key activities in which teachers are get developed. Regarding internal workshops, findings revealed that principals attend meetings or workshops on important issues and then provide feedback to teachers. This keep teachers updated, empowered on important policies and other curriculum matters. This is in line with Moswela (2006), who suggests that principals should be concerned about facilitating, guiding, advising and creating an environment that is conducive for teacher learning.

Findings also revealed that once the staff development needs of educators have been identified, the principals (School B and School C) invite expert facilitators to workshop and empower educators within the school. One principal indicated that some workshops are conducted by him. The principal of School B also indicated that they provide training to teachers to run extra classes. This means that they are preparing them to become effective leaders and shape them to exercise leadership skills. This is in line with what Desimone (2009) suggests, that principals are required to update staff's professional development, support teacher's professional growth and develop their professional performance.

According to Desimone (2009), this is done by setting professional example and demonstrates that they value staff development. Regarding external workshops, the study also revealed that one of the principal's responsibilities is to allow teachers to attend departmentally organised workshops.

For example curriculum or subject related-, CAPS-, IQMS- and other teacher development workshops. The principal of School D revealed that sometimes these workshops are not effective because the facilitators are not well trained and that causes content gaps.

From these themes, it was clear that the principals cannot do everything as leaders in their institutions. They need to distribute certain responsibilities to other teachers. the principal of School D stated that he distribute some of his roles to the level one teachers to empower them so that they remain effective and that he assign certain duties to other SMT members to learn accountability. The study also revealed that principals use their roles in staff development to promote effective teaching and learning. From researcher's point of view, I discovered that some principals regarded their daily activities as their roles in staff development. As a result it was sometimes not easy for the researcher to make a good distinction between the two.

5.3. Recommendations for future research.

As a teacher and a novice researcher, findings reveal that the principals seem to be not clear about their actual roles in staff development. This clearly suggests that there should be clear policy documents which have specific guidelines about staff development and the actual roles of principals thereof. It is true that in South Africa, there are various educational policies including the South African Schools Act (SASA) (1996) and the National Policy Framework on Teacher Education and Development (NPFTEd) (Department of Education, 2007). The NPFTEd policy is a good policy on teacher development but it is silent or unclear about the roles of principals in staff development or about implementation guidelines at school level.

The department of education must ensure that there is a fit between policy and practice regarding implementation, monitoring and evaluation of a policy. The findings reveal that there is a gap in what has been written about, policy implementation and with the reality in schools. I therefore strongly suggest that policy documents need to be clear about the roles of principals in staff development as well as how some of their roles are distributed to other teachers other than the principals using their own discretion on how duties are distributed.

However, the Norms and Standards for Educators (2000) document, suggests that teachers must take leadership responsibilities and activities to certain extent both within and beyond their respective classrooms.

I therefore recommend that principals must allow teachers to take leadership roles in order to learn leadership skills as future leaders. I also recommend that principals together with their SMTs and teachers draft their own staff development programmes based on present teacher development policy documents, which will suit the developmental needs of teachers, school culture and school's vision. In such a policy, the roles of principals, SMTs and teachers can be properly specified. Such a school drafted staff development policy can also be able to accommodate other school planned activities including internal and external workshops.

I also recommend that principals must take full responsibility for empowering the teachers about leadership skills by distributing some of their roles so that they also can remain effective and learn as future leaders. I also recommend a departmental task team that will look into the whole issue of staff development so that we can realise our dream of effective schooling in South Africa. Since some of the educational stakeholders seem to voice their dissatisfaction about teacher performance, I also recommend an intervention by the principals themselves where they can discuss and recommend what they feel and suggest about staff development. This is because this study was limited to only four principals and during data collection; they showed that they had a lot to share about staff development of teachers.

I also recommend that there should be one common policy document with all the specific guidelines on staff development, outlining the roles of principals, SMT members and teachers. In closing, I also recommend that there should be workshops on staff development so that even teachers can be able to take responsibility for their own development and learning. This is because from the findings, one principal indicated that in terms of staff development, there should be one specific document with proper guidelines about effective staff development. This is because it is my belief that proper staff development initiatives may result into effective teaching and learning.

5.4. CONCLUSION

This aim of this study was to explore the roles of principals in staff development to enhance teacher performance. It also examined the link between teachers, principals and the SMT members regarding the distribution of leadership in schools. It was clear that staff development should be an ongoing activity in schools in line with teacher's developmental needs. This study has managed to discover some of the roles of principals in staff development. These included planning and designing, implementation of staff development programmes at school level and monitoring and supervision. This study also discovered that some of the principal's roles are actually their daily activities.

This study also discovered that internal and external workshops are still the key activities in which teachers are involved and are used to prepare and equip teachers with the required skills needed to perform their daily duties. This helps them to deal with the ever changing and challenging curriculum dynamics. One of the great challenges of teachers is to become committed to their own development and learning. Staff development must therefore remain a priority, since the outcomes of such efforts will ensure the enhancement of teaching and learning can be accomplished. In closing, like all other management functions, a good staff development plan requires a good leader, proper planning, good organisation and evaluation, and a control mechanism that will ensure that it impacts on the quality of teaching and learning.

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APPENDICES

APPENDIX A

P.O. Box 846

LADYSMITH

3370

15 April 2013

Mr S.R. Alwar

Dept. Research, Strategy, Policy Development and ECMIS

Private Bag 9137

Pietermaritzburg

3200

Dear Sir

Permission to conduct a research

I am the student at the University of KwaZulu-Natal, doing a Master of Education Degree in Education Leadership Management and Policy. My student number is 2065 19 138.

My research topic is: "The role of principals in staff development of teachers to enhance teacher performance." A research will be conducted in one primary school and three secondary schools in the Midlands of KwaZulu-Natal.

I therefore request a permission to conduct my research in four schools in Ladysmith, Uthukela District. The names of the four schools are: Acaciaville Primary School, Ladysmith Secondary School, Windsor Secondary School and Ladysmith High School. I have requested and obtained permission from the principals and I wish to start my research in June 2013.

Here are the details of my supervisor: Dr. Irene Muzvidziwa

Tel. Number: 033 260 6189; email: muzvidziwai@ukzn.ac.za.

My details are: Mr Macu X.A.: Student number: 2065 19 138; Cell no. : 082 7419 259; Work tel: 036 637 3428

Hoping my request will receive necessary consideration and be successful. I also wish to thank you in advance.

Thank you

Macu X.A.

APPENDIX B

APPLICATION TO CONDUCT A RESEARCH IN SCHOOLS

P.O. Box 846

LADYSMITH

3370

The Principal

Ladysmith

3370

Dear Sir / Madam

A request to conduct a research in your institution

I am Xolani Alex Macu, from Hyde Park in Ladysmith and I am currently teaching at Klip River High School. I am doing A Master's degree in Education, specialising in Educational Leadership, Management and Policy. My study compels me to do a mini research after which I will write a thesis / dissertation.

Due to the excellent record of your institution, I have resolved to request you to be one of my participants in the research study. The context of the research questions will focus on the research title: **An exploration of the role of principals in staff development of teachers to enhance teacher performance.**

In this research, anonymity is guaranteed because the school names and principal's names will not be used, but pseudonyms will be used instead of real names.

A brief summary of the research findings will be available on request once the study has been finalised.

Permission from the Department of Education and from the University of KwaZulu-Natal has been granted for this study.

Your positive response in this regard will be highly appreciated.

Thank you.

Yours faithfully

Macu Xolani Alex.

APPENDIX C

LETTER OF INFORMED CONSENT

P.O. BOX 846

LADYSMITH

3370

DEAR PRINCIPAL

LETTER OF INFORMED CONSENT

My name is Xolani Alex Macu, currently doing a Master of education Degree at the University of KwaZulu-Natal.

My details are: Student number: 2065 19 138; cell no.: 082 7419 259; email address; xolanimacu@ovi.com

My university supervisor details are: Name and surname: Dr I. Muzvidziwa; contact tel.: 033 206 6189; email address: muzvidziwai@ukzn.ac.za.

I would like you to participate in my research study.

Research title: An exploration of the role of principals in staff development of teachers in relation to teacher performance.

As your school is selected as a research site and you as a participant, your participation in this study is voluntary and pseudonyms will be used instead of real names, and you are free to withdraw from the study at any time.

Please complete and sign the informed consent form on the next page.

I hope my request will be accepted.

Thank you.

Yours faithfully

Macu Xolani Alex

APPENDIX D

INFORMED CONSENT FORM

I.....
.....
.....

Consent my participation to be involved in the above-mentioned research study.

I acknowledge that my participation in this study is voluntary.

Participant's signature:.....

Date:.....



APPENDIX E

INTERVIEW SCHEDULE FOR SEMI-STRUCTURED INTERVIEWS

1. What do you understand about the concept 'staff development'?
2. Do you think staff development and professional development have the same meaning? Explain briefly
3. In what ways do you involve your teachers in staff development?
4. Do you have a staff development committee in your school? What are its main duties?
5. What are your roles as a principal in staff development committee?
6. Which activities do you think can positively influence teacher performance?
7. How do ensure that teacher development is a continuous process in your school?
8. Can you tell me about the ways of maintaining the excellent level of performance among your teachers?
9. What do think are the key roles of principals in staff development of teachers to enhance their performance?
10. How do you use staff development to promote effective teaching and learning in your school?
11. How do you ensure that there is effective distribution of leadership among your staff?

APPENDIX F

A GUIDE FOR A FOCUS-GROUP DISCUSSION

1. What do you understand by the term 'staff development'?
2. What is the difference between staff development and professional development?
3. In which staff development activities do you involve your teachers in?
4. Can you explain about the effective ways you use to promote effective teaching and learning?
5. How do you maintain the high level of effectiveness among you teachers?
6. Do you have a staff development committee in your school? What are its key roles?
7. What are your roles in staff development committee as principals?
8. How do you ensure that your teachers are always effective?
9. What staff development activities do you believe to be the most effective and can impact positively in effective learning?
10. What roles do you think principals can play in relation to staff development of teachers?
11. How do ensure that your teachers also learn leadership skills?

APPENDIX G

A LETTER CONFIRMING EDITING / PROOF READING

P.O. BOX 1879

PIETERMARITZBURG

3200

02 December 2013

Dear Sir/ Madam

LETTER CONFIRMING EDITING / PROOF READING

This letter confirms that I, Mr Skholiwe G. Zwane who has just completed a Master's degree in the University of KwaZulu-Natal, Edgewood campus in 2012, have assisted in editing and proof reading Mr X.A. Macu's document. This has assisted him to submit quality work and to complete his dissertation.

I hope that his work will be successful.

Thanking you in advance.

Yours faithfully

Mr Skholiwe G. Zwane

Contact: 082 6457 348

Signature:.....



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

25 June 2013

Mr Xolani Alex Macu 206519138
School of Education
Pietermaritzburg Campus

Protocol reference number: HSS/0391/013M

Project title: An exploration of the role of principals in staff development of teachers in relation to teacher performance.

Dear Mr Macu

Expedited approval

I wish to inform you that your application has been granted Full Approval.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

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

Yours faithfully

.....
Professor U Bob (Chair) and Dr S Singh (Deputy Chair)

/px

cc Supervisor: Dr Irene Muzvidziwa
cc Academic Leader Research: Dr MN Davids
cc School Administrator: Ms B Bhengu

Humanities & Social Sciences Research Ethics Committee
Professor Urmilla Bob (Chair) and Dr Shenuka Singh (Deputy Chair)
Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 3587/8350/4557 Facsimile: +27 (0)31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za

Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS





education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/431

Mr Xolani Alex Macu
P. O. Box 846
LADYSMITH
3370

Dear Mr Macu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **An Exploration of the Role of Principals in the Staff Development of Teachers in Relation to Teacher Performance**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2013 to 30 June 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following schools and institutions of the KwaZulu Natal Department of Education:

Ladysmith High	Ladysmith Secondary	Windsor High	Acaciaville Primary
Monument Primary	Egerton Primary		

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
24 June 2013

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax : 033 341 8612
EMAIL ADDRESS: sibusiso.alwar@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzneducation.gov.za

...dedicated to service and performance
beyond the call of duty