



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**School Management Team practices in managing the curriculum of T40 schools in Mashona
Circuit
under Zululand District**

**By
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**This dissertation is submitted in partial fulfilment of the requirements for the Master
of Education degree in the Discipline of Curriculum Studies**

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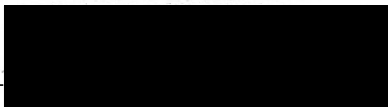
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As the candidate's supervisor I **agree/ ~~do not agree~~** to the submission of this Dissertation.

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Date: 01 March 2021

Dr Cedric Bheki Mpungose

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Dedication

This thesis is dedicated to my late mother, MaMpungose ‘Goalkeeper’ Mabaso, who single-handedly brought me up under difficult conditions, as well as to my wife, Busisiwe MaMvubu Mabaso, for her support and encouragement, my four children and three grandchildren, Friends and colleagues who inspired and wished me well through the lonely journey. Thank you so much.

Abstract

The aim of the study was to explore school management team (SMT) practices in managing the curriculum of T40 schools in Mashona Circuit under the Zululand District. This was a qualitative study that adopted a case study approach guided by interpretive paradigm. Three SMT members (one principal, one deputy principal and one departmental head), each coming from three different schools, were purposively and conveniently sampled to participate in the study.

A reflective activity, one-on-one semi-structured interviews and focus group discussion were utilised for data generation in order to explore SMT practices in managing the curriculum of T40 schools. The study used cultural-historical activity theory (CHAT) as a theoretical framework.

Findings from the reviewed literature revealed that SMT practices could be categorised as instructional, transformational and ethical. Findings from the generated data indicated that SMT practices were informed and influenced by the following concepts: rationale, goals, content, role, time, resources, accessibility, time, activity and assessment. Findings from the data analysis indicated that most SMTs used instructional and transformational practice in managing the curriculum. Furthermore, findings from both the reviewed literature and participants suggested that rationale is of crucial importance to SMTs in managing the curriculum. SMTs should be driven by personal, societal and professional rationales in managing the curriculum.

The dissertation strongly recommends that SMTs should have a deep understanding and knowledge of the concepts listed above (which are used as themes in this study) in order to enhance learner achievement in their T40 schools. SMTs need to master theories and terminologies that are fundamental and that underpin the Curriculum and Assessment Policy Statement (CAPS) as the curriculum policy. The study also recommends that CAPS should be comprehensive and explicit about each of these concepts: rationale, goals, content, roles, resources, activities, environment, assessment, and time.

ABBREVIATIONS AND ACRONYMS

ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
CHAT	Cultural-Historical Activity Theory
DSG	Developmental Support Group
FET	Further Education and Training
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
PGP	Personal Growth Plan
SACE	South African Council for Educators
SIP	School Improvement Plan
UKZN	University of KwaZulu-Natal
SMT	School Management Team
T40	Team of 40

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CHAPTER ONE

THE OVERVIEW, CONTEXT AND OBJECTIVES

1.1 Introduction

This chapter intends to provide a broad overview of and orientation to the study. The South African education system has been undergoing a number of reforms with regard to curriculum. Budden (2016) reveals that in 1998 the Council of Education Ministers made a decision to replace the apartheid curriculum with an Outcomes-Based Education curriculum in General Education and Training, which was followed by the National Curriculum Statement (NCS). In 2011 Minister of the Department of Basic Education (DBE), Angie Motshekga introduced the Curriculum and Assessment Policy Statement (CAPS) to be implemented in 2012 at the Further Education and Training (FET) level. Chaudhary (2015) cites that curriculum implementation has been a cause of concern to the education fraternity, as authorities in question – particularly at school level – are found wanting with regard to how to implement the curriculum. Teachers are at the ‘coalface’ of curriculum implementation, and are responsible for putting the intended curriculum into practice. The School Management Team (SMT), as the formal leadership structure at school level, is entrusted with the responsibility to manage the curriculum at school level, as per prescriptions by the DBE. Therefore this study seeks to explore SMTs’ practices in managing the curriculum of Team of 40 (T40) schools. This chapter intends to present the focus of and background to the study, literature review, research question and objectives, data generation methods, data analysis, research design and methodology, sampling, limitations, trustworthiness and ethical issues.

1.2 Project title

The title of this study is ‘Exploring School Management Teams’ Practices in Managing Curriculum of Team of 40 Schools in Mashona Circuit under Zululand District’.

1.3 Focus of the study

The purpose of the study is to explore the practices of SMTs when they manage the curriculum of T40 schools.

1.4 Location of the study (delimitation)

The study will be conducted at the Mahlabathini Circuit Management Centre in Mashona Circuit, Zululand District, KwaZulu-Natal. The focus of the study will be on SMT practices in managing T40 schools. I selected three of these schools because of their underperformance over the past three years; they are referred to as T40 schools. These schools are accessible to me as I also fall under Mashona Circuit, and will provide relevant and accurate data for my study.

1.5 Rationale of the study

The study was chosen because of my personal interest and involvement in managing a school and the leadership role I play as the principal. I have been the principal of the high school for the past 16 years, and part of the SMT for all these years. My observations and experiences are that SMT members seem not to be aware of their roles and management practices. This situation results in different performance results for various schools as the SMT does not effectively engage in their practices. This has resulted in a poor pass rate for Grade 12 over the past three years in some schools.

As a school principal this has troubled me a lot, because it poses a big challenge in the education sector if high schools are attaining less than a 40% score for the past three years. Seemingly no improvement is evident, despite intervention by the DBE. I have observed that the DBE has employed numerous strategies and intervention programmes, such as networking with best-performing schools to provide guidance and assistance to these schools, and organisation of developmental workshops and incubation camps. Some of these schools have been adopted by departmental officials to monitor their performance at close range – yet they remain in this undesirable zone of T40. I have witnessed that subject advisors also visit these schools on a regular basis to offer assistance. The impact of underperformance by T40 schools is such that the school enrolment drops, which further compounds problems around staffing of such schools. This aroused my interest to explore the practices of SMTs. I strongly believe that if the SMT members can be familiar and conversant with their practices, there can be a huge improvement in the pass rate.

Lumadi (2012) defines practice as the performance of an activity or exercising of a skill repeatedly or regularly in order to acquire or maintain proficiency in it, and eventually get the desired results. This suggests that SMT members have to perform particular activities when they manage the curriculum of T40 schools. Terhoven and Fataar (2018) reveal that there are four categories of core practices of SMTs: setting the direction; developing people; redesigning an organisation; and managing teaching and learning. There have been few studies to explore these SMT practices. As a result, this study intends to explore these practices, since it is vitally important that SMT practices are identified and used to improve the academic success of T40 schools.

The results of this study may help inform the DBE, Circuit Management, subject advisors, curriculum designers and principals on issues surrounding the practices of SMTs. It may help equip SMTs with skills and knowledge about SMT practices and curriculum issues.

1.6 Review of the literature

Niemann and Kotzé (2006) concur with Lumadi (2012) definition of practice above, that it refers to habitual engagement in a particular task or activity to achieve competence therein. This suggests that SMT members have to perform particular activities when they manage the curriculum of T40 schools. The study conducted by Naicker and Mestry (2013) defines the SMT as a formal leadership structure at a school level which is constituted by the principal, deputy principal and departmental heads. Shoba (2009) defines the SMT as the school leaders who lead the curriculum by ensuring that it is planned and implemented accordingly. According to Shen et al. (2010), leaders play a very significant role in the academic performance and success of the school, and carry countless responsibilities. As indicated by the above scholars, SMTs have some practices that they have to exercise or employ when they manage the curriculum of T40 schools. Houtveen et al. (2007) declare that T40 schools are schools whose academic performance are far below expectation and in fact, it is below 40 % over time. Houle (2006) as well as Papa and English (2011) concur with Campbell, Heyward, and Jochim (2018) in asserting that T40 schools consistently fail to meet the specified levels or targets despite the support and intervention given to them. These schools remain in the T40 zone. Campbell et al. (2018) stress that the classification of the T40 schools is based on the externally benchmarked tests and examinations written in Grade 12. This suggests that when the school obtains less than 40% in grade 12 it is classified as T40 school.

Hallinger (2010) reveals two categories of SMT practices, namely instructional and transformational SMT practices, and proposes integration of the two in order to improve learner attainment. Peter (2018) adds that ethical SMT practice is a foundation on which all SMT practices should be built. This suggests that the SMTs of T40 schools need to take cognizance of these practices in order to improve learner attainment.

1.7 Objectives of the study

The purpose of this study is:

- To explore SMT practices in managing the curriculum of T40 schools in Mashona Circuit; and
- To understand the reasons that inform SMTs' practices when they manage the curriculum of T40 schools.

1.8 Research questions

The research questions asked in this study are as follows:

- What are the practices of SMT in managing the curriculum of T40 schools?; and
- What informs the SMT practices in managing the curriculum of T40 schools?

1.9 Research design and methodology

1.9.1 Research paradigm

Creswell and Poth (2017) define the research paradigm as a way of looking at or researching a phenomenon by looking at which problems are to be investigated and how to investigate them. This study will use the interpretivist approach. According to Neuman and Kreuger (2003) the interpretivist approach aims to understand the meaning in human behaviour, rather than to generalise and predict the cause and effect of the phenomenon. The research intends to gain a deeper understanding of the phenomenon and its complexity (Creswell, 2017). Mack (2010) concurs with the above assertions that the interpretivist approach relies on both the researcher and human subjects as instruments to measure some phenomenon, and that it typically involves observation and interviews.

As a researcher I want to gain a deeper understanding of the SMT practices and interpret them for the improvement of results. My study will do this through observation of and interviews with departmental heads in their natural setting – that is, in their schools. I will gain an understanding of and describe the SMT practices in order to arrive at the core of the situation that is leading the schools to fall under the T40 category, and assess what should be done to salvage them.

O'donoghue (2006) reveals further advantages of using the interpretivist approach: the researcher conducts this type of research in its natural setting – in the case of this study, at school – by using key methods like case study and interviews. As I will interact with the departmental heads in their schools, this will make the data authentic. However, there is one main criticism levelled against interpretivist paradigm – and that is that its views tend to be subjective rather than objective. This suggests that the interpretivist approach leaves more room for bias. This criticism can be overcome by designing the research instruments such as interviews and case studies in an objective manner that can counteract bias to make the results authentic and subjective.

1.9.2 Research approach

The study will adopt a qualitative research approach which will offer me, as the researcher, the opportunity to try to understand and describe the ways in which different individuals make sense of their experiences in their natural setting. With this approach I will explore the practices of the SMT. Black (2006) defines qualitative research as a form of social inquiry that tends to adopt a flexible, data-driven research design which uses unstructured data to allow subjectivity of the participants in the research process. Sullivan and Sargeant (2011) concur in defining the qualitative approach as a scientific method of observation to gather non-numeric data and answers as to why and how a certain phenomenon occurs. The approach explores, describes and generates a theory for complex human intentions and practices.

Creswell and Poth (2016) cite that qualitative research deals with socially constructed realities and qualities that are complex. I have chosen this approach to explore SMT practices, to understand and describe them in their natural setting at school. As a researcher I will interact with SMT members through the use of a focus group discussion (FGD), case study and semi-structured interviews. These methods will enable me to understand the complexity underpinning the SMT practices as a phenomenon. Oka and Shaw (2000) identify the strength

of qualitative research as being that the data collected are based on the participants' points of view rather than the world created by the researcher. This suggests that the SMT will provide me with data on what they feel or do when they manage the T40 schools, and that will make it authentic.

Richards and Morse (2012) reveal that qualitative research is considered lightweight in the sense that it involves a small sample of individuals, which may not be representative of the broader population.

1.9.3 Research design: Case study

This study adopted case study as research style. According to Yin (2017) case study is a single instance of a bounded system. Abiddin (2007) concurs with Ormston, Spencer, Barnard, and Snape (2014) by highlighting that a case study allows the exploration and understanding of a complex phenomenon within its real-life context. This definition is further echoed by Creswell (2013), that case study describes and analytically explores a person or group of people over time. With explorative analysis of the study through case study, I will be able to get a deeper understanding by investigating the phenomenon in its real-life context; that is, how the SMTs manage the curriculum of T40 schools.

Kohlbacher (2006) outlines three types of case studies: intrinsic, instrumental, and collective. This study adopted an instrumental case study, because I wanted to gain an in-depth understanding about the practices of SMTs in managing the curriculum of T40 schools. Padilla-Díaz (2015) reveals the strengths of a case study as being that they are less costly, are accessible, and the researcher's findings are grounded in reality. Zainal (2007) levels the criticism that the researcher's own subjective feelings may influence the case study, and that it is time-consuming.

1.10 Data generation

Garrott (1986) defines data as information that is collected, observed, or created, for the purpose of analysis to produce original research results. Yin (2017) demands that a researcher has the ability to handle and synthesise many kinds of data simultaneously; the diverse data provide the evidence needed for the researcher to draw conclusions – the evidential chain of

evidence that gives credibility, reliability, and validity to the case study. In this study the data will be generated through unstructured observation, an FGD and a one-on-one semi-structured interview.

1.10.1 Reflective activity

Cohen, Manion, Morrison, and Morrison (2007) define reflective activity as a written activity that asks educators to complete a short series of open-ended questions about the issue under study.. Alvi (2016) reveals that reflective activity allows the respondent to express an opinion without being influenced by the researcher. I will design an open-ended questionnaire as a reflective activity and distribute it to SMT members, to lay the foundation for the FGD. I will therefore use reflective activity to explore SMT practices in managing T40 schools. The study further highlights that reflective activity has the advantage of allowing respondents to respond spontaneously and include more information, such as feelings, attitude and understanding of the topic. This allows me as the researcher to better access the participants' true feelings on the phenomenon. Yin, Wang, and Gu (2007) identify the fact that it is time-consuming as a shortfall of reflective activity, as respondents do not respond as quickly as expected. To overcome this shortfall, I will give the SMT members ample time of five days to complete the questionnaire.

1.10.2 Focus group discussion

Cohen, Manion, and Morrison (2013) define the FGD as a tool in qualitative research where a group of participants are selected and asked their opinions on a particular topic. The environment is interactive, and the participants are free to discuss the topic with each other. The study reveals that in the FGD it is of vital importance for participants to interact with each other as well as the researcher as the mediator. I will conduct an FGD in one of the schools central to all participants, to make for convenient it accessibility. I will direct the discussion to allow freedom of participation and expression to all participants, so that they can voice their feelings and opinions without fear and influence from either their fellow participants or the researcher. Silverman (2016) believes that FGDs are easy to conduct, low cost and require less time to get results, since the results are available immediately after conducting the discussion.. Hennink (2013) identifies a shortfall of FGDs as being that one strong and influential participant can sway the tone of the entire group by dominating the discussion. This can be

overcome by ensuring that the participants are treated equally, and the discussion should take place in such a way that they are able to speak in turns.

1.10.3 One-on-one semi-structured interviews

Newcomer, Hatry, and Wholey (2015) define one-on-one semi-structured interviews as a meeting where the interviewer does not strictly follow a formalised list of questions. These interviews are loosely structured and adopt an informal style of approach. I found the one-on-one semi-structured interview to be the most suitable tool for this study, as it allows respondents to give more detailed responses based on the questions from the reflective activity. I will give SMT members a set of interview questions and allow them the freedom to relax and probe the questions. I will be friendly, to enhance freedom of expression on the part of the respondents. I will require participants to explain all practices in detail, and will avoid dictating what I need from them. Cohen, Manion, and Morrison (2000) identify the advantage of the semi-structured interview as that the data collected from respondents is primary and authentic, since it is a live interaction between the interviewer and respondent. The study reveals the drawback that it is time-consuming to set up interviews and analyse feedback. This can be overcome by drawing up a plan of how the process will be followed with regard to duration for the participants, giving each participant ten minutes to respond.

1.11 Sampling

Richards and Morse (2012) define sampling as the act, process or technique of selecting a suitable sample or representative part of a population for the purpose of determining the characteristics of the whole population. Christiansen, Bertram, and Land (2010) define sampling as making a decision about which people, setting, events or behaviour to observe or study. Babbie and Mouton (2001) emphasise that the participants are randomly selected from the population to test a hypothesis. Alvi (2016) identifies two methods of sampling, namely convenient sampling and purposive sampling. The study defines convenient sampling as when participants are selected based on the fact that they are easily and conveniently available. In contrast, purposive sampling is when participants are selected because of their characteristic of being information- rich. I will use convenient sampling, as I will select three SMT members who are easily accessible and readily available. These SMT members will be those I am familiar with, and those from the neighbouring schools. Using purposive sampling I will select

the most senior and experienced SMT members, who are said to be information-rich and who fall under the category of T40 schools.

Before the sampling takes place, I will recruit my participants in the T40 circuit cluster meeting, and voluntarily request them to participate. I will also explain the purpose of partaking in the study. Alvi (2016) identifies the strength of sampling as being that it requires fewer resources as compared to a census which includes the whole population. This suggests that time and money will be saved, as I will focus on a small sample of the T40 schools. Salant, Dillman, and Don (1994) highlight a setback of sampling as being sampling bias. The study reveals that sampling bias occurs when the selected sample does not truly reflect the characteristics of the population.

1.12 Data analysis

Ridder (2014) defines qualitative data analysis as the process of examining qualitative data to derive an explanation for a particular phenomenon. The study further expatiates that data analysis gives the researcher an understanding of the research objectives by revealing patterns and themes in the data. Caudle (2004) identifies the purpose of data analysis as being to organise and interpret data, to identify patterns from the data and to form the basis for informed and verifiable conclusions. I will adopt thematic analysis in this study. Dimmock and Lam (2012) define guided thematic analysis as the process of identifying patterns and themes within the qualitative data to address the research or phenomenon. As a researcher I will identify these patterns and themes in the SMT practices by applying guided analysis.

Braun and Clarke (2012) reveal two approaches to thematic analysis. The first is the deductive approach, which is defined by the study as the analysis is based on a structure predetermined by the researcher. I will apply this deductive approach by using the questions which are in the interviews and FGD to analyse the data. The second approach of guided thematic analysis is an inductive approach which is not based on a predetermined framework, and is often used by researchers when little is known about the phenomenon. I will use guided analysis to code respondents' responses from the recorded sources to identify patterns and themes of the study.

1.13 Trustworthiness

Trustworthiness in research refers to the degree to which the data can be relied on because the findings are accurate, credible and of high quality (Rolfe, 2006). As a researcher I will ensure that the findings are trustworthy by paying attention to the dimensions of trustworthiness, which are credibility, transferability, dependability and conformability.

Patton (1999) defines credibility as the idea of internal consistency, where the core issue is how to ensure rigour in the research process and communicate to others with confidence that the findings are real. The study further elaborates on how confident the researcher is in the truth of the research findings. I will use prolonged engagement with participants and also conduct participants' checks, where the participants will check their responses to confirm that they correctly represent them.

Transferability refers to the extent to which the reader is able to generalise the findings to his or her context and address the core issue of how far a researcher may claim general application of the findings (Patton, 1999). This suggests that the findings should be applicable to other contexts, in other words similar situations, populations and phenomena. I will achieve this by providing sufficient information about myself as the researcher and the research context around which the processes were conducted.

Confirmability addresses the core issue that findings should represent as far as humanly possible the situation being researched, rather than the beliefs, pet theories or bias of the researcher (Cope, 2014). I will use an audit trail which highlights every step of data analysis in order to provide a rationale for decisions made (Morrow, 2005).

Dependability refers to the extent to which the study could be repeated by other researchers, and the findings should be consistent across time, explicit and repeatable (Morrow, 2005). This can be achieved through an inquiry audit, which requires an outside person to review and examine the research process and data analysis (Kalu & Bwalya, 2017). To ensure dependability, I will seek assistance from a fellow researcher to examine the process that was followed.

1.14 Anticipated problems/limitations

As a school principal of a high school, where Grade 12 results are vitally important, I anticipate challenges in the workplace in meeting the deadlines of my project. School management and administration are demanding; however, I will design programmes and plans that I will use to strike the balance between school work and my project. I am also aware that as a principal who is also on the SMT I might have predetermined knowledge and experience of what I ask the participants about. This may cause bias on my part as the researcher. I will, however, ensure that participants are free from my influence and that they provide their own responses. I will also observe and uphold all ethical principles and dimensions of trustworthiness.

1.15 Ethical issues

Orb, Eisenhauer, and Wynaden (2001) define ethics as a philosophy which involves systematising, defending and recommending concepts of right or wrong conduct. The study reveals that ethics seeks to resolve questions of human morality by defining concepts such as good or evil and virtue and vice. As a researcher I will have to be very sensitive about moral standards and the rights of the participants, that is, SMT members. I will have to respect their human dignity and ensure that I do not cause harm and discomfort of any nature. I will observe and uphold all of the ethical issues of conducting research. Having acquired official permission from the Department of Education I will adhere to ethical principles.

Silverman (2016) declares that it is the responsibility of the researcher to inform the participants about the intention of having them participate in a study by providing them with complete information on the nature of the study. According to Ryen (2004) the researcher should ensure that he develops rapport by creating a trustworthy and friendly environment. It is vitally important that I create a friendly atmosphere where participants will feel free and enjoy their participation in the study. Silverman (2016) further declares that the participant is entitled to expect that any information that they provide will not be given to anyone. I will ensure that I keep information confidential and make sure that it is never accessed by anyone except the supervisor. Hammersley and Traianou (2012) assert that any individual participating in research has a reasonable expectation that privacy will be guaranteed and that their identity will not be revealed. As a researcher I will ensure that no identifying

information is revealed or exposed to the public. Silverman (2016) declares that the participants have the right to withdraw from the study at any time if they wish to do so

1.16 Summary of Chapters

1.16.1 Chapter One: Overview, context and objectives

The first chapter outlined the general background to, overview of and orientation to the proposed study. Furthermore, it also presented the project title, rationale for the study, location, research method and design, together with ethical consideration and issues of trustworthiness.

1.16.2 Chapter Two: Literature review

This chapter provides a review of the literature by unpacking the study phenomenon: SMT practices, including instructional, transformational and ethical practices. It also elaborates on curriculum presentation by delving deep into levels of curriculum, namely intended, implemented and achieved curriculum. It is worth mentioning that concepts: content, goals, accessibility, rationale, activities, resources, accessibility, roles, environment, time and assessment were used to organise and discuss the reviewed literature.

1.16.3 Chapter Three: Research design and methodology

Chapter Three exposes the theoretical framework of cultural-historical activity theory (CHAT) which guided the research project. I unpack CHAT with special reference to how it originated and how different generations developed the theory. This chapter also shows the three triangles for each generation and how they shaped and developed the theory. Furthermore, an in-depth exposition of the six related components of CHAT (namely subjects, object, tools, community, rules and division of labour) is made by also contextualising CHAT to the research phenomenon of SMT practices.

1.16.4 Chapter Four: Data generation and analysis

Chapter Four unpacks the research design and methodology used in this research project. The study adopted a qualitative research approach which enables the researcher to understand and describe ways in which different individuals make sense of their experiences in their natural setting. The chapter elaborates on the research paradigm, research approach, case study, data

analysis, sampling, ethical issues, trustworthiness, and limitations and possible problems of the study. The research design and methods which guided and directed the study in order to realise the set objectives are discussed. Strengths and weaknesses of each method are unpacked.

1.16.5 Chapter Five: Research findings, recommendations and conclusion

In Chapter Five the findings from SMTs' accounts as participants are presented, analysed and discussed. The concepts: content, goals, accessibility, rationale, activities, resources, accessibility, roles, environment, time and assessment are used as themes of discussion and analysis which the findings of the generated data follow.

1.16.6 Chapter Six: Summary, conclusion and recommendations

This chapter provides a summary of the study by comparing and discussing findings from literature, CAPS documents and data analysis. This chapter unpacks recommendations from each concept and further highlights suggestions for further research to be conducted. The limitations of the study are indicated.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter has oriented the reader to the rationale, research questions and objectives, literature review, theoretical framework, location, research paradigm, methodological approach, research style, data generation methods, sampling, ethical issues, trustworthiness and limitations of the study. The significance of the study was also clearly outlined.

This chapter elaborates on the reviewed literature and explores different studies on SMT practices in managing the curriculum of T40 schools. I compare these studies in order to answer the critical research question of the study. Hart (2018) defines literature review as a detailed academic search of accredited sources and resources of existing knowledge available on any given research topic. Trowler (2010) asserts that the literature review gives a summary, analysis and evaluation and explains which research has already been conducted on that particular topic. The literature review will therefore offer me an opportunity to discuss and explore previous research studies that have been carried out in relation to my study phenomenon, which is SMT practices.

This suggests that the literature review provides me as the researcher with a handy guide to my research topic. Bass, Avolio, Jung, and Berson (2003) state that the literature review aims to compare national and international research studies with the intention of identifying gaps in knowledge that may still exist. Figure 2.1 provides a flow chart of the chapter.

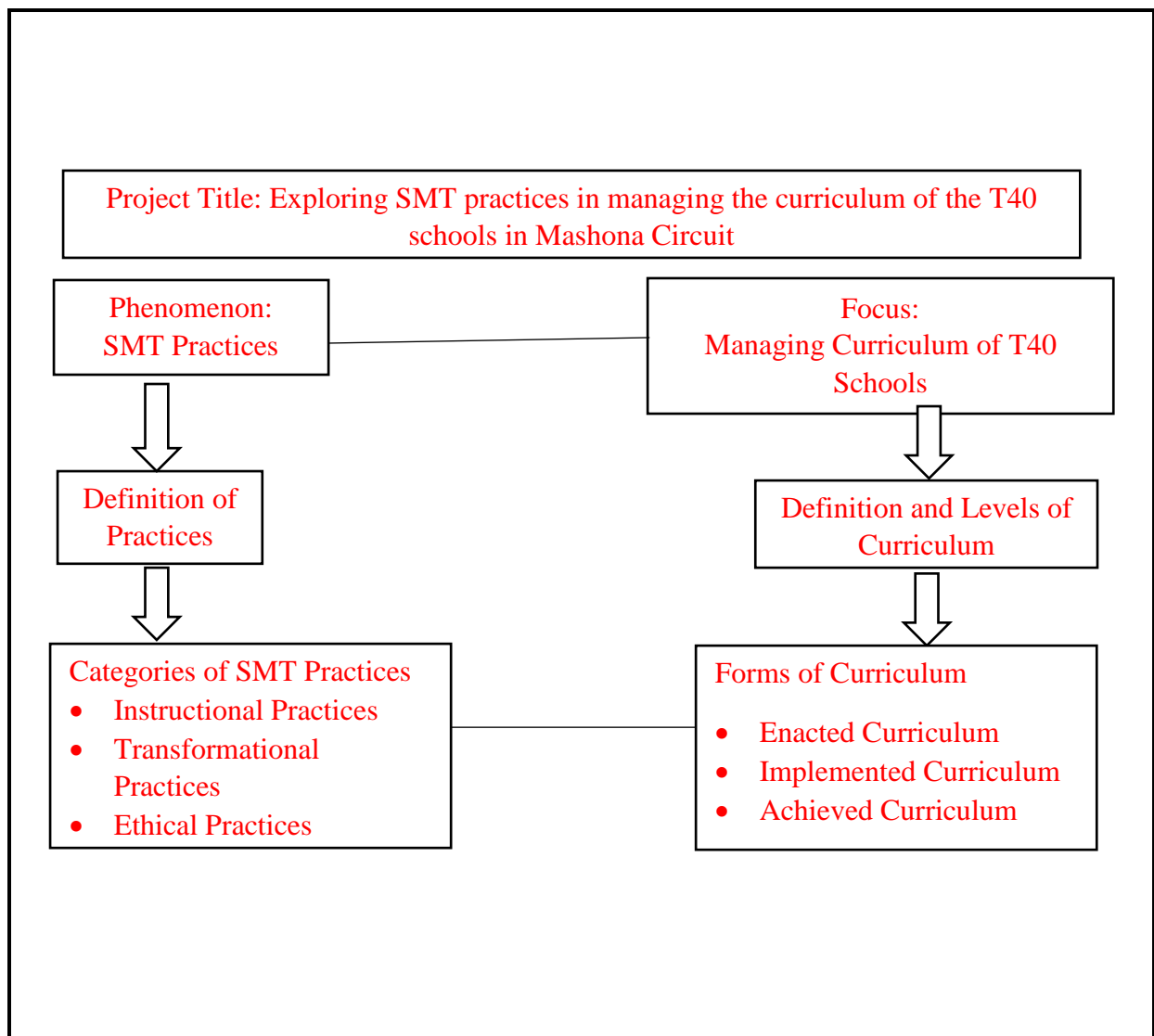


Figure 2.1: Flow chart of the chapter.

2.2 Phenomenon: SMT practices

Lumadi (2012) defines practice as performing an activity or exercising a skill repeatedly or regularly in order to gain or maintain proficiency in it and eventually get the desired result. Niemann and Kotzé (2006) concur with Lumadi (2012) that practice refers to habitual engagement in a particular task or activity to achieve competence in it. This suggests that SMT members have to perform particular activities when they manage the curriculum of T40 schools. Naicker and Mestry (2013) define SMT as a formal leadership structure at a school level constituted by the principal; deputy principal and departmental heads, while Shoba (2009) defines it as school leaders who lead the curriculum by ensuring that it is planned and implemented accordingly. Shen et al. (2010) reveal that leaders play a very significant role in the academic performance and success of a school and carry countless responsibilities. As

defined by the above scholars, SMTs have practices that they have to exercise or employ when they manage the curriculum of T40 schools. Hallinger (2010) used a mix of questionnaires, interviews and hypothesis testing to explore the critical factors for effective and best SMT practices, and arrived at two types of practices, namely instructional and transformational SMT practices. The study identified some practices as weak, good, best and excellent. Based on the findings a conceptual framework was provided to improve the weak practices in order to sustain academic quality improvement. The study further proposes the integration of instructional and transformational practices to improve learner attainment. This suggests that some practices used by SMT are weak and cannot give good results for the school. For instance, when SMTs do not make an effort to develop teachers in content presentation, the results may be disastrous. Peter (2018) adds that ethical SMT practice is a foundation on which all SMT practices should be built. This suggests that the SMTs of T40 schools need to take cognizance of these practices in order to improve learner attainment.

2.2.1 Instructional practice

Blase and Blase (2000) are of the view that instructional practice increases classroom curriculum instruction by influencing teachers' behaviour and competency to improve the results of T40 schools. Robinson (2010) defines instructional practice as creating a conducive environment for teaching and learning to take place in order to pursue the academic attainment of learners at school. Hence instructional leaders, the SMTs, should be goal-oriented and focus on the improvement of the academic achievement of T40 schools, by ensuring that learners find the learning environment very favourable and conducive for learning and teaching to take place. Terhoven and Fataar (2018) reveal the following four instructional practices: 1. setting direction practice; 2. developing people; 3. redesigning an organisation; and 4. managing teaching and learning.

Klar and Brewer (2013) assert that setting direction practice as an SMT practice involves building a shared vision, fostering the acceptance of group goals, creating expectations of high performance and communicating the overall direction of the school. This suggests that the SMT should promote the acceptance of goals shared by the teachers they are leading, through which they should build a shared vision. In other words, the SMT should communicate the goals of the school in terms of what the school wants to achieve. For instance, from the beginning of the year the SMT should communicate the target percentage the school wants to achieve at the

end of the year, and should also determine the type of subjects they want to offer. For instance, the SMTs need to communicate to teachers that the school targets 100% pass in all subjects. Chan (2010) states clearly that the curriculum policy expectations and goals should be interpreted and communicated strongly around the need of the school to achieve better results. As asserted by Lunenburg (2011) when goals or direction are not set, laziness will creep in because goals require energy and the teachers will end up not taking step one towards achieving the goals of the school. This gives the SMTs a wake-up call that teachers become lazy if they do not know what they are required to achieve. This suggests that the SMT should set a target percentage for each and every subject. When the SMTs of T40 schools have been able to set the direction, they will be able to draw up a programme to develop the people in the school.

According to Sun and Leithwood (2015) developing people as an SMT practice involves providing individualised support and intellectual stimulation and the modelling of appropriate values and practice. This suggests that SMTs have to provide developmental workshops for educators, and that they are expected to invite curriculum advisors to assist teachers with understanding and delivering the subject content. This indicates that attending workshops should be prioritised by the SMTs in order to equip teachers with knowledge and skills to impart subject matter to learners. In developing teachers in their schools, SMTs should use an integrated quality management system (IQMS) consisting of three programmes aimed at enhancing, monitoring and developing the performance of the education system (DBE, 2011): developmental appraisal; performance measurement; and whole-school evaluation. The purpose of the IQMS is to specify the needs of the educators, schools and district for support and development; to evaluate educators' performance, and to provide support for continued growth. This suggests that the SMTs should employ the developing practices to use the IQMS to develop and assess/evaluate educators in order to improve academic performance in their schools.

A study by Wragg (2011) stresses the use of classroom observation by SMTs to develop teachers in order to improve the academic performance of the school. Adelman and Walker (2003) define classroom observation as a formal or informal observation of teaching while it is in progress in the classroom. O'Leary (2013) states that classroom observations are used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques. Therefore, SMTs should design a programme for conducting classroom observation. First and foremost, SMTs should conduct a very

comprehensive workshop in which they explain the purpose and rationale of conducting classroom observation to teachers. It should be crystal clear to teachers that it is intended to develop them professionally. Teachers tend to view classroom observation as a form of victimisation and may not cooperate if it is not well explained. Hopkins (2002) cites that developing teachers through classroom observation provides feedback on the strengths and weaknesses of the instructional techniques that are used. This feedback can be used to develop the teacher to increase academic performance of the school. Mueller and Schroeder (2018) cite that when teachers are not observed they tend to take things for granted and may teach without preparation; this makes the lesson ineffective and learner achievement suffers substantially. This suggests that SMTs should observe teachers on a regular basis to improve the academic performance of the school. Developing people will be a springboard for redesigning the organisation.

.Klar and Brewer (2013) outline that redesigning the organisation is the third core SMT practice, which involves building a collaborative culture at school, time management, modifying the organisational structure to nurture collaboration, building productive relations with families as well as communities, and connecting the school to the wider communities (grouping or accessibility). Epstein et al. (2018) define community as a social unit with commonalities such as norms, religion, values, customs or identity, and they may share a sense of place in a geographically situated area like a village or town. In their ground-breaking research over a decade, Epstein et al. (2018) concluded that high schools work successfully if there is community partnership. The study further identifies five levels of community partnership: 1. networking, which is about creating the base for support and common understanding; 2. cooperation, which aims to match the needs and provide coordination; 3. coordination, which deals with sharing resources to address common issues; 4. coalition, which entails sharing of ideas and being willing to pull resources from the existing system and develop commitment for a minimum of three years; and 5. collaboration, which involves accomplishing the shared vision and also building an interdependent system to address issues and opportunities.

Fan and Chen (2001) conducted qualitative research on community involvement and participation in the education of children. Convenient sampling of five schools was done to investigate the influence of community involvement on students' academic achievement. The findings of the study were that two schools had good community involvement, and those

schools had excellent academic achievement. This suggests that the school cannot work in isolation from the community it serves, but should work co-operatively and in partnership with the community. Bower and Griffin (2011) reveal that community involvement is an effective tool to increase student achievement, while lack of it causes stress to learners resulting in poor performance. It goes without saying that the SMT should see to it that healthy and sound relations and financial culture are established with the communities and sustained in order for the pass rate to improve. It is the responsibility of the SMTs of T40 schools to manage the community involvement at schools by organising parents' meetings where school issues like learner performance, school finances and merit awards for deserving learners are discussed. When the organisation is well redesigned, this will enable the SMT to manage teaching and learning.

Hornig and Loeb (2010) assert that managing teaching and learning entails a staffing instructional programme; monitoring the progress of the students, teachers and school; providing instructional resources; and buffering staff from distractions that detract from their work. Remillard (2018) defines instructional resources as material that organises and supports instruction, such as textbooks, tasks and supplementary resources. This suggests that the SMTs should provide teachers with textbooks so that learners have the necessary textbooks to complete their tasks. Shulman and Sparks (1992) state that monitoring is the regular observation and recording of activities taking place in a project or programme by routinely gathering information. The study further points out that monitoring also gives feedback about progress to the implementers. This suggests that the SMTs should observe teachers and record all of the activities taking place in the classroom. The SMT should check how activities are progressing, and whether learners are doing the tasks given to them. The study further stresses the importance of giving feedback to make informed decisions.

Bush, Joubert, Kiggundu, and Van Rooyen (2010) cite that when the SMT fails to manage teaching and learning they create a negative environment which is teeming with fear, anxiety and uncertainty, meaning that the teachers and learners are not going to work well, which results in poor performance. This suggests that SMTs should manage teaching and learning by holding both departmental and SMT meetings on a regular basis to discuss reports on how teachers do their work and how learners perform in their tests and class activities. This provides teachers with a conducive environment that will motivate them to work hard, knowing that they

are being monitored. Hallinger (2010) states that effectiveness of instructional practices lies in their integration with transformational practice.

2.2.2 Transformational practice

Leithwood and Jantzi (2006) used a survey data from an achieved sample of 1818 and 6490 students from 94 elementary schools to replicate an early study of the effect of transformational leadership practices on student achievement. The results demonstrated strong significant effects of transformational practices on learner achievement. The study further revealed that transformational practice is also viewed as productive by teachers and promotes collaboration.

According to Bass and Riggio (2006) transformational practice entails the SMT practice where leaders encourage, inspire and motivate educators in order to innovate and create change that will improve the academic success of the school. Reviewed literature states categorically that transformational leadership is more oriented to giving educators the room to be creative and allows them to take authority over their actions. Thus SMTs as transformational leaders should inspire and motivate the educators of the T40 schools.

Transformational leadership practices have a number of categories. Bass and Riggio (2006) are of the view that motivation is the ability to inspire confidence, motivation and a sense of purpose and drive among the educators. SMTs as transformational leaders must therefore articulate a clear vision for the future, communicate expectations and demonstrate commitment to the goals that have been laid out. Bass et al. (2003) state that if educators are motivated, they are willing to invest more effort in their tasks and are encouraged and optimistic about the future as they believe in their abilities. SMTs need to instil a sense of purpose and meaning into educators in order to ensure that they act with motivation. Sorinola, Thistlethwaite, and Davies (2013) concur with Gautreau (2011) that teachers should be motivated by praising them publicly, giving them rewards for jobs well done, and encouraging them to seek professional development opportunities. It is very true, as asserted by Steyn (2002) that when teachers are demotivated it results in increased teacher absenteeism and thus affects the academic performance of the school. This suggests that SMTs of T40 schools should keep their teachers motivated in order to improve the academic performance of the school.

In their practice of managing their schools, they should provide coaching and mentoring. Tang (2006) further points out that transformational leaders work as mentors for colleagues and support individual educator's needs. Educators are nurtured to achieve their highest levels of performance. SMTs of T40 schools need to make it a top priority to mentor educators on how they deliver subject content in order to improve the academic performance of the school. Copley and Nelson (2012) revealed that when teachers are not mentored or coached on how to do their work, they employ inappropriate methods and strategies in their teaching which results in students receiving incorrect concepts and content. Therefore, SMTs should have schedule foron how they are going to mentor teachers. In mentoring teachers, in one way or other, they will be promoting team work among them.

Jiang and Chen (2018) state that transformational leadership focuses on encouraging communication and teamwork to solve problems. Therefore, SMTs as transformational leaders should advocate cooperation among members by establishing a shared attitude, cultivating a helping climate and persuading team members to be team players. Tang (2006) concurs that transformational leaders prioritise teamwork rather than individual work by advocating collaboration and a sense of collective identity. As the advocates for teamwork, Manzoor, Ullah, Hussain, and Ahmad (2011) assert that team members enhance skills, knowledge and abilities while working in teams, which increases educator performance. Their study further shows how dangerous it is when there is no teamwork at school as performance is reduced due to the fact that teachers do not take a sense of ownership of the decisions and outcomes, and instead gossiping becomes rife. This suggests that SMTs should design a system of team building to promote teamwork in order to improve the academic performance of the school.

2.2.3 Ethical practice

In addition to the two conceptions of instructional and transformational practices, Peter (2018) and Ehrich, Harris, Klenowski, Smeed, and Spina (2015) advocate the integration of ethical practice. A study conducted by Rebore (2013) on the leadership relation between principals and teachers with regard to instructional and transformational practices in a sample of 24 nationally selected schools, 8 elementary schools and 8 high schools, was used to explore the effectiveness of the two conceptions of leadership. The study found that transformational practice is necessary but insufficient for instructional leadership practice, and recommended

the integration of ethical practice to the two conceptions. Peter (2018) echoes that ethical practice forms a foundation on which to build any leadership practice.

Bass and Riggio (2006) define ethical practice as the display of normative and appropriate conduct through personal action and interpersonal relationships, resulting in promoting two-way communication and decision making between leader and followers. This definition is echoed by Rebores (2013) who states that ethical leaders continually behave according to ethics and therefore set the ethical standards in an organisation. The study further points out that ethical leaders incorporate an ethical dimension in the decision-making process and also consider the ethical consequences of their decisions. Derr (2012) reveals that being ethical is about playing fair, thinking about the welfare of others and fulfilling moral obligations. It stands to reason that SMTs have to take the issue of ethical responsibility seriously, by demonstrating moral behaviour towards their educators and staying attuned to being the role model of good ethics at school. The more that the SMTs of T40 schools walk the talk of internalised values and virtues, the higher the level of trust and confidence that will be generated among their educators. This suggests that if SMTs are driven by ethical standards, educators will also conduct themselves according to good moral behaviour, and the results will improve.

Bass and Riggio (2006) are of the view that ethical practice is based on four principles which provide a foundation for the development of sound ethical leadership: respect, justice, honesty and community building. Eisenbeiss (2012) states that it is the duty of school leaders to treat their subordinates with respect. The study further points out that treating others with respect goes as far as respecting others' decisions, views and values. It is obligatory that the SMTs of T40 schools radiate a feeling of respect and acceptance to educators, to increase the sense of the autonomy and recognition of educators in the work environment. Urofsky, Engels, and Engebretson (2009) concur and state that respect implies that leaders listen closely to opposing points of view and respond appropriately. The respect that ethical leaders show makes educators feel competent and worthy. This makes them exert more effort on their work as they are treated fairly.

Bolden (2007) pointed out that ethical leaders are concerned about fairness and justice and should make it a top priority to treat all of their subordinates equally. Justice requires SMTs to place the issue of fairness at the centre of their decision-making process. This suggests that no

educator should receive special treatment or any form of favouritism from the SMTs, as this may destroy good relations, resulting in poor learner attainment. For example, the issue of late-coming is so prevalent in schools nowadays, and all educators should be reproached in the same manner. If the SMTs are just, it is easy for them to be honest. According to Shapiro and Stefkovich (2016) to be honest means being open with others by representing the reality as fully and completely as possible. When leaders are not honest others will see them as undependable, unreliable and untrustworthy. This suggests that subordinates lose trust and faith in dishonest leaders, which may pose challenges for how they relate to and work with such a leader. It stands to reason that SMTs as ethical leaders should be honest at all times to earn the respect and trust of the educators. This will enable them to build the community.

Robinson (2010) stated that an ethical leader considers the purpose of everyone involved in the group and is very sensitive to the interests of the community and the culture. Peter (2018) indicated that ethical leaders need to attend to the community's goal and purpose. SMTs as ethical leaders need to understand that they are part and parcel of the community in which they work, and that they need to build it up. This suggests that the more the community participates, the more the results improve; hence the SMTs should have a programme in place on how to build community relations. According to Mihelic, Lipicnik, and Tekavcic (2010) who concur with Bedi, Alpaslan, and Green (2016) ethical practice creates a healthier and more honest workplace which is inclusive and fair to all teachers. This makes the teachers feel accepted, united and motivated to work with commitment, thereby producing good results. This suggests that SMTs should employ ethical practice to get good results from teachers. However, scholars like Huhtala, Kangas, Lämsä, and Feldt (2013) level the criticism against ethical practice that it is rather dependent on the leader's ability to influence. In a way, ethical leaders need to have charisma, and such leaders are a rare breed.

2.3 Curriculum presentation

Dopson and Tas (2004) presented a case study on the curriculum development process employed by the schools of North Texas in the United States of America. The study intended to explore the process of curriculum change and whether all stakeholders, particularly teachers, know what curriculum is. The case study sampled five high schools and three elementary schools, and found that teachers do not know what curriculum is, as reflected in their response that it is the syllabus. It is therefore very important that SMTs should know what curriculum is

in order to capacitate their teachers for implementation. Curriculum is defined by Taba (1962) and Chaudhary (2015) as a plan for and of learning. Dopson and Tas (2004) further define curriculum as the list of programmes that the education department wants to teach learners. This list includes subject content, knowledge, skills and values. Kelly (1999) adds his weight to the definition that curriculum is a planned outcome which intends to enhance knowledge and abilities and develops positive values and attitude in learners. According to Hoadley and Jansen (2009) curriculum refers to the lessons and academic content taught and directed by the school to obtain its educational goals. Guzey, Moore, and Roehrig (2009) and Khoza (2015) define the curriculum as a framework that sets expectations for student learning and serves as a guide for teachers.

This suggests that the definition of curriculum is what the education department prescribes that teachers are going to teach learners within a specific period of time. In the context of this study CAPS is the curriculum being implemented. It goes without saying that in managing T40 schools the SMTs need to understand the curriculum (CAPS) as what is expected and prescribed by the Education Department. SMTs should therefore be driven by curricular knowledge in managing the curriculum of T40 schools. This suggests the use of the instructional practice of developing people to capacitate teachers on the curriculum. Therefore SMTs should ensure that teachers have a clear understanding of the curriculum in order to improve the academic success of T40 schools.

Hoadley (2015) and Goodlad (1990) identify three forms of curriculum, namely intended (curriculum as plan), implemented (curriculum as practice) and assessed (curriculum as achieved) curriculum. Figure 2.2 depicts the three forms of curriculum.

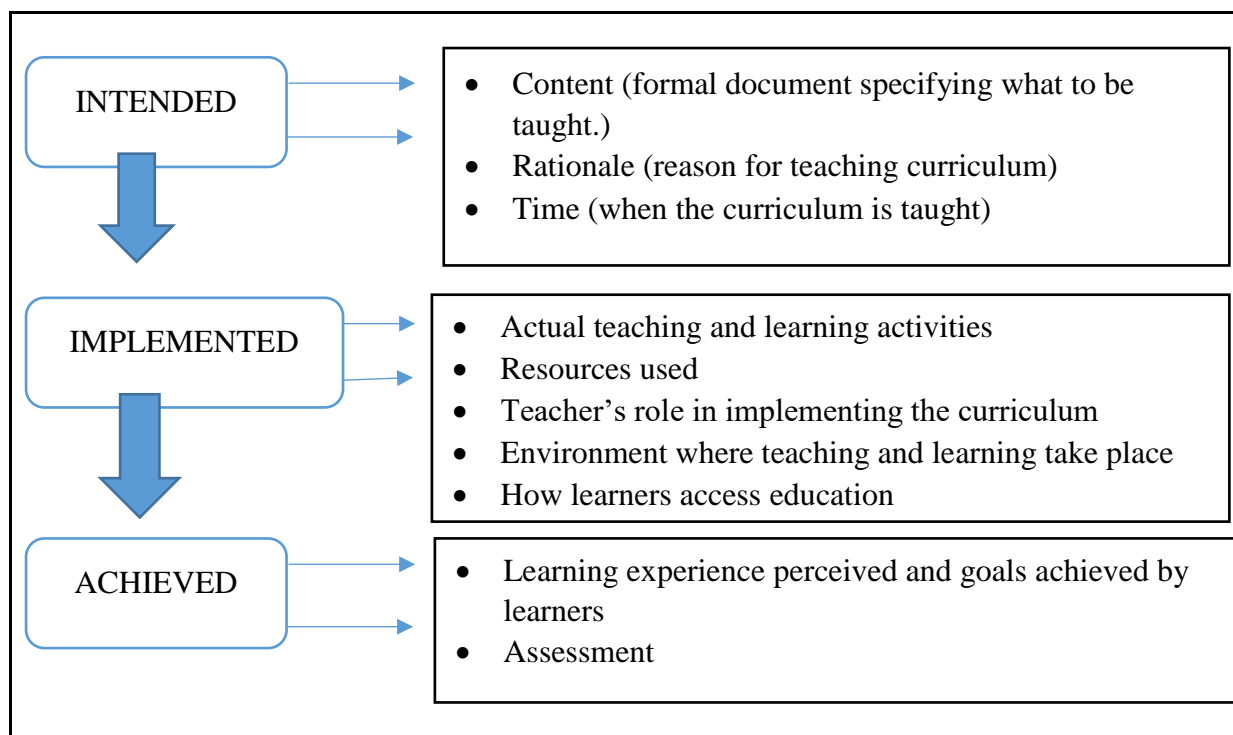


Figure 2.3: The three forms of curriculum.

2.3.1 Intended curriculum

Budden (2016) defines the intended curriculum as a set of formal documents that specify what the nation, education authorities and society expect the learners to be taught. Glatthorn, Boschee, and Whitehead (2005) concur with Hoadley, Tickle, Wood, and Kyng (2015) that the intended curriculum is a policy tool for curriculum standards, framework and guidelines that outline what is to be taught to learners. In the context of this study the curriculum that is prescribed by the education department is CAPS, according to which teachers have to teach learners. As stated by Miller (2019) and Khoza (2016), the intended curriculum is the written policy framed by educational authorities in prescribing what is to be taught. This suggests that SMTs of T40 schools should be conversant with the CAPS documents, as the curriculum in plan in order to provide guidance to teachers so that the pass rate can improve.

Morris and Adamson (2010) further elaborate on the importance of the intended curriculum being that it defines school subjects and the knowledge in them. The study further states that it also stipulates and provides guidance and guidelines as to how this knowledge might be taught. This suggests that school principals should use their instructional practices of redesigning the

organisation to know and plan the subject content delivery, and the number of periods per subject as prescribed or intended by CAPS, the national framework. When the SMTs understand the intended curriculum, they will be able to implement it effectively.

2.3.1.1 Rationale driving principals

Roehrig, Kruse, and Kern (2007) assert that curriculum implementation poses some big challenges if not managed properly, because the effectiveness and success of curriculum implementation depends on the rationale driving school principals. This suggests that the curriculum leaders at school level should have a rationale as to why they have to manage the curriculum. Rationale is defined by Mansfield, Wosnitza, and Beltman (2012) as a set of reasons or logical basis for why a certain action is undertaken. Antonietti, Rasi, Imperio, and Sacco (2000) simply describe rationale as a justification for performing an action. In the context of these definitions, SMTs should have an underlying rationale, drive and motive behind managing the curriculum. A study conducted by Khoza (2015) revealed that the rationale for curriculum management is divided into the personal (reason from individual), societal (reason from society) and professional (reason from profession) rationale.

Berkvens, Van den Akker, and Brugman (2014) point out that personal rationale places the individual principal or learner at the centre of the teaching and learning environment. Fuchs, Fahsl, and James (2014) point out that teachers and learners construct their own individual identities and personal meaning. Mpungose (2016) asserts that the personal rationale has a very significant role to play in achieving curriculum goals. This suggests that if the SMTs do not have a personal rationale it can be difficult to implement the curriculum successfully.

In a case study conducted by Hu (2005) to explore and examine reasons why departmental heads wanted to get promoted, a random sample of 27 departmental heads was selected and semi-structured interviews were used to generate data. The study found that the majority of the participants indicated that their main motive was to do with passion and love. In the context of these studies, it becomes evident that SMTs as curriculum leaders may have a wide range of personal motives and reasons as to why they became departmental heads or deputy principals. They need to have love to find their identities, so that they will have self-direction in managing the T40 schools. It is the personal motive, as cited by Saline (1972) that determines how the SMTs manage the curriculum.

Bernstein (2006) states that social rationale puts society at the centre of the teaching and learning environment. According to Tasca et al. (2015) teaching by societal rationale is mostly influenced by opinions, and local and everyday general knowledge. This suggests that in their instructional practice SMTs should ensure that what teachers teach is socially acceptable. This further suggests that in redesigning an organisation SMTs need to uphold and observe societal values, culture and customs to make education acceptable. Mansfield et al. (2012) and Hu (2005) share the same sentiment that societal rationale is built, to a large extent, on community involvement where parents' interests takes centre stage in teaching and learning. Therefore, SMTs must bear in mind that they are teaching learners who are from the community and belong to the community, and these learners must plough back what they have learnt.

Besides personal and societal rationale, SMTs are also driven by professional rationale. Khoza (2015) asserts that professional rationale places the profession at the centre of the teaching and learning environment. Osterman and Kottkamp (1993) concur with Fuchs et al. (2014) that professional rationale takes the form of a coherent, explicit and systematically principled structure which is hierarchically organised. This rationale has its own prescribed terminologies from policies prescribed by the DBE as reflected in the CAPS documents. In other words, SMTs are guided by policies from the department such as CAPS and the Employment Equity Act as to how they manage the curriculum of T40 schools. For example, there is only one syllabus or Annual Teaching Plan (ATP) in Mathematics for all South African schools, according to which teachers teach. The content is the same and also how performance is measured is the same, because it is based on the same content.

Khoza (2013) argues that mastering the individual subject content is more important than general knowledge. This suggests that in setting the direction and managing the teaching and learning practice the SMTs should ensure that teachers master the content, which will enable learners to pass. Also, the SMT needs to use its setting of the direction of practice in order to acknowledge the school community. On top of that, Milne and Reiser (2012) and Duncan, Alperstein, Mayers, Olckers, and Gibbs (2006) concur that teachers must be professionally qualified by having at least a recognised minimum three-year qualification (RQV 13), together with a certificate from the South African Council for Educators (SACE). SMTs, should therefore have these two basic documents in order to manage the curriculum effectively and efficiently through their instructional and transformational practices. Moreover, Roehrig et al. (2007) assert that teachers are to remain lifelong learners. This suggests that SMTs should

develop themselves professionally by registering for courses in management and leadership to enhance their expertise and knowledge in these spheres of education.

2.3.1.2 What content do SMTs manage?

Content is defined by Cook (2013) and Illeris (2018) as the subject topics that need to be taught to learners, and these should be at a suitable comprehension level for the grade they are designed for. Gudmundsdottir and Shulman (1987) and Chen and Ennis (1995) concur with Hill, Ball, and Schilling (2008) that content refers to theories, skills, concepts, principles and values within a particular subject discipline. This suggests that content for Economics at Grade 10 or Grade 11 level varies in terms of depth or complexity. SMTs should ascertain that teachers have access to the CAPS content that they must teach to learners. Furthermore, the DBE (2011) clearly outlines in the CAPS document all of the content for all learning areas for all phases and grades. CAPS is also very clear in distinguishing between communication-based content, which focuses on the content for teaching languages, and science-based content, which focuses on teaching science subjects.

DBE (2011) states clearly that learning to use language effectively enables learners to acquire knowledge and communication skills to interact with others and express their identity. It is for this reason that CAPS elaborates on the content to be covered when teaching language. Thus, Gatbonton and Segalowitz (2005) cite that communication-based content provides learners with language and communication skills such as listening and speaking, reading and viewing, writing and presenting, language structure (grammar) and creative skills where learners are taught to write essays, eventually leading to the writing of poems, drama and novels. Richards (2005) points out the best way to learn the First Additional Language is through extensive reading in order to increase the vocabulary. Spada (2007) advises that the communicative language teaching approach should be used, which emphasises interaction as both the means and goal of teaching language. This suggests that teachers should develop learners' reading and writing skills so that they can become lifelong readers and writers. In the context of these studies, SMTs should monitor the teaching of language and whether these communication skills are included, by ensuring that the ATP for language teaching is covered. Furthermore, SMTs, and particularly the departmental head for languages, should ensure that teachers are capacitated and developed in organising debates, dramatisation, symposiums and any other programmes enhancing communication skills.

SMTs also have to manage content based on science. According to the DBE (2011) science-based content entails subjects like Physical Sciences, Mathematics, Life Sciences and others. The DBE (2011) clearly shows the content to be taught in each grade and it is spread over one academic year. For example, Mathematics in the Senior Phase covers five main content areas, namely numbers and operations; functions, patterns and algebra; space and shape; measurement; and data handling. In their instructional practice of managing teaching and learning the SMTs should ensure that the content for each subject discipline is covered by recording in the ATPs. This suggests that SMTs of T40 schools should control teachers' preparation files on a regular basis to ascertain whether the teachers are teaching according to the prescriptions of the intended curriculum.

Gillies and Nichols (2015) outline that science-based content has practicals and projects as well as experiments that are to be conducted to enhance learners' understanding and investigative skills. The departmental head for Science should be on the alert that these experiments are conducted, as they also form part of learner progression. Areepattamannil (2012) is of the view that science-based content is taught effectively through an inquiry-based approach. This adopts an investigative approach to learning where students are provided with opportunities to investigate a problem, search for possible solutions, make observations and test ideas. SMTs should capacitate teachers on these approaches to enhance learner achievement.

2.3.1.3 When do SMTs manage the curriculum?

Kowal and Hassel (2011) define time as the continued progression of existence and events that occurs in an irreversible succession from the past, through the present up to the future. Furthermore, educational time is defined by Guillory (2008) and Selwyn (2013) as net contact hours of teaching when teachers are delivering subject matter to learners. Cotton and Wiklund (1990) conducted a qualitative research study which used questionnaires and semi-structured interviews to explore the effective use of educational time. The study examined the relationship between educational time and achievement of learning outcomes, and found that there is a major relationship between learners' achievement and time usage. The study concluded that learner achievement can be enhanced if educational time is used wisely and effectively. For further clarity on educational time, Fisher (2009) categorises it into school time, instructional time and dead time.

Grissom, Loeb, and Master (2013), Abadzi (2007) and Fisher (2009) share the same view that school time is the amount of time spent at school by both teachers and learners, which may refer to the number of school days in a year or the number of hours in a school day (for example, school time is eight hours when the school starts at 7h00 and ends at 15h00). This suggests that SMTs should see to it that the number of hours spent at school is what is prescribed by the Employment of Educators Act No. 76 of 1998. Further to this, Hollowood, Salisbury, Rainforth, and Palombaro (1994) and Grissom et al. (2013) assert that instructional time has to do with classroom time when teachers are teaching learners particular content, knowledge, concepts and skills pertaining to the school subjects. In the context of this definition of instructional time, in their organisation practice the SMTs should stick to CAPS, in which instructional time for all subjects is stated. Berliner (1978) accentuates that instructional time is a very crucial commodity which has impact on learner performance. This suggests that instructional time should be used wisely and profitably. The study divides instructional time into engaged time and allocated time. Vvan Gog (2013) states that engaged time is when students are paying attention to a particular learning task when they are busy learning – in other words when learners have been given a task and they are engaged with it to complete it as part of their learning. Fisher (2009) points out that allocated time is the time that the state or macro level provides learners for instruction. For example, CAPS (DBE, 2011) states that the allocated time for English First Additional Language Grade 12 is 4.5 hours a week. The role of the SMTs in their organisation practice will come into play in the sense that SMT members should workshop teachers on how to manage time effectively and efficiently, particularly instructional time which is the cornerstone of learner achievement.

Furthermore, SMTs should guard against dead time which, according to Behar-Horenstein, Isaac, Seabert, and Davis (2006) and Abadzi (2007) refers to the amount of educational time when learners are doing nothing because the teacher has failed to manage time. This is common in schools where teachers stay in the staffroom chatting and discussing unimportant issues, at the expense of educational time. SMTs should make it a top priority to eliminate dead time in their T40 schools. Over and above this, Davidson (2005) is of the view that the SMTs of T40 schools should have a staff development plan in their instructional practice, in which time management becomes one of the development areas for teachers. The study further asserts that staff development is very important in enhancing learner achievement through equipping

teachers with skills and competence. In other words, 'educational time' should be buzzwords for teachers to sensitise them on the importance of time in relation to teaching and learning.

2.3.2 Implemented curriculum

Kelly (2013) defines implemented curriculum as the actual teaching and learning activities taking place between learners and teachers. van den Akker (2013) concurs with Voogt (2008) that it is the curriculum interpreted by its users (teachers) and put into practice when they teach learners the content as prescribed in the intended curriculum. According to Fraser and Bosanquet (2006), Hoadley et al. (2015) and Miller (2019) implemented curriculum defines how the intended curriculum is interpreted and communicated by teachers, as they have to master all of the content as prescribed in the intended curriculum. According to Moon, Mayes, and Hutchinson (2002) teachers need professional development so that they are able to interpret the intended curriculum. This suggests that for the effective implementation of the enacted curriculum SMTs should ensure that teachers have to undergo intensive training rather than a one-day workshop. Consequently, SMTs must train and workshop teachers thoroughly so that they are able to explore and employ new techniques and teaching methods to implement the curriculum.

When CAPS was introduced a number of workshops were organised by the DBE to ensure that teachers had an in-depth understanding of what was required by the curriculum. At the beginning of an academic year orientation workshops are conducted by the DBE or provincial education department to ensure effective implementation of the curriculum. Thus, SMTs should ascertain that teachers attend training and developmental workshops that will enable them to interpret the intended curriculum.

2.3.2.1 SMT style in managing the curriculum

Batista-Taran, Shuck, Gutierrez, and Baralt (2013) and Hussain et al. (2018) concur with Cherry (2006) in defining leadership style as the manner and approach of how the leader provides direction, implements plans and motivates teachers on achieving the desired goal. Sauer (2011) asserts that leadership style is about the behavioural patterns that a leader adopts and demonstrates in influencing the behaviour of subordinates by motivating them to accomplish given objectives. This suggests that SMTs as curriculum leaders need to demonstrate a behavioural pattern or style that can influence, direct and motivate teachers to commit themselves to enhancing learner performance.

Cherry (2006) conducted a qualitative research study to examine the type of leadership that can influence and motivate employees to accomplish the given objectives. The study used purposive sampling to explore and identify leadership styles that can influence employee performance, and found that good leaders make use of three types of leadership style: autocratic, democratic and laissez-faire. This suggests that in redesigning organisation practice SMTs should use these leadership styles to influence the behaviour of the teachers at T40 schools towards improvement of the academic success of their schools.

Howard (2005) points out that a democratic style of SMT is where members of the group or organisation take a more participative role in the decision making. Raelin (2012) points out that each member is allowed to participate, ideas and opinions are freely exchanged and welcome, and discussion is encouraged. Harris and Chapman (2004) and Blase and Anderson (1995) concur with COURT (2003) that the leader of the group is still there to offer guidance and control. Gastil (1994) is of the view that the democratic style distributes responsibilities among the membership; empowers group members and assists the group's decision-making process. In the context of the above studies, in managing their T40 schools SMTs should allow the teachers to participate in the decision-making process. Harber and Mncube (2012) assert that the democratic style increases job satisfaction and allows teachers to feel in control of what is going on in the school. This suggests that SMTs need to have participative engagement from their teachers to keep the teachers motivated.

An autocratic style of SMT is defined by Murphy (2005) as when a leader dictates policies and procedures; decides what goals are to be achieved; directs and controls all activities without any meaningful participation by subordinates; and has full control of the team. Oyugi and Gogo (2019) concur with Howard (2005) that the autocratic style excludes any form of say and involvement of employees in the decision making. Furthermore, Murphy (2005) asserts that in this style the leader uses commands and expects compliance from the subordinates, and the subordinates do not question anything. This suggests that in their instructional practices the SMTs should give orders and commands about the curriculum implementation and set goals to be achieved by teachers. Murphy (2005) further asserts that advocates of the autocratic style say that the employees work in a highly disciplined way, have a lot of knowledge and are always well prepared for whatever they do, and that it compels the employees to execute the task properly.

Omeke Faith and Onah Kenneth (2012) and Eagly, Johannesen-Schmidt, and Van Engen (2003) share the view that the laissez-faire leadership style is where leaders take a hands-off approach by allowing members to make their own decisions. According to De Hoogh and Den Hartog (2009) and Frischer and Larsson (2000) the leader leaves it to the subordinates to carry out responsibilities in the manner they choose; in doing so they do not require strict policies, procedures or commands from the leader. The study points out that it is a situation where the leader will not interfere with progress. Peker, Inandi, and Giliç (2018) assert that this is a style where the leader gives full freedom to his subordinates to do things on their own. Eagly et al. (2003) state that this style is suitable in situations where group members are more knowledgeable, highly skilled, well-motivated, capable and highly passionate. This suggests that SMTs can use this style if and only if they have established whether the teachers are motivated, as cited by the study. Chaudhry and Javed (2012) posit that the laissez-faire style empowers teachers as they are able to make decisions independent of the leader. This makes teachers become more innovative and boosts their morale. This suggests that SMTs have to weigh their options as to when to use this style. Furthermore, SMTs need to develop themselves in terms of leadership styles.

2.3.2.2 What resources do SMTs have to provide and manage?

Petrone, Bruni, Cofrancesco, and Caldirola (2011) and Khoza (2013) concur with Jaquith (2013) in defining a resource as anything that facilitates learning or any person or tool that communicates leaning. McCaughtry, Martin, Hodges Kulinna, and Cothran (2006) and Lin, Tsai, Chai, and Lee (2013) define resources as human and non-human materials and facilities used in a learning environment in order to promote, improve and ease teaching and learning activities. This suggests that resources help learners to understand whatever is taught in the learning environment. Therefore SMTs should make sure that resources are made available to teachers in order to improve the academic performance of T40 schools. An interpretive case study conducted by Khoza (2013) on university lecturers who were using the online environment when teaching their modules identifies three types of resources in education: hardware, that is any tool, object or machine used in education; software; and ideological ware. The study affirmed that lecturers are good at using hardware and software but are lacking in using ideological ware.

Rodriguez (1996) defines hardware resources as tools or machines used to facilitate learning. The study further asserts that these resources include, among others, photocopying machines, televisions, learners' chairs and desks, textbooks and stationery, science kits and library materials, tape recorders and chalkboards. For example a Physical Science teacher can come to class with different apparatus to conduct an experiment together with the learners. The apparatus used are the resources, and can enhance learners' understanding more than approaches which do not use apparatus in conducting the experiment. According to the DBE (2011) there is a ring-fenced budget allocation meant for the purchase of hardware resources, particularly textbooks and stationery. Cable and Willetts (2010) point out that the intention is to balance funding between what is generally allocated and what is allocated through targeted allocation to enforce that institutions use the budget as prescribed. The intention for this ring-fenced budget allocation is to ensure that each and every learner in the classroom has got the basic hardware resources. This suggests that the SMTs should buy textbooks and stationery so that learners can undertake learning activities to improve the results of T40 schools.

Software resources are becoming an integral part of teaching and learning. According to Mpungose (2016) and Okobia (2011) software is any material used in conjunction with tools to carry or display information. Afolabi and Adeleke (2010) articulate that software packages are developed with the intention of supporting instruction and learning, thus enhancing learner achievement. Roberts and Hsu (2000) and Asan (2002) state that basic software tools include the internet, word processing, spreadsheets and databases, and all of these tools are typically a part of Microsoft Office. Lloyd (2008) defines software as any computer-related tool meant for educational purposes that is intended to make education more effective and efficient. This suggests that learners have to be computer literate in order to use these tools in increasing their academic achievement. For instance, word processing would allow students to practise typing and formatting documents, which enables the teacher to read learners' work with ease. This suggests that SMTs should provide their schools with software resources such as web services and the internet so that learners and teachers are able to download information such as previous examination papers used in Grade 12. Thus, SMTs should budget to make it a priority that the T40 schools have software resources in order improve their pass rate.

SMTs of T40 schools should understand that ideological ware is the fundamental tool that they need to have to improve academic performance of their schools. Hilton III, Wiley, Stein, and Johnson (2010) point out that ideological ware refers to the resources in education that cannot

be seen or touched. The study further reveals that these resources include ideas, theories, teaching methods, thoughts and concepts which are involved when using hardware and software resources. Fomunyam (2017) states that learning is not about hardware or software but is all about ideology. Okobia (2011) concurs that it is impossible for teaching and learning to take place without ideological ware. McCaughtry et al. (2006) assert that ideological ware is the driving force behind managing any curriculum. This suggests that ideological ware is the driving force behind teaching and learning, and that the SMTs should clearly understand the ideology enshrined in CAPS in order to manage their schools successfully. This should be cascaded to teachers for implementation of the curriculum and learner achievement

2.3.2.3 SMT activities in managing curriculum of T40 schools

Jang, Reeve, and Deci (2010), McCaughtry et al. (2006) and Roberts and Hsu (2000) point out that SMT activities are those activities designed or developed by the principal or departmental head to bring about or create conditions for monitoring teaching and learning. Kennedy (2006) and Gosling and Moon (2001) point out that the design of these activities should be such that they address the curricular needs of the learners. This suggests that curriculum should be the base on which SMT activities are formulated. SMTs should ascertain that their activities lead to the achievement of school goals. The above studies concur that SMT activities are divided into learner-centred, teacher-centred and content-centred activities.

DBE (2011) and KZN Circular No. 41 of 2012 state categorically that SMTs have to monitor and control both learners' and teachers' work. These documents also go a step further to enumerate some of the activities which are teacher-centred and should be monitored by SMTs to enhance learner achievement of T40 schools. Teacher-centred activities include holding of departmental meetings, moderation of formal tasks and control of teachers' preparation files. KZN Circular No. 41 of 2012 is clear and prescriptive that departmental meetings should be conducted by departmental heads on a weekly basis. In these meetings SMTs are expected to discuss curriculum implementation issues, control of written work, the role of SMTs in the curriculum, lesson preparation and ATP completion, to mention just a few. According to Grainger, Adie, and Weir (2016) moderation processes are a very important part of quality assurance in curriculum implementation. In their managing of teaching and learning activities SMTs have to moderate formal tasks and tests to ensure quality teaching and learning in enhancing the academic performance of T40 schools. Furthermore Klenowski and Wyatt-

Smith (2013) and Henry et al. (2014) assert that teachers' preparation file is at the epicentre of curriculum execution, where SMTs are to control lesson plans and closely monitor the completion of an ATP for each and every grade and subject. Moreover, Agi and Harrison (2016) and Jordan, Kuriloff, Sutherland, Ponnock, and Hoffman (2018) point out that teacher preparation and quality have more impact on learner achievement, as they prepare and equip teachers with knowledge and skills as professionals. This suggests that SMTs have the responsibility to prepare and capacitate teachers in executing the curriculum.

Furthermore, SMTs have to manage content-centred activities. Hopkins (2002) asserts that in managing content class observation is a measure to determine the level of subject content that the teacher might possess. The study further points out that the purpose behind classroom observation is to give feedback to the teacher from an objective and experienced observer with the intention of developing the teacher as a professional and expert in the subject. Thus, SMTs should conduct classroom observation to monitor mastery of subject content and how the content is presented. In addition, Conkling (2007) is of the opinion that SMTs should have programmes for developmental workshops to capacitate teachers on various aspects of their profession, like classroom management and discipline. On top of that, Busher and Harris (2000) state that development of a Subject Improvement Plan (SIP) is very important in improving learner achievement in each subject; the SIP is described by this study as a plan which encourages teachers and curriculum leaders to identify areas in their teaching and advisory practice that need improvement. In the context of this study, SMTs need to ensure that each subject has an SIP and should be monitored in order to improve the pass rate in each subject.

Over and above this, SMTs need to manage learner-centred activities. Froyd and Simpson (2008) and Tan and Barton (2010) are vocal in defining learner-centred activities as those where learners have a great deal of control and are very involved in the learning process. The study further declares that these activities serve as the evidence that learning and teaching have taken place. This suggests that learners should write about these activities as a preparation for examinations at the end of the year. du Plessis (2013) concurs with Bush (2013) that it is important to monitor teaching and learning in order to enhance learner achievement. Thus, in their instructional practice SMTs should monitor learners' written work by collecting their exercise books to find out whether the teachers are giving learners written work, that remedial work is done, written work is controlled by teachers, formal tasks and tests are analysed and, finally, to establish whether learners write on the work given to them. The DBE (2011) and

KZN Circular No. 41 of 2012 are prescriptive in asserting that SMTs have to monitor learners' written work on a weekly basis and managing tools and instruments should be used to that effect. SMTs have to stamp all of the monitored written work. Hattie and Gan (2011) stress that feedback should be given to both learners and teachers so that monitoring has impactful effects on learner achievement.

2.3.2.4 Learning environment managed by SMTs

Fisher (2009) and Castle and McGuire (2010) point out that learning environment refers to the diverse physical context, location and cultures in which students can learn. Moreover, Brown, Dehoney, and Millichap (2015) state that the learning environment helps in promoting and supporting a range of pedagogies, including delivering, applying, creating, communicating and decision making during a student's learning process. The study further asserts that it is vitally important that the learning environment is conducive for learning. This suggests that the SMTs as curriculum leaders should ensure that the environment in which learning and teaching take place is favourable and free of fear for learners and teachers. Watterston (2012) and Taylor, Fraser, and Fisher (1997) state that teaching can take place in a classroom (face-to-face learning), in an online environment, or in a blended environment. A meta-analysis by Huang (2002) reviewed the effectiveness of the face-to-face traditional classroom compared to the online environment. The study concluded that student achievement was higher in a blended learning environment compared to either a fully online or fully face-to-face learning environment. This suggests that SMTs should encourage teachers to use blended learning in order to increase learner achievement.

Dziuban, Picciano, Graham, and Moskal (2016), Glogowska, Young, Lockyer, and Moule (2011) concur with Artino Jr (2010) in defining face-to-face learning environment as a traditional classroom environment (the usual 'talk and chalk') where learners are physically present in the classroom together with the teacher, who may perform different roles to promote learner achievement. Ginns and Ellis (2007) and Artino Jr (2010) state that the classroom environment should be conducive and appealing to both teachers and learners. Therefore SMTs have to make sure that classrooms are spotlessly clean and they should be painted if needs be, because the bottom line is that learners should learn in a clean and favourable environment. A benefit of such an environment as stated by Stein and Wanstreet (2003), Paechter and Maier (2010) and .Davis, Connolly, and Linfield (2009) is that learners are able to concentrate harder

on their learning because there is less distraction than if they were at home. Liu (2010) points out a limitation of the classroom environment being that due to time constraints in class, the teacher cannot answer each and every learner's questions and concerns. This suggests that SMTs should create extra time for teachers to attend to these concerns.

Technological advancement has led to a shift from the traditional classroom to the online environment. According to Moore, Dickson-Deane, and Galyen (2011), Berliner (1978) and Herrington, Oliver, and Reeves (2003) the online learning environment is characterised by a wide range of technologies, such as the worldwide web, email, chat, audio and video conferencing over computer networks with the intention of imparting education and thus helping learners to learn on their own. Kehrwald (2008) simplifies this as being learning environments supported by a wide variety of programmes that use the internet, within and beyond school walls, to facilitate interaction and contact among teachers and students. In the context of these studies, this suggests that there is no physical encounter between the teacher and learners like in a talk-and-chalk traditional classroom situation. The interaction is remote, through the internet. A classic example of the application of this type of environment was during the COVID-19 lockdown when many schools had to use WhatsApp and video call conferencing as forms of online learning environment. Therefore, in their instructional practice of developing teachers, SMTs should develop and train teachers in using the internet and social media.

To improve learner achievement at T40 schools the SMTs should encourage teachers to make use of a blended learning environment. Jimison (2011) defines blended learning environment as the one which combines both online work and the traditional place-based classroom, where learners can control the time, pace and place of their learning. Bocconi and Trentin (2014) and Dziuban et al. (2016) concur with Ruokonen et al. (2017) that this environment still requires the physical presence of the teacher and learners, who still attend a bricks and mortar school with a teacher present. Torrisi-Steele and Drew (2013) assert that face-to-face classroom practices are used together with computer-mediated activities in as far as content delivery is concerned. This suggests that learners can get learning material and activities anywhere that they are exposed to the internet and other related devices. Learners are able to work at their own pace, which can increase learner achievement. A huge limitation, articulated by Davis et al. (2009) is that incorporation of advanced technology in a blended learning environment at times is very costly, and some schools might not be able to afford this financially. In other

words, SMTs need to budget for these blended environments which also have to be maintained and managed.

2.3.2.5 How do SMTs manage accessibility to education?

Miah (2004) and Giannopoulos and Boulougaris (1989) are of the same view in defining accessibility as when a person is given an opportunity to obtain the same information, engages in the same interactions and enjoys the same services as a person with or without disability. The study further points out that when these services are offered it should be in an equally integrated and equally effective manner, and substantially easy to use. This suggests that teachers and learners with or without disabilities should be provided with educational opportunities in an equally effective manner. Furthermore, MacNab (2012) and Batty (2009) concur with Iwarsson and Ståhl (2003) in identifying financial, physical and cultural accessibility as forms of how education can be accessed. In the context of this reviewed literature, in redesigning organisation practice SMTs of T40 schools should make education accessible to learners through the purchase of resources in order to improve learner achievement. Financial access is vitally important.

A study conducted by Usher and Cervenán (2005) defines financial accessibility as the knowledge and understanding of financial concepts like income and expenditure, cash flow, budgeting, debts and credits and reconciliation. The study points out that teachers, parents and learners alike need this knowledge in order to make informed and effective decisions across the wide ranging financial spectrum. According to Barberis and Buchowicz (2015) and Bischooping and Bell (1998) financial accessibility entails providing financial services to the organisation, wherein people have access to use money or how finances are being used. A qualitative case study conducted by Lee (2017) on the use of Norms and Standards in no-fee schools used purposive sampling of six schools together with open-ended interviews and document analysis, and found no budget that is compiled by stakeholders and teachers. SMTs do not have an input when the budget is drawn up; hence they have no knowledge of how the money is spent. The study further recommended that the education department should provide follow-up workshops on financial management for principals.

In the context of this study, the suggestion is that there is no access to school finances if there is no input by departmental heads and teachers when the budget is being drawn up. The

principal in particular as an accounting officer should be transparent when it comes to school funds, to make them accessible to learners and teachers. This suggests that each and every teacher should have input into the school budget and the principal has the responsibility to capacitate them.

SMTs must ensure that learners have physical access to school. According to Hernandez (2018) physical access is about creating more inclusive and learning-friendly educational institutions, which are more effective as they enable children to learn, develop and participate. Scott, Cole, and Engel (1992) enumerate some salient points to be considered for physical access to education, like getting to school, selecting an accessible school site, planning the school site, creating a learning environment, hygiene (toilet), the school playground and physical education. This suggests that SMTs should make education accessible to the learners by making educational institutions conducive and reachable. For example, the education department has invested a lot of money to provide learner transport for learners to access education. Iwarsson and Ståhl (2003) cite that physical access can impact on how learners learn, and when the learning environment is inappropriate it can create barriers to learning (for example, a noisy classroom can hinder concentration and ability to learn). In contrast, a good physical environment can enhance student learning. Giannopoulos and Boulougaris (1989) cite that low teaching inputs and infrastructural support mean that some children are likely to have poor learning outcomes, as they have limited or no physical access. SMTs should undertake the restructuring of schools to ensure that learners have physical access to education. In collaboration with school governing bodies, SMTs should ensure that physical access to education is appropriate so that learners can have cultural access.

Hernandez (2018) is of the view that culture includes race, language, religion and heritage which affect teaching and learning. This suggests that teachers should have a deep understanding of learners' culture, thus making education culturally accessible. Ballenger (2010) and Olneck (2000) define cultural accessibility as when the mind is programmed and distinguished from one group to another, and transferred from one generation to another. Scott et al. (1992) point out that culture is what teachers can teach learners. In the context of the study, SMTs should promote cultural access to learners, which means that whatever is done at school should be socially accepted. For example, public schools are required to formulate religion and language policies and all of these policies aim to make education culturally

accessible. This suggests that in redesigning organisation practice SMTs should use cultural experience and background to uphold and observe cultural diversity among all learners. The issue of cutting of learners' hair, for example, should be included in the policy of the school and should be explicit and clear so that learners are not discriminated against on the basis of their culture. Thus, SMTs should ensure that policies are in place to address these cultural issues, and furthermore they should make these policies available to teachers, parents and learners.

2.3.3 Achieved curriculum

A critical action research study was conducted by Mpungose (2016) on the rationale of teaching Physical Sciences CAPS in South African high schools. The study used reflective activity, one-on-one semi-structured interviews and FGDs for data generation, and concluded that for the achieved curriculum to be positive and effective, teachers should first be driven by their personal rationale in the implementation of the content. According to Lalor (2016) and Hyland and Wong (2013) achieved curriculum refers to various learning assessment activities (summative, formative and peer) and experiences of the learners to achieve goals (aims, objectives, learning outcomes). Khoza (2013) defines achieved curriculum as the learning experience perceived by learners, measured through what they have achieved in the form of learning outcomes.

Parkay, Anctil, and Hass (2014) highlight that achieved curriculum is evaluated through formal measures where learners undergo formal examinations and testing to determine whether they have achieved any learning outcome required or prescribed in the intended curriculum. This suggests that SMTs of T40 schools should see to it that learning outcomes achieved by learners are what is in the achieved curriculum. It is therefore vitally important that SMTs of T40 schools should clearly understand all forms of the curriculum in order to improve the academic performance of these schools. In their instructional practice of managing teaching and learning SMTs should monitor assessment procedures as prescribed by CAPS. In doing that they should use ethical practice so that the way in which they monitor work is fair to all teachers. SMTs should give feedback to teachers about the findings regarding how teachers have performed. The more they understand the forms of curriculum, the more they will understand the five levels of curriculum.

2.3.3.1 Goals driving the SMTs

Locke and Latham (1990) define a goal as an idea of the future or desired result that a person or group of people make a vision of and make a commitment to achieve. Teachers strive to achieve a goal when they are teaching. Furthermore, a goal is defined by Ennis (1997) as the statement of intention and is categorised into aims, objectives and learning outcomes. Khoza and Mpungose (2018) concur with Kennedy (2006) in asserting that goals are of crucial importance for planning of teaching and learning practice, as they remain the driving force behind the teaching and learning process. These studies further reveal that goals push teachers to commit themselves to the desired result. Park, Buchmann, Choi, and Merry (2016) state that without goals there will be no teaching at all, because goals determine what the school wants to achieve. Furthermore, Kennedy (2006) defines goals as a broad general statements of teaching intentions which are divided into aims, objectives and learning outcomes. Therefore the SMT, in their instructional practice of setting direction, should promote the acceptance of goals to be shared by the teachers they are leading, and should build a shared vision. In other words, the SMT should communicate the goals of the school in terms of what the school wants to achieve. For instance, at the beginning of the year a very crucial meeting convened by the SMT should be held where goals of the school for that academic year are clearly communicated to teachers. This is echoed by Terhoven and Fataar (2018) who state that the curriculum policy expectations and goals should be interpreted and communicated strongly around the need of the school to achieve better results. As cited by Hussey and Smith (2002) when goals are communicated and shared by teachers the SMTs are likely to get their support and co-operation. Teachers should understand what the aims and objectives are.

Khoza (2015) asserts that an aim is a long-term goal which is based on the content of the subject matter to be achieved by the learners in a particular programme. According to Mahajan and Singh (2017) aims are written from the teacher's point of view, to indicate the general content and direction which the module may take. For example, the aim of the lesson may be to introduce learners to factors that caused the students' uprising in Soweto in 1976. Moon (2002) defines objectives as specific statements of teaching intention indicating a specific area that the teacher intends to cover in a learning programme. For example, the objective of the module may be that learners would discuss the factors that caused the students' uprising in 1976. Khoza and Mpungose (2018), Moon (2002) and Adam (2004) concur that objectives assist the teacher in designing the content, methods and assessment to use when teaching.

Learning outcome is defined by Adam (2004) as a written statement of what a successful learner is expected to achieve and do at the end of the learning period or course unit. Donnelly and Fitzmaurice (2005) concur with Bingham (1999) and Khoza (2014) that learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a learning course. The studies further assert that learners demonstrate the achieved outcome through knowledge, skills, values and attitude. This suggests that in their instructional practices SMTs should be driven by these levels of goals when they set direction for their T40 schools. In other words, their goal setting is determined and informed by the aims, objectives and learning outcomes set by the DBE that all schools should obtain more than 65% in the year-end results in Grade 12 (DBE, 2011). In managing teaching and learning as an instructional practice, the SMT should set learning outcomes in accordance with the forms of the curriculum. SMTs should therefore workshop teachers on curricular issues, because goals are stipulated in CAPS. This suggests that SMTs should ensure that each and every teacher has the CAPS document so that it is used as a source of reference when teachers draw up goals for each lesson.

2.3.3.2 Assessment conducted by SMTs

Palomba and Banta (1999) concur with Black and Wiliam (2009) in defining assessment as the process of systematically collecting, reviewing, and using information about educational programmes undertaken for the purpose of improving student learning and development. P. Black, Harrison, Lee, Marshall, and Wiliam (2004) are of the view that assessment is when the effectiveness of the instructional activities is evaluated to enhance learner achievement. The study also points out that the information gathered yields deeper understanding of what learners know or how teachers perform. Taras (2009) proposes a model of assessment process that should establish the purpose of assessment, set criteria for learner performance, appraise learner and teacher performance, and finally monitor the outcomes of the assessment. In the context of these studies SMTs should first and foremost establish and set the purpose as to why they have to assess teachers, and this assessment should be well planned by communicating with the teachers. This suggests that SMTs should use their developing practices to assess teachers in order to get feedback about how they teach, and thus develop programmes aiming at capacitating teachers in their subject content and pedagogy. Sluijsmans and Prins (2006) state that a comprehensive assessment and evaluation system should have three distinct

components, namely summative assessment, formative assessment and peer assessment. These forms of assessment should be used by SMTs to develop educators in T40 schools.

A ground-breaking interpretive case study was conducted by Vickerman (2009) to explore teacher assessment through an IQMS. The study used purposive sampling and one-on-one semi-structured interviews with five former model C schools and six ordinary schools; all schools had at least one or two novice teachers, who were sampled for the research study. The study showed that in ordinary schools there was no IQMS programme in place, while three out of five former model C schools conducted IQMS throughout the year. The study strongly recommended teacher assessment and evaluation, not only to improve learner achievement but to help novice teachers to adjust and cope well with the teaching environment. This suggests that SMTs of T40 schools may conduct teacher assessment on a regular basis. In developing teachers in their schools, SMTs can use an IQMS.

DBE (2011) states clearly that IQMS consists of three programmes aiming at enhancing, monitoring and developing performance of the education system. These three programmes are developmental appraisal, performance measurement, and whole-school evaluation. The purpose of the IQMS is to specify the needs of educators, schools and the district for support and development; to evaluate educators' performance; and to provide support for continued growth. This suggests that the SMTs should employ the developing practices to use the IQMS to develop and assess/evaluate educators in order to improve academic performance in their schools. According to Gordon and McGhee (2019) and Panadero, Jonsson, and Strijbos (2016) continuous assessment of teachers helps teachers to master subject content, refine their teaching skills, critically analyse their own and their students' performance, and finally to implement changes needed to improve their teaching.

Taras (2005), Wiliam (2011) and Torrance and Pryor (1998) define formative assessment as the process used to monitor teachers' teaching to provide ongoing feedback that can be used to improve their teaching. According to Siegel and Wissehr (2011) and Bennett (2011) the purpose of formative assessment is to collect detailed data that can be used to improve instruction and student learning. As cited by Bailey and Heritage (2008) and Bailey and Jakicic (2011) formative assessment is beneficial for teachers in the sense that they are able to adjust their teaching pedagogy in order to improve the academic performance of the school. In the context of the study this suggests that SMTs need to evaluate teachers on an ongoing basis to

get feedback on their teaching. Having conducted formative assessment, the SMT should do a summative assessment of teachers in their T40 schools.

Baker and Jakicic (2012), Bennett (2011) and Wiliam (2011) define summative assessment as a process used to evaluate teachers' teaching at the end of an instructional unit, by comparing it against some standard or benchmark. Bailey and Heritage (2008) point out that the importance of summative assessment is that it helps teachers and administrators in improving curriculum instruction and implementation. In the context of the study the SMTs should monitor the performance of both teachers and learners at the end of the learning programme, to determine the academic success and detect gaps that might have occurred in the teaching and learning process of their T40 schools. SMTs should also use summative scores obtained by teachers in the IQMS programme to develop them. SMTs should formulate a personal growth plan (PGP) for each and every teacher after summative assessment has been done. According to Abell (2008) the PGP forms an important record of the identified developmental needs of the teacher. Therefore, SMTs should use PGPs to develop teachers according to the needs identified during the IQMS programme.

Michael–Chrysanthou, Gagatsis, and Vannini (2014) assert that peer assessment is a process of collegial feedback on the quality of teaching, by gathering information and evidence about the effectiveness of teaching. Falchikov (2007) points out that peer assessment is based on peer observation of teaching where fellow educators evaluate one another and help identify areas which need improvement. This takes SMTs back to the IQMS, where the peer assessment process has a developmental support group (DSG) which is responsible for professional and personal development for each educator. As a developing practice the SMT should ensure that DSGs are formed and help develop every educator, since the DSG is a legally and democratically instituted structure of the IQMS. The DSG will observe the teacher and provide feedback on their progress. It is therefore important that the SMTs of T40 schools should use various forms of assessment to develop teachers in order to improve academic performance.

2.4 Conclusion

The reviewed literature has unpacked SMT practices as the phenomenon studied by the research project, as to how instructional, transformational and ethical practices can be used in managing T40 schools. Issues of rationale for managing the curriculum, how the SMTs manage

resources, content, accessibility, assessment, activities, goals, environment and time were also unpacked. Issues of curriculum, like intended curriculum, implemented curriculum and achieved curriculum, were discussed. In this way this chapter explored the reviewed literature to assist in elaborating on SMT practices in managing T40 schools.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

Chapter Two provided a literature review which oriented the reader to SMT practices in managing T40 schools, in order to enhance learner performance in these schools. The chapter also unpacked curriculum issues coupled with SMT practices, namely instructional, transformational and ethical practices. These practices were explored in order to expose SMT practices to assist curriculum leaders in implementing and managing the curriculum. Chapter Three engages with the theoretical framework and principles that guide this study. The theoretical framework has impact on theorising and contextualising SMT practices in managing the curriculum of T40 schools. Consequently, this research study adopted a form of activity theory known as cultural-historical activity theory (CHAT)

3.2 Theoretical framework

Läänemets and Kalamees-Ruubel (2013) define theoretical framework as the structure that is used to hold or support a research study by introducing and describing the need for the research. Clark (2006) and Barr (2013) concur with Steyn (2002) that the theoretical framework defines, discusses and evaluates the theories relevant to the research project. These studies further assert that it provides a clear basis for interpreting and understanding the relevance of the findings. Gentner (1983) and Libbi (2009) reveal that the theoretical framework provides scientific justification for the investigation, by demonstrating that the research does not come out of the blue but is grounded in and based on scientific principles. This study is guided by CHAT, which consists of six related elements. This theory guides the proceedings of the study to reveal SMT practices in managing the curriculum of T40 schools.

3.3 Cultural-historical activity theory (CHAT)

Kutti (1996) revealed that CHAT traces its origins to the founders of the cultural-historical school of Russian psychology, Vygotsky, Leontiev and Luria, who are famously known as the founding troika (group of three people working together). The study points out that the founding troika made a very radical and notable departure from the approach which was based on behaviourism and reflexology, which featured predominantly in psychology in the early 1920s. Influenced by the spirit of Karl Marx's *Theses on Feuerbach* they formulated a new

concept of activity which is artefact-mediated and object-oriented action. Engeström and Glăveanu (2012) assert that they were able to state very categorically that the subjects or actors use mediating artefacts (tools) on the object to achieve the desired outcome. According to this study the founding troika further brought the notion of history and culture into the understanding of human activity; hence Vygotsky and Leontiev created the foundation of cultural-historical activity in psychology. The monumental work of the founding troika seeped through the West and was received by Michael Cole, who presented the idea of Vygotsky to an Anglo-Saxon public in the 1960s. Cole and Packer (2016) revealed that another principal who promoted CHAT-related research is Yjro Engestrom, who organised the first Activity Conference in 1982, which brought together researchers, theories and philosophers and focused on the work of Leontiev and Vygotsky. The study further asserts that from Engestrom’s work a simplified picture emerged that CHAT, today, has three principal generations.

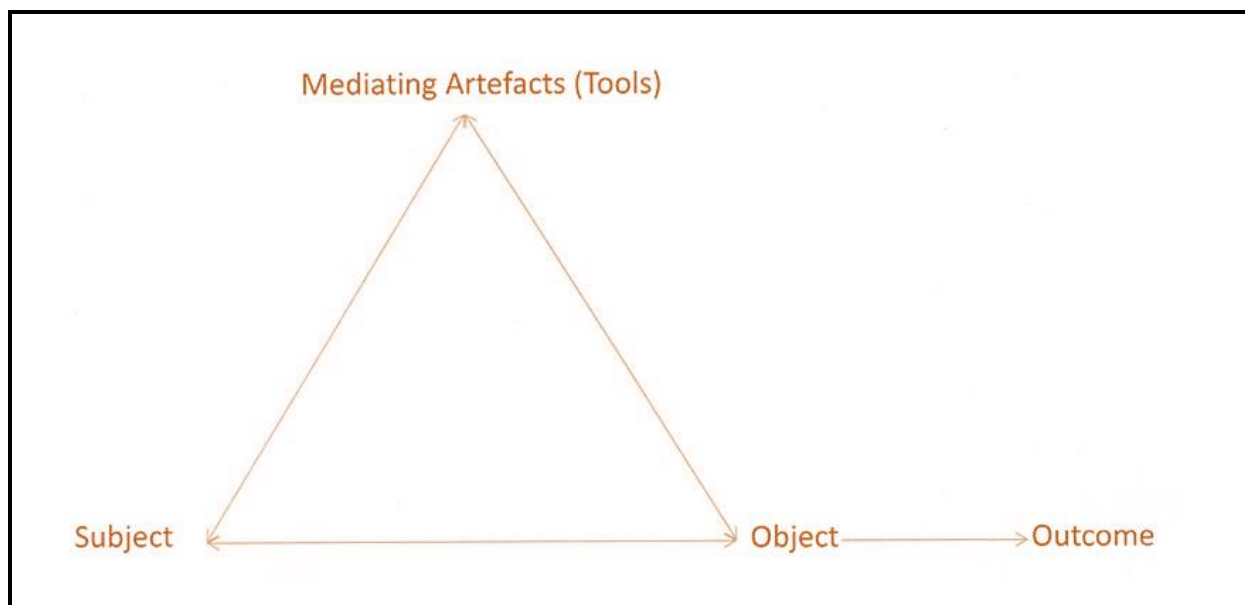


Figure 3.1: First-generation CHAT (adopted from Engestrom, 1987).

As depicted in Figure 3.1, Engeström (2009) points out that the first generation was built on Vygotsky’s notion of mediated action from the perspective of the individual. Vygotsky’s theory of cultural mediation resulted in his famous triangular model, which features the subject, object and mediating tools with a reciprocal relationship where one component affects the other and the activity as a whole.

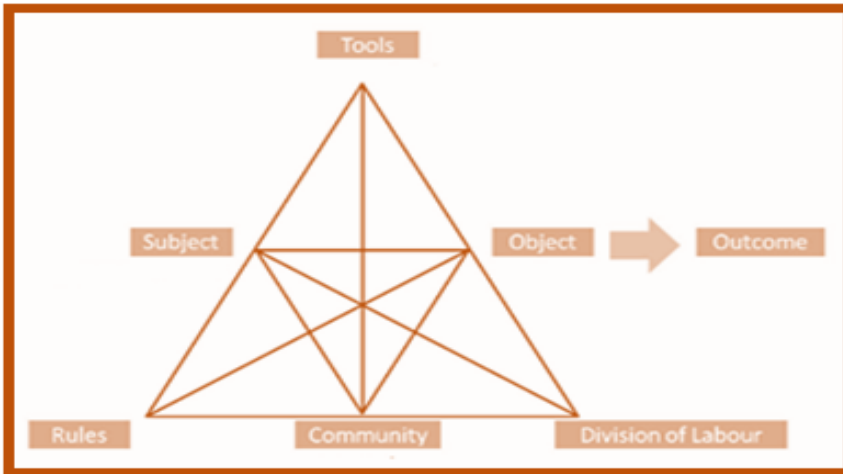


Figure 3.2: Second-generation CHAT (adopted from Engestrom, 1987).

The second generation, as shown in Figure 3.2, built on Leontiev’s notion of an activity system with special emphasis on the collective model. Engeström (2009) asserts that the unit of analysis has been extended to understand how collective action by social groups mediates and influences activity. Consequently, community, rules, division of labour and the importance of analysing their interactions with each other were included in the second-generation CHAT.

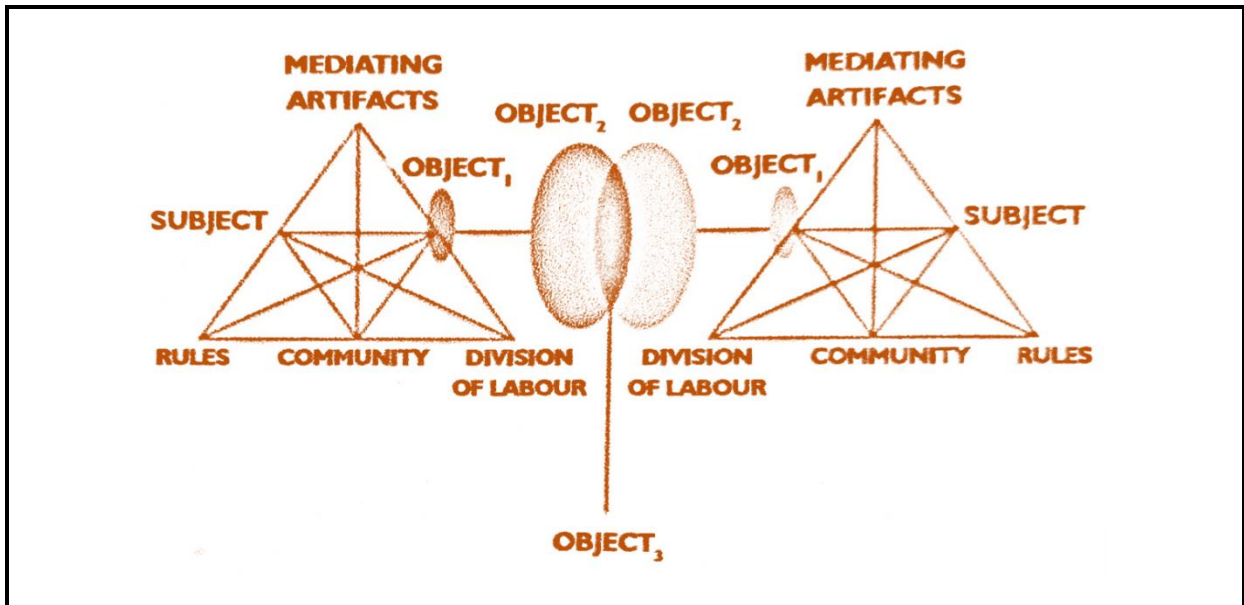


Figure 3.3: Third-generation CHAT (adopted from Engestrom, 1987).

Finally, the third generation, as depicted in Figure 3.3, builds on the idea of multiple interacting activity systems focusing on a partially shared object. According to Gretschel, Ramugondo, and Galvaan (2015) the third-generation CHAT explores and describes how one activity system

can connect to other activity systems through all its components. As illustrated by the diagram, these interacting activity systems share the object. This suggests that activity systems can interact and collaborate to achieve the desired outcome. Eventually the foundational work of the mentioned scholars came out with Engeström's famous triangle illustrating the related components of CHAT.

This study adopted the second generation of CHAT because it sought to explore, analyse and understand the activities of SMTs in managing the curriculum in T40 schools in the activity system. Engeström (2009) reveals that activity is the basic unit of analysis in CHAT and the second generation shows how the subjects (SMTs) initiate the activity in the activity system (T40 school) by acting upon the object (content) using mediating tools to improve learner achievement. The second generation also stresses the importance of collective action by a social group and how it influences the activity system; hence community, rules and division of labour come into play in this generation. Therefore the second-generation CHAT was adopted in order to understand SMTs' practices as influenced by community and the history within which the SMTs exist. In contrast, the first-generation CHAT made no mention of the social group and subjects are studied in isolation, with oversight of the community within which the subjects exist.

Gretschel et al. (2015) are of the view that CHAT is a descriptive theory to explicate the activity of the people; cultural context places humans as the subjects of the activity system, who are shaped by their cultural views, while historical context stresses the influence of history on human actions. Activity is about human doing modified by history and culture, situated in the context (community), and CHAT refers to the theoretical framework for describing and understanding human activity. Waycott, Jones, and Scanlon (2005) cite that CHAT provides a deep understanding of how people collaborate and interact, in order to carry out an activity in their complex environments by using sophisticated tools to achieve a predetermined goal. Hasan and Kazlauskas (2014) point out that CHAT provides the researcher with the theoretical framework to understand the interrelationship between activities, actions, operations, subjects' motives and goals, and aspects of social, historical, cultural and organisational context within which these activities are carried out.

This study summarises CHAT as who is doing what, why and how. The framework helps the study to outline what the SMTs are doing, and why and how they manage the curriculum of T40 schools. Foot (2014) asserts that CHAT considers the entire activity system, which might

include teams, an organisation or institution rather than focusing on one actor. The studies of Hasan and Kazlauskas (2014) as well Foot (2014) further concur that this theory also considers and accounts for the community, history and culture of the actors, the role of the artefact, and motivations and rules of the activity in its real-life complexity; hence CHAT is also popularly known as cultural-historical activity theory. In the context of the study by Engeström and Glăveanu (2012), a suggestion is made that SMT practices need to be understood in the entire activity system of subjects, objects, tools, culture and history within which they work. This suggests that SMT practices are not only influenced by SMTs per se, but other elements have an impact on how SMTs interact with the real-life world. Hashim and Jones (2007) and Miettinen (2001) share the same view that CHAT is particularly relevant in situations that have a significant historical and cultural context, and where the subjects and their artefacts are in a dynamic process of change. This suggests that the cultural and historical context within which SMTs operate and interact need to be analysed in order to get an understanding of their practice in managing the curriculum of T40 schools. In other words, their practices are embedded in and influenced by the activity system. Roth and Lee (2007) cite that CHAT provides a lens and language in making sense of what is discovered through observation and interviews. This suggests that in understanding SMT practices, the researcher uses interviews and observation to interact with the subjects in their objective world.

Kutti (1996) points out that activity is a form of human doing which is directed at an object. Further to this, Kaptelinin, Kuutti, and Bannon (1995) define activity as when the actors (human beings) purposefully interact with the objects (world). When an activity is being carried out, it intends to achieve a particular objective or purpose. This suggests that when the SMTs are managing the curriculum of T40 schools they are engaged in particular activities through which they intend to improve learner achievement in their school; hence activity becomes the basic unit of analysis. Thus, as cited by Roth and Lee (2007) CHAT helps explain and analyse social artefacts and social organisation in an activity system mediated through social action. Yamagata-Lynch (2010), Engeström and Glăveanu (2012) and Kaptelinin and Nardi (2012) share the same view that CHAT is best used to describe social action through its six related elements: object, subject, community, tool, division of labour and rules.

3.3.1 What are SMTs' (subjects') roles when managing the curriculum in T40 schools (the activity system)?

Jonassen (2000) and Roth and Lee (2007) are of the view that subjects are those people who directly participate in the social activity system. Holt (2008) points out that the subjects are also called participants or actors in the activity system, who carry out an activity towards a specific outcome. This suggests that humans work together as participants towards achieving an outcome. In the context of these studies, SMTs such as principals, deputy principals and departmental heads are the subjects who are the actors in managing the curriculum of T40 schools to ensure that the academic performance of these schools improves. According to Jonassen and Rohrer-Murphy (1999) as well as Fire and Casstevens (2013) CHAT takes into consideration subjects' professional and personal experiences, coupled with their positions in the society together with the culture and history of the community in which they exist. This suggests that in order to understand SMT practices, culture and history need to be analysed and understood as the SMTs are the subjects in the activity system.

Furthermore, Rivera, Galarza, Entz, and Tharp (2002) assert that the subjects (SMTs) use tools in order to achieve the predetermined goal. Bedny and Harris (2008), as exponents of CHAT, stress that these participants perform different roles and need to account for the action taken in the activity. This suggests that SMTs have to perform different roles when managing the curriculum of T40 schools, and they are required to give an account of the role they have performed. Cranston, Tromans, and Reugebrink (2004) concur with Macharia, Thinguri, and Kiongo (2014) that the deputy principals as members of the SMTs have a role to play in managing the curriculum in T40 schools by developing and providing appropriate learning and curriculum programmes and methods of instruction to meet the needs of learners at the school. The study further points out that the deputy principals have to assist the principal to develop the school curriculum as well as assessment policies. This suggests that the deputy principals should work in collaboration with the principals to develop policies that can help them in managing teaching and learning practice. Eyal and Roth (2011) are of the view that development and availability of various curriculum policies promotes effective teaching and learning. Furthermore, as cited by Turner (1996) the departmental heads have responsibilities in managing the curriculum in T40 schools by assisting the principals in monitoring and evaluating teaching and learning across the school. They are expected to perform their primary duty of controlling teachers' preparation files, moderating question papers for all subjects in their departments, and capacitating teachers with regard to subject content and pedagogy.

Eberts and Stone (1988) point out that the departmental heads help the principals to create a school environment which is supportive of and conducive to learning and high achievement among learners. The departmental heads need to make the learning environment free of fear and disruptions that can adversely affect teaching and learning.

Howard (2005) point out that roles are specific activities or work that the employees perform, with each position associated with a set of responsibilities. Furthermore, Blase and Blase (2000) stress that SMTs have to perform the instructional role where they work diligently to improve and provide instruction with regard to quality teaching and learning. The study further points out that SMTs should define and promote high expectations among teachers. Hallinger (2010) shares the same idea as Blase and Blase (2000) that the instructional role of the SMTs is to encourage research-based strategies to improve teaching and learning so that T40 schools can improve their results. Furthermore, Jenkins and Pfeifer (2012) assert that the SMTs need to monitor student achievement and monitor teachers' lessons as their instructional role in managing the curriculum. The SMTs execute these activities as the subjects in the activity system. This shows, according to CHAT, what the subjects (SMTs) are doing in the activity system; in so doing they use tools in order to improve learner achievement.

On top of the instructional role, the principals can play the role of being the facilitator. Fessehatsion (2017) further highlights that the principal acts as the facilitator when they help the team to decide, take action and evaluate the results of their actions. The study further asserts that the principal as the facilitator communicates the purpose and vision of the team, provides resources to the teachers for the work at hand, and creates a supportive and conducive atmosphere for effective teaching and learning to take place. This suggests that the SMTs as facilitators should provide teachers with resources such as financial, physical and information and communication technology (ICT) resources which can be used for effective curriculum implementation in order to improve learner achievement in their schools.

Further to this, Khodarahmi and Nia (2014) are of the view that learner discipline contributes to the conducive atmosphere in making the school appealing for both teachers and learners. SMTs should therefore see to it that discipline is maintained. Also, the SMTs have to act as the moderators at a school level. Vaccaro, Jansen, Van Den Bosch, and Volberda (2012) define the moderator as the person who ensures quality assurance in relation to the assessment process. This suggests that the moderator ensures that assignments, learner activities, and tests are of high quality and also meet the needs and standard of learners. Alexiev, Jansen, Van den Bosch,

and Volberda (2010) further posit that the moderator evaluates the performance of the assessor. Therefore SMTs, in their managing of teaching and learning practice, should moderate tests and examinations to ensure that these address the curriculum goals by assessing learners in a fair and consistent manner.

3.3.2 Object acted upon by SMTs

Bedny and Harris (2008) define object, the second component of CHAT, as an internalised and reproduced purpose of a collective activity system which defines the action in achieving the predetermined outcome. The study further posits that an object is what a particular activity cognitively represents in striving for the desired result. An object, as cited by Foot (2014), is a potential set of actions which forms the relationship with what happens when the actions are taken. In other words, all of the efforts and activities are directed to and focused on the object in achieving the desired outcome. Gretschel et al. (2015) assert that the object is what actually determines, directs and distinguishes actions in the activity system. This study further clarifies that the object is the raw material which is acted upon by the subjects in the activity system. In the context of this study by Gretschel et al. (2015) the object that is acted upon is the content that is being managed by SMTs to achieve the curricular goals.

Content is defined by Cook (2013) and Illeris (2018) as the subject topics that need to be taught to learners and should be at a suitable comprehension level for the grade that it is designed for. SMTs, in their managing teaching and learning practice, should manage how the content is presented to learners to achieve the curriculum goals. The studies conducted Hashim and Jones (2007) and Engeström and Glăveanu (2012) outline that when the subjects (SMTs) act upon the object (content) they have the intent to achieve an outcome in the activity system. For instance, the SMTs should be able to check if the content for each subject offered at school is covered within the specified period of time.

Donnelly and Fitzmaurice (2005) concur with Bingham (1999) and Khoza (2015) that learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a learning course. In other words, these are the objectives which are subjects' motives for participating in an activity. In the context of these studies, the SMTs as the subjects in the activity system should have the intention and motive of managing the curriculum of T40 schools, and their objective is to improve the academic performance of their schools. This is echoed by Lambright (2008), who states that a school is

an institution established and designed to modify attitude and instil values which are upheld in the community in which it exists. Harden (2002) asserts that the primary objective of any school system is to provide the society with knowledge, skills and values for holistic development and to enhance the quality of living conditions.

It is in this vein that the SMTs as the subjects in the activity system (school) should strive for the realisation of outcomes in their T40 schools. It is worth mentioning that CHAT focuses on outcomes as what subjects strive to achieve; however, studies by Lambright (2008), Khoza and Mpungose (2018) and Kennedy (2006) reveal that outcome, aim, and objectives are the categories of goals. Khoza (2015) defines the aim as the long-term goal, which is based on the content of the subject matter, to be achieved by learners in a particular programme. Moon (2002) defines the objective as a specific statement of teaching intention, as it indicates a specific area that the teacher intends to cover in a learning programme. Lambright (2008) and Sutton, Miller, and Rubin (2017) identify various goals and objectives that are to be achieved at school under the supervision of the principal. According to the study schools should achieve moral outcomes whereby they are expected to produce individuals which are well armed with proper societal values for meaningful participation in the development of society. Shephard (2008) points out that schools need to realise an integrative outcome by producing well-adjusted citizens who are skilled in interpersonal relationships. Finally, as cited by Harden (2002), schools need to achieve cognitive outcomes where learners are equipped with empirical knowledge in order to achieve educational independence. This suggests that SMTs as the subjects in the activity system should be driven by goals when they manage the curriculum of T40 schools.

3.3.3 Mediating tools used by SMTs in managing the curriculum

McCaughtry et al. (2006) and Lin et al. (2013) define tools as human and non-human materials or resources and facilities used in an organisational environment in order to achieve the predetermined results. Kaptelinin and Nardi (2012) point out that tools can be physical or mental and they shape the way in which the subjects interact with reality. van der Reit (2010) further points out that tools are cognitive and material resources which are used by the subjects to attain the objective of the activity. Kutti (1996) states further that tools are both enabling and limiting as they provide the subjects with capabilities in driving the activity. Tools may restrict interaction in achieving the desired result. Jonassen (2000) reveals that tools are developed and

shaped according to the needs, values and norms of the culture in which they are used. In the context of these studies this suggests that SMTs should use tools or resources in managing the curriculum of T40 schools. Gretschel et al. (2015) are of the view that the mediating tools utilised by SMTs should be used and adapted to the design of the activity as influenced by the culture and history of the community. Okonkwo (2012), Havemann (2016) and Downes (2007) classify education tools according to their nature into physical, financial and ICT tools.

Okonkwo (2012) asserts that material or physical tools/resources are those that can be seen, touched and observed in the institution, and they include structure, machines, raw material, vehicles, curriculum materials, and school furniture. Ogunlade (2008) and Usman (2016) assert that school physical tools/resources have an impactful and direct effect on the learning process and are play a very determinant role in the achievement of educational outcomes. Thus, SMTs as the subjects in the activity system of CHAT should ensure that physical tools are provided in order to enhance learner achievement. This suggests that SMTs should have a school asset procurement plan and register that should be aligned and adapted according to the needs and values of the school and community.

Gift (2019) points out that facility management and maintenance are critically important to provide quality teaching and learning. Further to this there are financial tools, which according to Perrot (2017) and Berger and Kostal (2002) encompass funds needed to run the school smoothly; these tools are regarded as the lifeblood of any institution. Usman (2016) declares that funds are indispensable to procure facilities and equipment which are needed for teaching and learning. This suggests that SMTs, particularly the principal, need to exercise effective financial management by observing and applying all financial regulations and procedures, keeping all financial records and controlling the budget.

Finally there are ICT tools, which are defined by Usman (2016) as technological tools used to communicate, create, store, and manage information. The study points out that ICT tools include computers, the internet, radio and overhead projectors. SMTs should ensure that these tools are made available in T40 schools in order to enhance learner achievement.

CHAT analyses subjects (SMTs) as a component of an activity system rather than as individuals, and for this reason Kutti (1996) regards tools as limiting or enabling in the activity system – because if the SMTs do not have tools, they may not achieve the desired outcome. However, Berger and Kostal (2002) points out that most SMTs are lacking those tools that cannot be seen and touched – which are ideology or pedagogy. This suggests that having other

tools without an ideology of managing T40 schools will be meaningless. In other words, SMTs need to have different management theories or methods to manage T40 schools.

3.3.4 Community as a component of the activity system

Engeström (2009) asserts that community as a component of CHAT entails the social context of all people involved in the activity. Roth and Lee (2007) concur with Sannino, Daniels, and Gutiérrez (2009) that community is the group of people or organisation which shares the interest in and involvement with the object. Bedny and Harris (2008) assert that community refers to people who share the same problem space as the subjects, in that they are also interested in the object-orientated nature of the subject's activity system. According to this study community is said to exercise a very powerful influence on other components of CHAT, simply because it is the largest group in which the subjects exist. In the context of the present study community includes, among others, teachers, parents, learners, circuit managers, traditional leaders and teacher unions. This suggests that SMTs should ensure that they engage and involve the community in redesigning an organisation practice, by inviting the community to meet on a regular basis to inform and update them about how the school is progressing. This is echoed by Engeström (2009), who stresses that the interaction between the subjects and community is said to be of communicative relation. This suggests that the SMTs need to communicate and interact with the community in which they exist, because the community has a vested interest in the education of their children. The community would like to see the results of the T40 schools improving.

Jonassen (2000) points out in supporting the influential role of the community that it enacts and mediates rules and conventions that dictate how the community functions and states its beliefs, and how different activities are to be supported. This further suggests that SMTs have to abide by the rules of the community by considering the culture and history of the community in which they work. For example, the community may decide that learners should not attend Saturday classes, influenced by religious observation or their cultural beliefs. Thus in redesigning an organisation practice SMTs should have programme as to how they are going to involve the community, and clearly specify what role to be played by the community in improving learner achievement of the T40 schools. This is echoed by the DBE (2011) which states that stakeholders should receive learners' progress reports on a quarterly basis so that their progress can be monitored.

As cited by Roth and Lee (2007) the community as a components of the activity system in CHAT exercises an influential role, and they can do that by getting involved in the decision-making processes of the school. Labardin (2012) points out that community can participate in the governance and school improvement councils, where their voice can be heard. Further to this, Kim (2002) asserts that parental involvement, through parents' meetings, learning at home, volunteering and decision making at school, can enhance learner achievement. Kim (2002) is of the view that parents should be invited to the school and be informed about learners' progress. A study by Mauka (2015) sought to examine the relationship that may exist between school achievement and specific parental involvement. Data were collected from 852 parents of Grade 6 students through surveys, and it was found that parental involvement has a huge positive effect on learner achievement. The study further recommended parental volunteering as the most effective approach. Therefore, in their redesigning of organisation practice SMTs should involve parents to improve learners' achievement in T40 schools.

3.3.5 What rules are regulating SMT practices?

Kutti (1996) and Kaptelinin et al. (1995) as well as Engeström (2009) share the view that rules (the fifth component of CHAT) in the activity system entail guidelines, norms, policies, codes of conduct or conventions that regulate the activities and behavioural pattern of the subjects and community. Bedny and Harris (2008) reaffirm that rules affect the activity and are imposed by the community in which the subjects exist. This suggests that the conduct and behavioural pattern of the subjects is regulated by rules which determine how the subjects engage in the activity. Gretschel et al. (2015) categorise rules into professional and social rules. This study defines professional rules as the professional guidelines of the profession as practised by the subjects; for example, there are professional rules for the teaching profession which are not the same as those of the nursing profession. This shows how rules influence the way the subjects behave in the activity system. Gretschel et al. (2015) define social rules as informal rules that regulate how subjects interact with others. This suggests that the subjects' behaviour and actions should be socially acceptable and appropriate and not affect or offend others.

Yanow (1996) asserts that rules may refer to organisational policies which guide how the subjects and community organise the activities and operations in the activity system. In the context of the studies by Kutti (1996) Kaptelinin and Nardi (2012) as well Engeström (2009) SMTs' actions and behaviour are regulated by various professional laws, like the South African Schools Act No. 84 of 1996, Employment of Educators Act 76 of 1998 and National Education

Policy Act 1996. These acts regulate the conduct, behaviour and action of teachers as well as SMTs as professionals. Further to this, Gleeson, Legge, O'Neill, and Pfeffer (2011) and M. Henry, Lingard, Rizvi, and Taylor (2013) assert that institutions should formulate policies that assist in organising their activities in order to achieve the predetermined goal. Weaver-Hightower (2008) defines policy as a statement of intent which is implemented as a procedure and is generally adopted by members within an organisation to guide actions in achieving a rational goal. Consequently, SMTs as the subjects in the activity system should formulate policies to guide activities and operations in their T40 schools in order to improve academic achievement. The DBE (2011) enumerates some of the most important policies that schools need to have in order to organise academic activities and operations to improve learner achievement in T40 schools. These policies include, among others, assessment and examination policy; subject and departmental policy; curriculum policy; school improvement plan policy; planning and preparation policy; quality assurance policy and staff development policy. This suggests that SMTs should formulate a number of policies that can help regulate all of the learning and teaching activities and processes to enhance learner achievement in T40 schools.

KZN Circular No. 41 of 2012 is so prescriptive in declaring that SMTs have to meet on a weekly basis to discuss academic progress at the school; this is a provincial circular, which is the policy, prescribing the frequency and agenda of departmental and SMT meetings. This policy intends to sensitise SMTs that both departmental and SMT meetings should be conducted on a weekly basis to monitor academic progress and address challenges that may crop up.

3.3.6 Impact of division of labour in the activity system

Tian (2018) cites that the division of labour, the sixth component of the activity system, is where activities and operations required to deliver services are minutely designated to each worker to perform. This is echoed by Labardin (2012), who points out that the division of labour is about balancing activities between different people and artefacts (tools). Engeström (2009) concurs with Hasan and Kazlauskas (2014) that division of labour refers to who is doing what in relation to the object and which tools are being used to achieve the objective of the active system. This suggests that the subjects are carrying out activities to achieve outcomes of

the active system. According to Jang et al. (2010) and McCaughtry et al. (2006) SMT activities are activities designed or

Durkheim (2013) is of the view that division of labour has more to do with the hierarchical structure of an organisation that provides support in the form of finance, developed by the principal or departmental head to bring about or create conditions for monitoring teaching and learning. Kennedy (2006) points out that SMT activities are divided into learner-centred activities, where learners are involved in the learning process; and teacher-centred activities, which include moderation of formal tasks and tests and control of teachers' preparation files and content-centred activities, which includes class observation to determine teachers' knowledge of the subject. counselling, guidance, advisory service and professional development. Yamagata-Lynch (2010) further asserts that division of labour entails the participation and responsibilities which are shared and determined by the community. The study further reveals that there is a horizontal and vertical division of labour. Figure 3.4 illustrates how tasks and responsibilities are allocated to various departments and individuals in a horizontal division of labour.

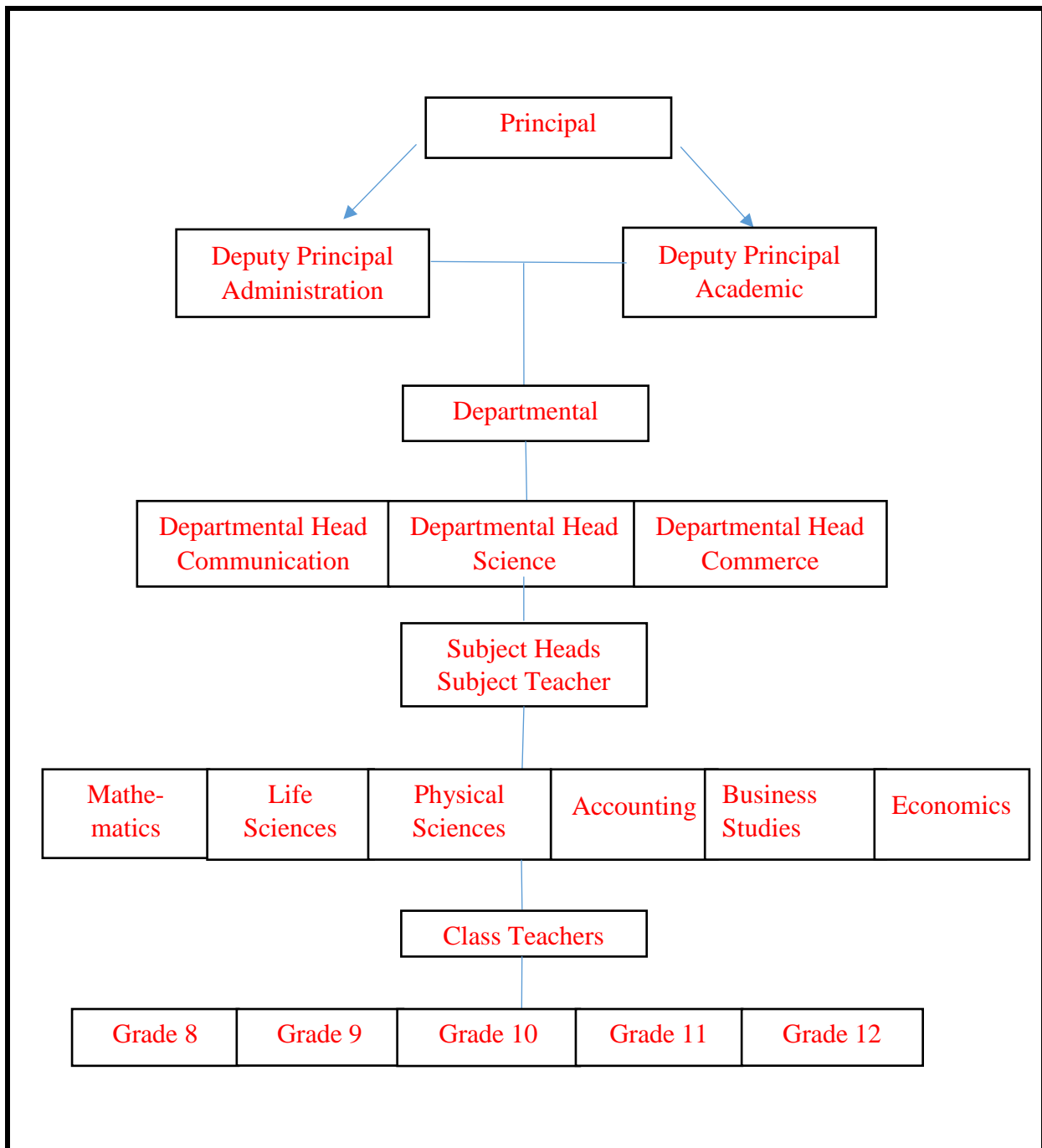


Figure 3.4: The horizontal division of labour (adapted from DBE, 2012).

Breier (2004) points out that horizontal division of tasks operates on the basis of allocating staff duties and resources to areas which require particular skills. This suggests that employees are given tasks and activities according to their field of specialisation, which enables them to excel. Durkheim (2013), Kreitz-Sandberg (2013) as well as Breier (2004) concur that the horizontal division of labour clearly specifies the different departments existing in an organisation. Furthermore, Casson (2012) states that this type of division of labour

distinguishes between employee units and the production line wherein the employees are expected to coordinate activities and operations in that particular unit in order to deliver services and goods.

In the context of the study by Casson (2012) and Figure 3.4, SMTs should establish different departments at school, such as the Department of Science, Department of Commerce and Department of Languages, and each departmental unit is allocated resources, duties and responsibilities to coordinate activities and operations, thus enhancing learner achievement at T40 schools. As depicted in Figure 3.4, the department is further divided into subject committees headed by subject heads. In other words, under the Department of Commerce there can be an Accounting Committee which focuses on the subject. Accounting teachers can work together and hold meetings where they discuss challenges encountered in the subject, and the principal gets reports and provides support and advice where necessary.

Figure 3.4 clearly shows that each unit has tasks to perform, yet is dependent on the whole activity system. For instance, teachers in the subject committee sharing the same subject can do team teaching, networking and set common papers for quality assurance in their department. Thus, in their managing of teaching and learning practice SMTs should monitor each and every department or unit in order to ensure that all are executing their duties effectively. Kreitz-Sandberg (2013) is of the view that the horizontal division of labour leads to specialisation, which increases efficiency and competence among employees. As depicted in Figure 3.3, at the bottom of the figure there are class teachers who are allocated duties to manage classrooms by maintaining discipline and controlling absenteeism to ensure regular attendance by learners. This suggests that teachers can become competent and efficient in their subject and that can improve the academic success of T40 schools. In the horizontal division of labour there is a sharing of ideas and suggestions, free flow of communication between team members and collaboration. However, Breier (2004) argues that the horizontal division of labour can result in work boredom, as teachers do one and the same thing all the time. Over and above the horizontal division of labour, SMTs can use a vertical division of labour.

Sayer and Morgan (2018) concur with Casson (2012) that vertical division of labour entails specialisation of work based on the establishment of lines of authority and position. Clark (1978) states that in an institution with a vertical division of labour the institution has a pyramid/top-down structure with the manager at the top. The manager makes all major decisions, which are communicated to the middle management who take it down to the

employees. Durkheim (2013) asserts that in the vertical division of labour the institution operates from the top to the bottom, where employees receive orders and are not expected to contribute or take the initiative; hence there is no collaboration and employee empowerment and autonomy. This suggests that the principal gives orders to the middle management (deputy principal and departmental heads) without any consultation, and they are expected to cascade these orders to the teachers. In other words, the principal imposes his decisions, unlike in the horizontal division of labour where teachers are assigned tasks to carry out.

Storper (1989) argues strongly that this type of division of labour reduces creativity and motivation on the part of workers, since the principal does not involve teachers in the decision-making process of the school. The teachers then do not feel part and parcel of the teaching and learning process. SMTs, in their instructional practice, should determine when to use these types of division of labour in order to enhance learner achievement.

Figure 3.5 shows how CHAT is contextualised in this study.

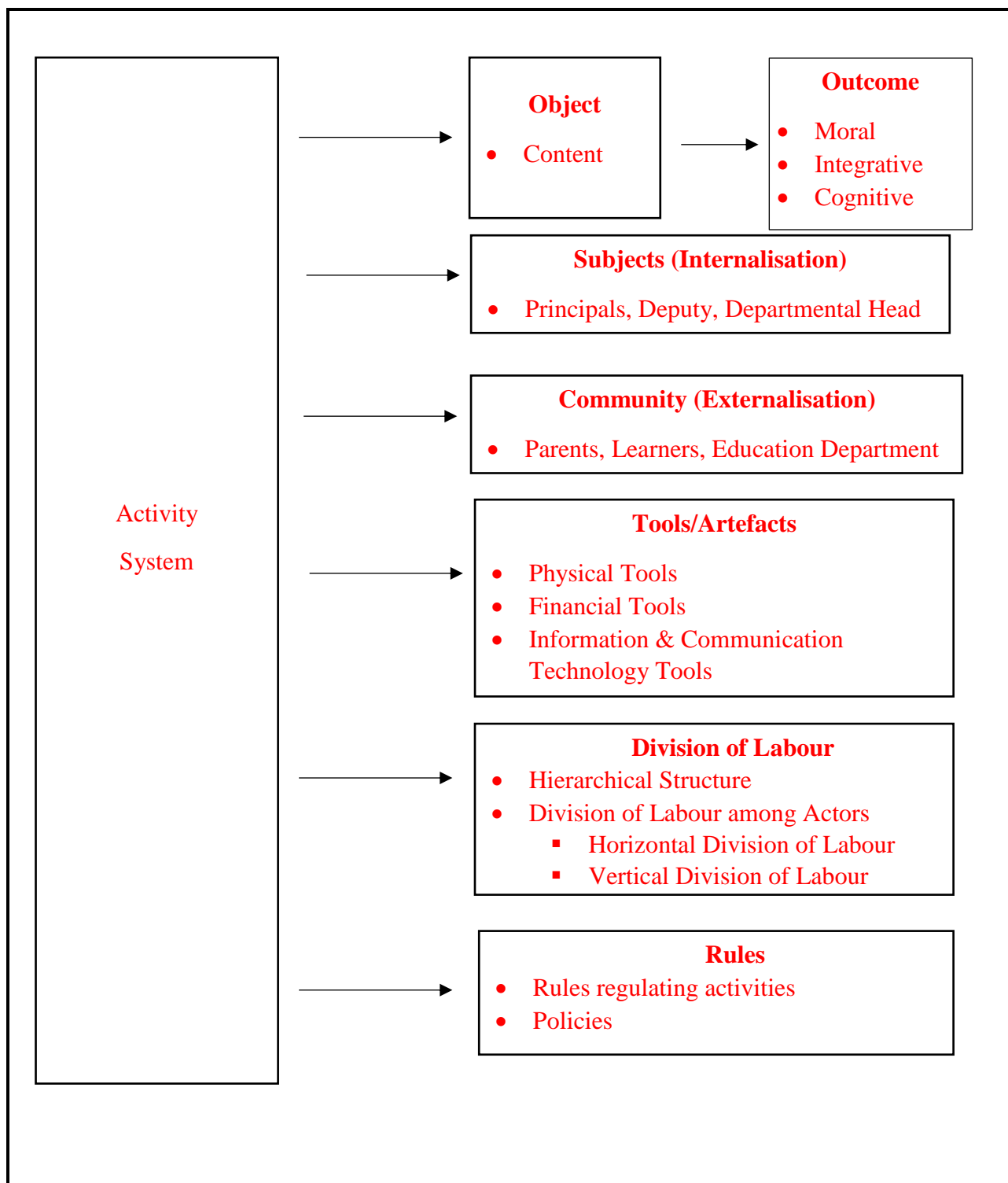


Figure 3.5: Contextualisation of CHAT in this study.

3.4 Conclusion

Chapter Three unpacked the theoretical framework which guided this research project: cultural-historical activity theory (CHAT). CHAT was discussed in-depth with special reference to its origin and different generations. This chapter orientated the reader to the triangles of these three generations, by showing how each generation developed CHAT. Furthermore, an in-depth exposition of the six related components of CHAT (subjects, object, tools, community, rules and division of labour) was made by contextualising CHAT in terms of the research phenomenon of SMT practices. The next chapter outlines the research design and methodology used in the study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

Chapter Three was about the theoretical framework adopted by the study. The study adopted Cultural-Historical Activity Theory (CHAT) because it intended to explore, analyse and understand SMT practices within the context of the culture and history within which the SMTs operate in their T40 schools. Chapter Three orientated the reader to CHAT by unpacking its origin, its related components and its applicability in SMTs managing of the curriculum in T40 schools. The chapter discussed the elements of CHAT, namely the subject, object, outcome, tools, community, rules and division of labour.

This study intends to explore SMTs' practices in managing the curriculum of T40 schools through the following research objectives:

- To explore SMT practices in managing the curriculum of T40 schools.
- To understand the reasons that inform SMTs when they manage the curriculum of T40 schools.

The study seeks to achieve the above research objectives by answering the following questions:

- What are the practices of SMTs in managing the curriculum of T40 schools?
- What informs the SMTs in managing the curriculum of T40 schools?

Hence, the main purpose of this study is to explore SMT practices in managing the curriculum of T40 schools. This chapter intends to unpack the research paradigm (interpretive paradigm), research design, sampling (purposive and convenience), data generation methods (reflective activity, one-on-one semi-structured interviews and FGD), trustworthiness (credibility, dependability, transferability and conformability), ethical issues (informed consent, rapport and friendliness, privacy and anonymity, right to withdraw) and limitations of the study.

Creswell (2013) and Cohen et al. (2013) share the same understanding in defining research design as the overall strategy that the researcher chooses in integrating the different components of the study in a coherent and logical manner to ensure that it addresses the research problem affectively. They further point out that the research design constitutes the blueprint for the collection, generation and analysis of data. Figure 4.1 diagrammatically summarises the research design and methodology.

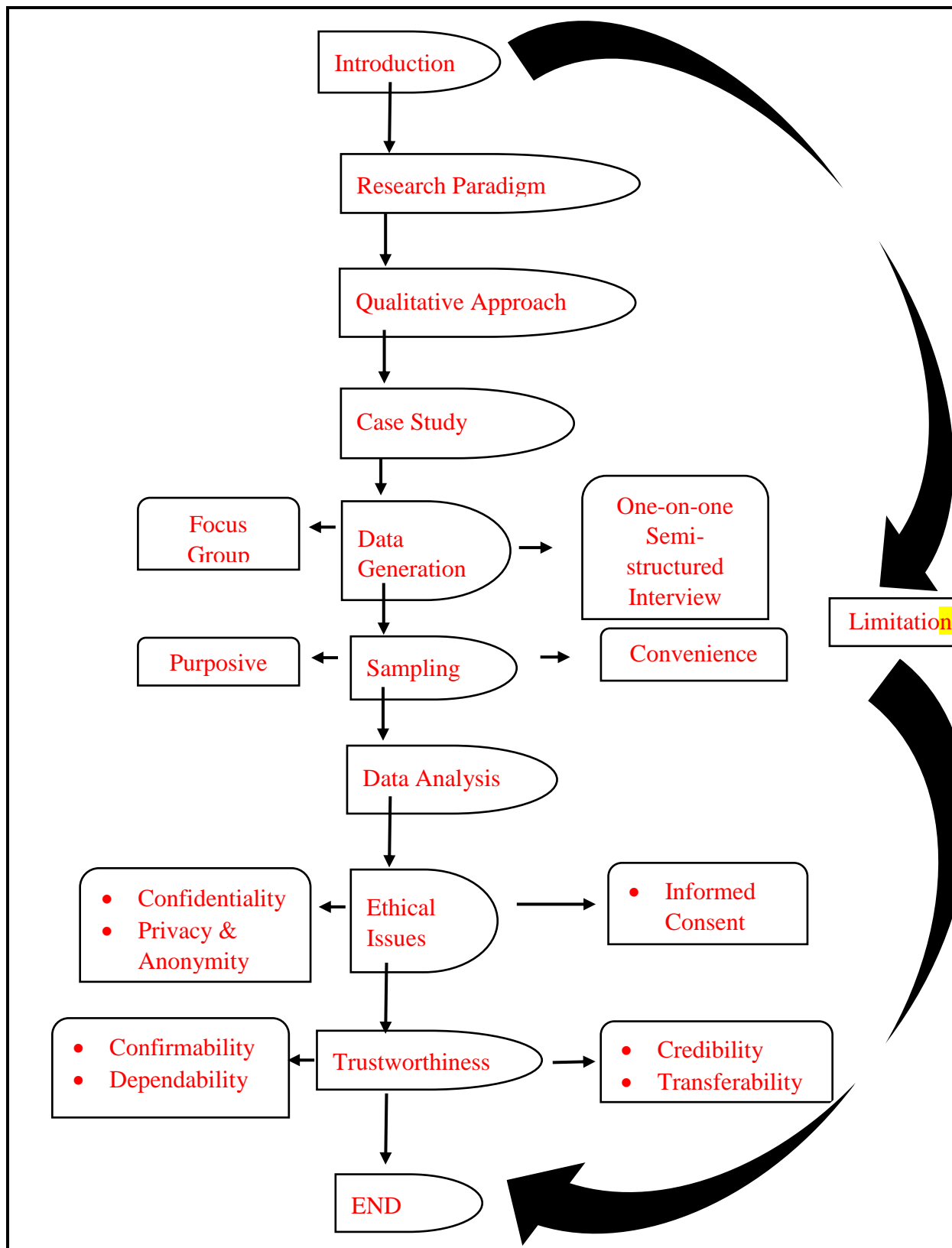


Figure 4.1: Flow Chart of Chapter Four.

4.2 The research paradigm: Interpretivist

Creswell and Poth (2017) define paradigm as a way of looking at or researching a phenomenon by determining which problems are to be investigated and how to investigate them. This definition is in line with the assertions of Creswell, Klassen, Plano Clark, and Smith (2011) and Cohen et al. (2013) that a paradigm is how the research looks at the nature of reality and the frames of reference used to observe human behaviour and actions and to organise the reasoning thereof. Silverman (2016) as well as Bertram and Christiansen (2014) are of the view that a paradigm reflects an array of faiths and beliefs about reality and how the researcher can derive better understanding and knowledge of the underlying processes. These studies further point out that it is of paramount importance that each research project defines which paradigm it uses. McGregor and Murnane (2010) highlight that a paradigm is used as an organising principle through which the nature of reality is observed and interpreted.

Reviewed literature, including Saunders (2012) outlines four paradigms which may be used in research: positivist, interpretive, critical and pragmatic paradigms. Roots (2007) points out that the interpretive paradigm seeks to understand the world as it is from the subjective experiences of individuals. This study used the interpretive paradigm, as I wanted to understand and explore SMT practices in managing the curriculum of T40 schools. I felt that the interpretive paradigm would enable me to understand how SMTs manage and interpret the curriculum. The findings of the study afforded me an opportunity to draw conclusions and recommendations with regard to SMT practices in managing the curriculum of T40 schools.

Neuman and Kreuger (2003) assert that interpretive paradigm aims to understand the meaning in human behaviour rather than to generalise and predict the cause and effect of the phenomenon. The research intends to gain a deeper understanding of the phenomenon in all its complexity. Creswell and Creswell (2017) and Mack (2010) concur with the above assertions that the interpretive paradigm relies on both the researcher and human subject as instruments to measure some phenomenon, and typically involves observation and interviews. As a researcher I wanted to gain a deeper understanding of the SMT practices and to interpret them with the intentions of drawing conclusions to improve the results of T40 schools. O'donoghue (2006) echoes the sentiment that the interpretivist paradigm helps the researcher to understand the diverse ways of seeing and explaining the world through the eyes of the human subject in different contexts and cultures.

Maxwell (2011) further reveals the advantage of using the interpretivist approach as that the researcher conducts this type of research in its natural setting – in the case of my study at school – by using key methods such as case study and interviews. I interacted with the departmental heads in their schools, which made the data authentic. However, one main criticism levelled against the interpretive paradigm is that its views tend to be subjective rather than objective. This suggests that the interpretive paradigm leaves room for bias. This criticism was overcome by designing the research instruments, like the interviews and case studies, in an objective manner that could counteract bias in order to make the results authentic and subjective. I used multiple methods of data generation and gave the participants enough time to prepare for interviews.

Lincoln and Guba (1985) assert that a paradigm consists of four elements, namely epistemology, ontology, methodology and axiology. Darlaston-Jones (2007) defines epistemology as the study of knowledge acquisition by seeking to discover what is known and how it is known. Further to this, Moyo (2017) and Hook (2015) point out that epistemology is essential to distinguish between the truth and falsehood when acquiring knowledge. A study by Kivunja and Kuyini (2017) states that epistemology is concerned about how we come to know something. The study stresses the nature, sources and forms of human knowledge as very important for the researcher to broaden their understanding of the research phenomenon. Cordella and Shaikh (2006) outline that there are four sources of knowledge, namely authoritative, logical, intuitive and empirical knowledge. This study adopted an authoritative epistemology because, as cited by Cordella and Shaikh (2006) as well as Al-Saadi (2014), it leans towards the understanding that knowledge is best acquired from people in the know, books, and leaders in the organisation. In this study I used and relied on the SMTs of T40 schools, whom I used as authoritative sources of knowledge in providing information as to how they managed the curriculum in their schools.

Bryman (2006) defines ontology as the study of the nature of existence or reality, and the relationship between different aspects of society such as social actors, cultural norms and social structures. Mack (2010) and Scotland (2012) share the same view that ontology is concerned with questions related to the kinds of things that exist within society. Al-Saadi (2014) asserts that ontology is about philosophical assumptions we make in order to believe that something is making sense or is real. Tuli (2010) further declares that these assumptions help to orientate the researchers' thinking about the research problem and how to approach it in reaching the solution. In this study I used the ontological assumptions to provide an understanding of the

things that constitute the social structure with its social actors. Ontology helped me to be certain about the nature and existence of reality of SMT practices when managing the curriculum in T40 schools.

4.3 The research approach: Qualitative

The study adopted the qualitative research approach, which offered me as the researcher the opportunity to try to understand and describe the ways in which different individuals make sense of their experiences in their natural setting. Black (2006) defines qualitative research as a form of social inquiry that tends to adopt a flexible, data-driven research design which uses unstructured data to allow subjectivity of the participants in the research process. Sullivan and Sargeant (2011) define the qualitative approach as a scientific method of observation to gather non-numeric data which answers why and how a certain phenomenon occurs. Maree (2015) points out that the main purpose of the qualitative approach is to explore and understand a central phenomenon, which is the concept or process explored in a qualitative research study.

Bengtsson (2016) further asserts that qualitative research is concerned with the point of view of the individual participants under study. According to Rosenthal (2016) and Yin (1992) the data for qualitative research may take the form of fieldnotes in the course of observation, interviews, audio or video recordings which are carried out or obtained by the researcher in the natural setting of the participants. Yin (1992) further asserts that the purpose of qualitative research is to enable the researcher to make sense of social reality, to describe and explain the social world and develop an explanation of models and theories. I therefore interacted with the departmental head, deputy principal and the principal to get their points of view with regard to their practices in managing the curriculum of T40 schools. This enabled me to gain an in-depth understanding of the complexity underpinning SMT practices as a phenomenon, and I was able to explain and understand their social world.

Oka and Shaw (2000) identify the strength of qualitative research as being that the data collected are based on the participants' points of view, feelings, and experiences rather than the world created by the researcher. Denzin and Lincoln (2008) are of the view that the qualitative research approach helps to understand holistically the human experience in its specific natural setting. As I interacted with SMTs through the use of interview and case study in their natural settings (school), they were able to freely give their points of view based on

their experience without being influenced by me as the researcher. My role was just to give clarity where they were not clear on a concept. This indicates that the qualitative research approach was used according to its strengths, because the participants created their own world without influence and interference from the researcher.

However, Richards and Morse (2012) reveal that the weakness of qualitative research is that it is considered lightweight in the sense that it involves a small sample of individuals, which may not be representative of the broader population. Thus, according to Srivastava and Thomson (2009), qualitative research approach poses a challenge to the generalisation of findings to other contexts. I overcame this limitation by widening my sampling net, by including SMT participants from more than two different schools and all levels of management at school to give their points of view on how they manage curriculum in their respective schools. Furthermore, I gave a detailed description of the research context to allow the reader to establish whether it would be appropriate to transfer and generalise the findings.

It is evident from the discussion that I used the appropriate research approach that enabled me to interact with the participants in their own setting. They freely indicated their feelings and opinions, and hence I was able to interpret their actions.

4.4 Research design: Case study

Case study was adopted as the research design. Harrison, Birks, Franklin, and Mills (2017) are of the view that case study entails describing and analysing an individual matter, one individual, a group or organisation in order to identify structures, forms and patterns of interaction among the participants under study. Yin (2011) reveals that case study is conducted in the subjects' real-world context, which gives the researcher a better understanding of what the subjects are really all about. Hamel, Dufour, and Fortin (1993) further point out that documents, observation and interviews can all be sources of information for case study in qualitative research. Gillham (2000) maps out the purpose of the case study as being to experiment between theories or come up with new theories, develop a hypothesis and go into detail through research. Kohlbacher (2006) outlines three types of case studies: intrinsic, instrumental, and collective. This study adopted an instrumental case study because I wanted to gain an in-depth understanding about the practices of SMTs in managing the curriculum of T40 schools.

Creswell (2013) outlines that the intention of exploring is to assess the performance of work or progress made. I therefore made use of the case study to explore practices of SMTs of T40 schools to get an in-depth understanding of how they manage the curriculum. Yin (2017) points out that case study explores the matter or issue through one or more case within a single instance of a bounded system (setting and context). Abiddin (2007) concurs with Ormston et al. (2014) by highlighting that a case study allows the exploration and understanding of a complex phenomenon within its real-life context. Creswell (2013) indicates that the case study describes and analytically explores a person or a group of people over time. With explorative analysis of this research through case study I was able to get a deeper understanding by investigating the phenomenon in its real-life context: how the SMTs manage the curriculum of T40 schools. I interacted with the real-life context by visiting the T40 school principals, deputy principal and departmental heads in person and obtained first-hand information from the SMTs.

Exponents of the case study, such as Gillham (2000) raise the fact that it can be conducted remotely as a huge benefit. Researchers who are using case study do not necessarily have to be present in the natural setting of the subjects or location. Research can be done over the phone or through email and other forms of remote communication. I capitalized on this strength of case study when making arrangement with the participants, by calling them to find out their state of readiness for the research process. It is for this reason that a study conducted by Padilla-Díaz (2015) reveals that case studies are less costly and more accessible, with the researcher's findings grounded in reality. The interviews are conducted freely as there are no costs for the investigator to incur in the process.

Case studies are criticised by research scholars, including Zainal (2007) and Gillham (2000) for the length of time it takes to analyse data. They state that subjects may give the researcher a large volume of data which needs to be sifted through; this can be further compounded by participants who give inaccurate or incomplete answers to the questions. The information that is furnished needs to be verified to ensure its accuracy for the results to be reliable, and all of this needs ample time to be done accurately. I allowed myself two weeks to verify and sift through the collected data to ensure that it was accurate and was what was furnished by the participants. I also used member-checking, where the participants had to verify the data.

4.5 Data generation

Peersman (2014) and Henwood and Pidgeon (1992) reveal that data generation entails theories, techniques and methods used by the researcher to create data from a sampled data source in a qualitative study. Such data sources can include human participants, documents, organisations, electronic media and events. A study by Goldkuhl (2019) highlights that data generation is a comprehensive process which entails a number of activities, including searching for, focusing and noting, selecting and capturing of data from the sampled unit. Goldkuhl (2019) asserts further that data are generated in order to analyse and interpret them in order to draw some findings and conclusions from them. This study adopted three data generation methods, namely reflective activity, one-on-one semi-structured interviews and FGD.

4.5.1 Reflective activity

Hatton and Smith (1995) define reflective activity as an exercise of deliberate thinking about an action with a view to or intention of improving it in order to yield better results in future. L. Cohen et al. (2007) expand the definition by stating that reflective activity is a written activity that asks participants to complete a short set of questions about the issue under study. Foddy and Foddy (1994) reveal that reflective activity allows participants to express an opinion without being influenced by the researcher. I designed a set of questions as a reflective activity and distributed it to SMT members to lay the foundation for the FGD. I used the reflective activity to explore SMT practices in managing the curriculum of T40 schools, and this helped to pave the way for the next phases of the data generation process. I gave explanations where required, and the participants were guided by the set questions. SMTs had to look back and review the practices that they used to manage the curriculum of T40 schools in the past. This was intended to help them to change their behaviour and attitude towards curriculum management in order to improve learner attainment. Larsson (2010) adds that participants have to interpret their own suppositions by looking at their own perspectives and give a critical review of their own practices and actions.

Cohen et al. (2013) highlight that reflective activity has the advantage of promoting professional growth through an in-depth inner thought process. According to these authors, this inner thought process can yield better understanding of a participant's strengths and weaknesses. Thus, SMTs can better understand where they do well and where they have to

improve as professionals. They can note down the information for reflective activity and adjust and modify their instructional, transformational and ethical practices for the improvement of learner achievement. In reflective activity the participants respond spontaneously and include important information such as their feelings, attitudes to and understanding of the topic. This allowed me as the researcher to better assess the participants' true feelings on the phenomenon under study.

Creswell and Creswell (2017) identify the shortfall of reflective activity as being that it is time consuming, as participants may not respond as quickly as expected. The authors state that the delay may be caused by confusion and uncertainty as to which situations they have to reflect on. I overcame this shortfall by giving the SMT members ample time of three days to complete the activity. I also stressed the issue of honesty and urgency to the participants, so that they could be sensitised about the importance of responding. I further arranged one-on-one semi-structured interviews with each to verify the answers of the participants.

4.5.2 One-on-one semi-structured interviews

Newcomer et al. (2015) define one-on-one semi-structured interviews as meetings in which the interviewer does not strictly follow a formalised list of questions. One-on-one semi-structured interviews are loosely structured and adopt an informal approach. Paine (2015) asserts that semi-structured interviews entail a wide range of open-ended questions based on the topic that the researcher wants to cover. It offers both the researcher and interviewee the opportunity to discuss some topics in detail; hence it becomes a two-way communication. Edwards and Holland (2013) reveal that the overall purpose of the semi-structured interview is to gather information from key participants whose personal experience, attitudes, perceptions and beliefs can contribute immensely to the topic of interest.

As a researcher I collected new and exploratory data related to the SMTs' practices in managing the curriculum of T40 schools. The SMTs that participated were able to give me the data required because of their experience and knowledge at management level. One-on-one semi-structured interviews were the most suitable and powerful tool for this study, as they allowed participants to give more detailed responses based on the questions from the reflective activity. The interviews were conducted on the site where the various participants were based and the duration was 30 minutes. They were recorded using a smartphone. I gave SMT members a set of interview questions and allowed them the freedom to relax and probe

questions if they wanted to. I was friendly to promote freedom of expression on the part of the participants. I urged the participants to explain all practices in detail and avoided dictating what I needed from them. For convenience sake I reached an agreement with the participants that the interviews were to be conducted during lunch time and after school, depending on the participant's availability, in order to avoid disruption of classes.

A study by Bartholomew, Henderson, and Marcia (2000) asserts that one-on-one semi-structured interviews encourage a live, two-way communication between the researcher and the participant. This live interaction provides the researcher with an opportunity to learn a lot from the answers given by the participants and also to get the reasons behind the answers. In other words, the researcher gets to understand why the participant responds in that particular way. These authors further point out that semi-structured interviews allow the participants to elaborate on sensitive issues. Further to this, Cohen et al. (2000) concur that data collected through semi-structured interviews is primary and authentic, since it is obtained from a live, face-to-face interaction between the interviewer and the participant. Edwards and Holland (2013) stress that since semi-structured interviews are primary and authentic, they are likely to provide quality findings. I used one-on-one semi-structured interviews to elicit more information by getting to the reason why the participants responded in particular ways. I also learnt a lot from their non-verbal cues, which I had to interpret as they related their responses

However, Anaraki-Ardakani (2017) level the criticism against one-on-one semi-structured interviews that the researcher may forget to ask valuable and fundamental questions. This author points out that the inexperienced interviewer may get carried away in irrelevant conversation by the flow of the process. The interviewer may 'go off the rails', wasting time and missing the most important questions, and that may impact on the findings of the research. I counteracted this limitation by sticking to a pre-set script of questions which were ranked according to importance and priority. I made sure that I directed the proceedings to ensure that all of the important questions were answered. I was tactful to elicit the required data from the participant without disturbing the flow of the conversation. Thus, the focus on the critical research question was never derailed by irrelevant answers. As a counteractive measure to keep the flow of the interview under control, I used a list of questions and sub-questions which the participants had to respond to (Table 4.1).

Table 4.1: The one-on-one semi-structured interview schedule

Goals

Major question	Question 1. What goals do you want to achieve in managing your department in your school?
Sub-questions	What aims do you intend achieving when managing your department? What objectives and learning outcomes do you intend achieving when managing your department?

Content

Major question	Question 2. What content are you managing in your department?
Sub-questions	What do you intend to achieve in managing language-based content? What do you intend achieving in managing science-based content?

Role

Major question	Question 3: What management style do you employ when managing your department?
Sub-questions	How do you apply democratic style in your department? How do you apply autocratic style and laissez-faire style? Which style do you find effective to run the department?

Resources

Major question	Question 4: What resources do you use in managing the department?
Sub-questions	What physical resources do you use in your department? What ICT resource do you use in your department? How do you access financial resources in your department?

Time

Major question	Question 6: When do you manage the curriculum in your department?
Sub-questions	How do you manage the effective use of instructional time in your department? How do you eliminate dead time in your department?

Rationale

Major question	Question 7: What rationale is driving you in managing the curriculum in your department?
Sub-questions	What personal rationale drives you in managing the curriculum in your department? What social rationale drives you in managing the curriculum in your department?

	How does professional rationale influence you in managing the curriculum in your department?
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Assessment

Major question	Question 8: What assessment forms do you use in your department to assess educators?
Sub-questions	How do you implement IQMS in assessing and developing educators in your department? How do you use formative assessment to improve instructional teaching in your department? What impact does peer assessment have on the performance of educators in your department?

Activities

Major question	What activities do you manage in your department to improve learner performance in your school?
Sub-questions	How do you manage teacher-centred activities? How do you manage learner-centred and content-centred activities?

As shown in Table 4.1, SMTs were expected to respond to the interview questions from the schedule and their responses were informed and guided by the literature review in Chapter Two.

Question 1 aimed to generate data on what the SMTs want to achieve when they manage their departments of the T40 schools. The SMTs were expected to show knowledge of categories of goals, namely aims, objectives and learning outcomes. Khoza and Mpungose (2018) concur with Kennedy (2006) in asserting that goals are of crucial importance for planning of teaching and learning practice, as they remain the driving force behind teaching and learning activities. Thus, SMTs had to respond on the basis of what goals they want to realise and also indicate how they hope to achieve these goals.

Question 2 intended to establish from the SMTs the type of content they manage in their department. The SMTs were expected to be familiar with content as outlined in the CAPS document which is determined by the DBE. The DBE (2011) clearly outlines all the content

for all learning areas for all phases and grades, and CAPS is very clear in distinguishing between communication-based content which focuses on the content for teaching languages and science-based content which focuses on teaching science subjects. SMTs were required to be very conversant as to what they wish to achieve when they manage language-based and science-based content.

The aim of Question 3 was to find out the type of leadership style employed by the SMTs in managing their departments. Sauer (2011) asserts that leadership style is about the behavioural patterns that a leader demonstrates to influence the behaviour of subordinates and achieve the predetermined results. The participants were expected to make mention of democratic, autocratic and laissez-faire management styles and to elaborate on how they apply these in managing their educators. As stated by Howard (2005), the democratic style of SMT is where educators are allowed a meaningful and participative role in the decision-making process at school, while in the autocratic style leaders dictate to teachers. Peker et al. (2018) posit that in the laissez-faire style the leader leaves everything to the subordinates.

Question 4 intended to generate data on resources used by SMTs in managing the curriculum. Resources are defined by Lin et al. (2013) as human and non-human materials or facilities used in the learning environment to enhance teaching and learning. The participants were expected to show understanding of hardware, software and ideological ware used in their management practice. They were also expected to indicate how educators access these resources for the benefit of the learners in order to improve the academic success of the T40 schools.

The main purpose of Question 5 was to establish the type of environment used and managed by SMTs. The participants were expected to show knowledge of different types of environment, such as the face-to-face environment, online environment and blended environment. The question sought to explore how SMTs help educators to use online and blended environments to enhance learner achievement in T40 schools.

Question 6 focused on generating data on how SMTs manage and use teaching time profitably. The participants were expected to respond to this question by demonstrating knowledge of instructional time, extra time and school time. The SMTs had to show how they manage school time as prescribed CAPS. Berliner (1978) accentuates that instructional time is a crucial commodity which has an impact on learner performance and which SMTs have to manage in order to improve learner achievement of T40 schools.

The main aim for Question 7 was to establish from the participants reasons as to why they were managing the curriculum in their schools. Khoza (2015) reveals that rationale is divided into personal (reasons from the individual), societal and professional rationales. Thus, in terms of personal rationale SMTs were expected to express passion and love for managing the curriculum, while for societal rationale they were expected to express community interest and involvement, and for professional rationale they were expected to display their pedagogical and professional knowledge as prescribed and guided by departmental policies and their qualification.

Question 8 intended to generate data on how SMTs assess educators with the intention to develop them professionally in order to enhance learner achievement. SMTs were expected to demonstrate knowledge about summative, formative and peer assessment, and were also expected to show that they are familiar with IQMS. According to the DBE (2011) the purpose of an IQMS is to specify the needs of educators, to evaluate educators' performance and to provide support for continued growth. SMTs were therefore also expected to have programmes for staff development.

4.5.3 Focus group discussion

Nyumba, Wilson, Derrick, and Mukherjee (2018) and Parker and Tritter (2006) concur with Farnsworth and Boon (2010) in defining the FGD as a tool in qualitative research where a group of participants is selected and asked about their opinions on a particular topic. The environment is interactive and the participants are free to discuss with each other. Robinson (2012) is of the view that in a group discussion the researcher adopts the role of the facilitator or moderator by facilitating the conversation between the participants, and not between the researcher and participants. The study further points out that the participants take a centre-stage role and the researcher takes a peripheral role. This suggests that the participants are active role players in the discussion while the researcher facilitates its progress. Cohen and Engleberg (1989) outline that the researcher must identify a convenient venue for the discussion by taking into account participants' comfort, access to the venue and levels of distraction. Informed by these studies I organised a central venue (school) which was convenient and accessible to all participants. We reached an amicable agreement that discussion would be after school and take an hour and a half at most. The issue of punctuality was emphasised. I encouraged them to actively participate during the discussion and also made

sure that they were all comfortable by making them felt that they were welcome at the discussion.

Parker and Tritter (2006) believe that an FGD is easy to conduct, is low in cost and takes less time to get results – in fact you get results immediately after conducting the discussion. Longhurst (2003) is of the view that the FGD provides a concentrated structure that makes it much easier to get a high number of opinions or feedback within a short space of time. When using an FGD the investigator is able to cover multiple aspects of the phenomenon without using the time-consuming process of conducting individualised interviews. I was able to cut the cost of travelling from one school to another and also saved time because I had all of the participants in one place at the same time, which made it easy to collect data and allowed for clarification where there was a need for this.

Halkier (2010) identifies a shortfall of FGDs as being that one strong and influential participant can sway the tone of the entire group by dominating the discussion. I overcame this shortfall by ensuring that the participants were treated equally and the discussion was held in such a way that they spoke in turns. We also formulated ground rules as to how the discussion was to be conducted. I emphasised that the discussion needed the independent opinion of each and every participant, and that there are no wrong or correct answers. That allowed them all to feel free to participate and voice their views without fear or prejudice. It was easy to control the progress of the discussion by using the experience of chairing a meeting. I let the participants to speak in turns to avoid domination by one particular person.

Creswell (2013) and Cohen et al. (2013) are of the view that data generation is a very difficult exercise, and hence the researcher needs to exercise the utmost care and accuracy in order to collect the required data from participants. To ensure that I obtained the required qualitative data from the participants I used a data generation plan to collect qualitative data from online semi-structured interviews and a Zoom FGD (Table 4.2).

Table 4.2 Data generation plan

	Objectives
Why were data generated?	Objective one: Explore SMT practices in managing the curriculum of T40 schools in Mashona Circuit. Objective one: Understand what informs SMTs when managing the curriculum of T40 schools.
What is the research strategy?	Reflective activity, one-on-one semi-structured interviews and FGD.
Who were the sources of data?	Three SMT members from T40 schools, which included one principal, one deputy principal and one departmental head from three different schools.
How often were data generated?	Two phases or cycles were used in generating data. SMTs were given a reflective activity which they were requested to complete to be collected after 4 days. The second activity was online semi-structured interviews which lasted 30 minutes for each participant. Lastly, a Zoom FGD was conducted for an hour.
Justification of the plan for data generation	The reflective activity offered the SMTs an opportunity to view their practices in managing the curriculum while the researcher was absent. This allowed them freedom to express themselves without fear and influence by the researcher. Semi-structured interviews and the FGD allowed the researcher to get in-depth data for deeper understanding of SMT practices in managing the curriculum of T40 schools.

4.6 Sampling

Llewellyn, Sullivan, and Minichiello (2004) define a sample as a group of people or objects which are extracted from a larger population and used to measure a hypothesis. The study further points out that as far as possible the sample should represent the larger population to ensure that generalisation of the findings can be done. Merriam (1998) defines sampling as the act, process or technique of selecting a suitable sample or representative part of a population for the purpose of determining the characteristics of the whole population. Christiansen et al. (2010) define sampling as making decisions about which people, settings, events or behaviour to observe or study. Babbie and Mouton (2001) emphasise that the participants are randomly selected from the population to test the hypothesis. Furthermore, Suri (2011) declares that it is crucial to consider how the sample is chosen, since it should be a fair representation of the

larger whole; the more representative the sample is of the population, the more confident the researcher can be in the quality of the findings. This suggests that the findings of the research are of high quality if the representative sample is well chosen from the larger population. In the context of this study I chose T40 schools which had obtained a pass rate of less than 40% for the past three years. Alvi (2016) identifies two methods of sampling, namely convenience sampling and purposive sampling.

4.6.1 Convenience sampling

Silverman (2015) and Altmann (1974) share the same understanding that convenience sampling is when participants are selected based on the fact that they are easily and conveniently available. Palinkas et al. (2015) stress that the participants selected for convenience sampling are easy to contact or reach (hence it is also known as ‘grab’ sampling), but should be willing to participate in the research process. This study adopted convenience sampling because I wanted to interact with SMTs who were easily accessible in terms of distance from their schools. I made sure that I explained to them why they were chosen to participate in the study. The main reason for their participation was to obtain a deep understanding of how they manage the curriculum of T40 schools.

Saunders (2012) highlights benefits of using convenience sampling in research as being that it is cost effective and time saving. As I chose SMTs from T40 schools which were close to my school I was able to save travelling costs, and their participation in the study also saved time with regard to data generation. This allowed for time and funds to be used and distributed to other aspects of the project. On average the farthest school was five kilometres from my school, so it was easy to make a physical appointment in preparation for the interviews and discussions. Dilshad and Latif (2013) categorically state that the researcher can select a sample based on easy access in order to save time and costs. While one criterion for their selection was easy access, I also considered their maturity and experience in managing the curriculum, which provided me with the required information for the project.

However, Farrokhi and Mahmoudi-Hamidabad (2012) warn against the use of convenience sampling, stating that it does not provide a representative result because the information received from the sample may not reflect the generalised population. This is echoed by Saunders (2012) who states that there is a potential sampling bias due to under-representation of subgroups in the sample. To counteract against this limitation I selected the participants from three different schools and also considered their levels of management, which made my

sample more representative of T40 schools. Out of five T40 schools in Mashona Circuit I chose three schools as a sample, and I widened the sampling net by including one principal from school A, a deputy principal from school B, and one departmental head from school C.

4.6.2 Purposive sampling

Etikan, Musa, and Alkassim (2016) and Patton (2007) define purposive sampling as when participants are identified and selected because of their defining characteristic of being information-rich in terms of the phenomenon of interest. Teddlie and Yu (2007) point out that purposive sampling involves taking a random sample of a small number of units or a number of manageable size from a much larger group or population. According to Creswell, Klassen, Clark, and Smith (2011) these individuals or group of individuals should be especially knowledgeable or experienced in the phenomenon of interest. Suen, Huang, and Lee (2014) referred to purposive sampling as judgementally selective, because researchers rely on their own judgement when choosing participants from the population. Etikan et al. (2016) indicate that the main objective of purposive sampling is to produce a sample that is assumed to be representative of the larger population. They assert that the fair representativeness of the sample is accomplished by using the expert knowledge of the population that has the elements and characteristics of the information required for the research project. In the context of this research project, I was able to identify and select SMT members who have spent more than seven years serving as management, and hence are knowledgeable and experienced in management. Furthermore, their schools have been T40 schools for the past three years.

Sharma (2017) raises it as a benefit that when using purposive sampling it is highly possible to achieve a great level of variation in the findings. The study stresses that by taking a heterogeneous sample it is likely to select individuals from diverse cases that are relevant and appropriate to the phenomenon of interest. In other words, when the purposive sample is heterogeneous it is more likely to produce quality findings. The knowledgeable SMT members identified and selected were able to give provide me with data which is informed by their knowledge of how to manage the curriculum.

Palinkas et al. (2015) further highlight the shortfall of purposive sampling as that it involves biased selection, which may lead to erroneous and unreliable conclusions being drawn. The study declares that purposive sampling is highly prone to researcher bias because the researcher can make inferences based on the knowledge which he or she may have about the issue under study. I counteracted this limitation by selecting SMT members with vast experience from their

roles as teachers in Grade 12 and on the SMT. The seasoned SMT members were able to give me information based on how they manage the curriculum of their T40 schools which was informed by the knowledge they had acquired as principals. Room for researcher bias was minimal because participants were requested to check their responses to confirm that they correctly represented how they had answered. I used their SMT profile for the purposive sampling, as I had to obtain a representative sample of SMT members. Table 4.3 shows the profile of the SMT members who participated in the study.

Table 4.3: Profile of SMT members who participated in the study

Level of management	Gender	Ethnicity	No. of participants	Age (yrs)	Years of teaching experience
Departmental Head	Male	Black	1	30–40	10
Deputy Principal	Female	Black	1	35–45	15
Principal	Male	Black	1	50–55	25

4.7 Data analysis

Ridder (2014) defines qualitative data analysis as the process of examining qualitative data to derive an explanation for a particular phenomenon. According to Bazeley (2013) data analysis gives the researcher an understanding of research objectives by revealing patterns and themes in the data. Caudle (2004) identifies the purpose of data analysis as being to organise and

interpret data, identify patterns from the data and form the basis for an informed and verifiable conclusion. Ritchie and Spencer (1994) are of the view that data analysis in qualitative research is when the researcher systematically searches and arranges the interview transcripts, observation notes and other non-textual material that has been gathered to increase the understanding of the research phenomenon. The researcher relies on interviews, observations and other material to analyse data. As cited by Ritchie and Spencer (1994), these data are often subjective and they contain in-depth information presented in the form of words.

In this research study I read the transcripts from interviews and the FGD and looked for similarities, with the intention of finding themes and developing categories. This helped me to draw meaning from the data and build logical and concrete evidence. Bazeley (2013) reveals that qualitative research uses guided thematic analysis which has a deductive or inductive approach to data analysis. Cohen et al. (2013) define guided thematic analysis as the process of identifying patterns and themes within the qualitative data, which address the research phenomenon. As a researcher I identified these patterns and themes in SMT practices by applying guided analysis. Braun and Clarke (2012) reveal that a deductive approach is defined as analysis based on a structure predetermined by the researcher. According to Thomas (2003) a deductive approach to research is when the researcher studies what others have done, reads existing theories of the phenomenon of interest, and then tests a hypothesis emerging from those theories. Grbich (2012) asserts that the inductive approach focuses on exploring a new phenomenon or looking at a previously researched phenomenon from a different perspective. The main aim is to generate a theory which emerges from the data. Wong (2008) asserts that the inductive approach starts with observation, and theories are formed as a result of this observation, when patterns, resemblances and regularities are identified in order to reach conclusions or generate a theory.

Thomas (2003) highlights the purpose of using the inductive approach as being to condense the varied raw text data into a brief summary, so as to establish links between the research objectives and research findings. I used an inductive approach by utilising the questions from one-on-one semi-structured interviews and an FGD to analyse the data. I did this because the phenomenon had previously been researched from a different perspective. At this stage I looked for patterns in the data and worked towards developing a theory to explain those patterns which were observed. For example, one of the patterns observed from group discussion was the frequency of holding SMT meetings in these schools – which showed that SMTs do not

hold meetings as prescribed by the policy. I also used open coding to categorise and identify the relationships and patterns revealed in the generated data.

Smith and Firth (2011) state that the strength of qualitative data analysis is that it provides content and insights that are useful for practical application. When the data are being analysed concepts, themes, patterns and relationships are formed. In analysing the data, the researcher gets an understanding of the core concepts and themes regarding how the participants define themselves in their specific natural setting. Thus, qualitative data analysis encourages the social science researcher to understand why people make certain choices and decisions in their lives. Analysing the SMT practice data helped me to develop an understanding of how the SMT members' lives are structured and to develop content that applies to other similar situations in life. Furthermore, data analysis makes it possible to find insights within the data which can help solve problems for everyone. Leech and Onwuegbuzie (2007) are of the view that data analysis offers the researcher an opportunity to understand the context of what is going on, instead of looking at individual choices and behaviours. Thus data analysis helped me to gain an understanding of how T40 SMTs manage the curriculum in their schools,

Sgier (2012) identifies a limitation of data analysis as being that it requires researchers to take note of unspoken data or words. This author asserts that researchers have to connect all of the dots when gathering information; they have to read and interpret non-verbal cues and understand the situation behind each action that a participant takes. For instance, when you pose a question as a researcher and the participant shrugs their shoulders before responding, the researcher needs to interpret why this happened. When the researcher misses data such as this, it can lead to incomplete results or false conclusions. To counteract this limitation, I jotted all non-verbal cues down in a notebook and posed follow-up questions for clarity; these are noted in the interpretation of the results.

4.8 Ethical issues

Orb et al. (2001) define ethics as a philosophy which involves systematising, defending and recommending concepts of right or wrong conduct. They reveal that ethics seeks to resolve questions of human morality by defining concepts such as good or evil and virtue and vice. Ryen (2004) is of the view that ethics is a matter of principled sensitivity to the rights of others. In the context of these studies, I had to be considerate and sensitive to the rights and feelings

of the participants by ensuring that I did not harm or cause discomfort to them and respected their human dignity. First and foremost, I sought permission from the KwaZulu-Natal Department of Education to conduct my study and I assured them that I would observe and uphold all ethical issues related to conducting the research. I applied for and was granted a clearance certificate by the University of KwaZulu-Natal Ethics Committee. Furthermore, I wrote letters to the respondents and contacted them telephonically to ask them to participate in my study, and I also briefed them about the rationale and objectives of the study. I explained their rights and the role they would play in the study. I also unpacked the ethical principles to be observed and upheld during the study.

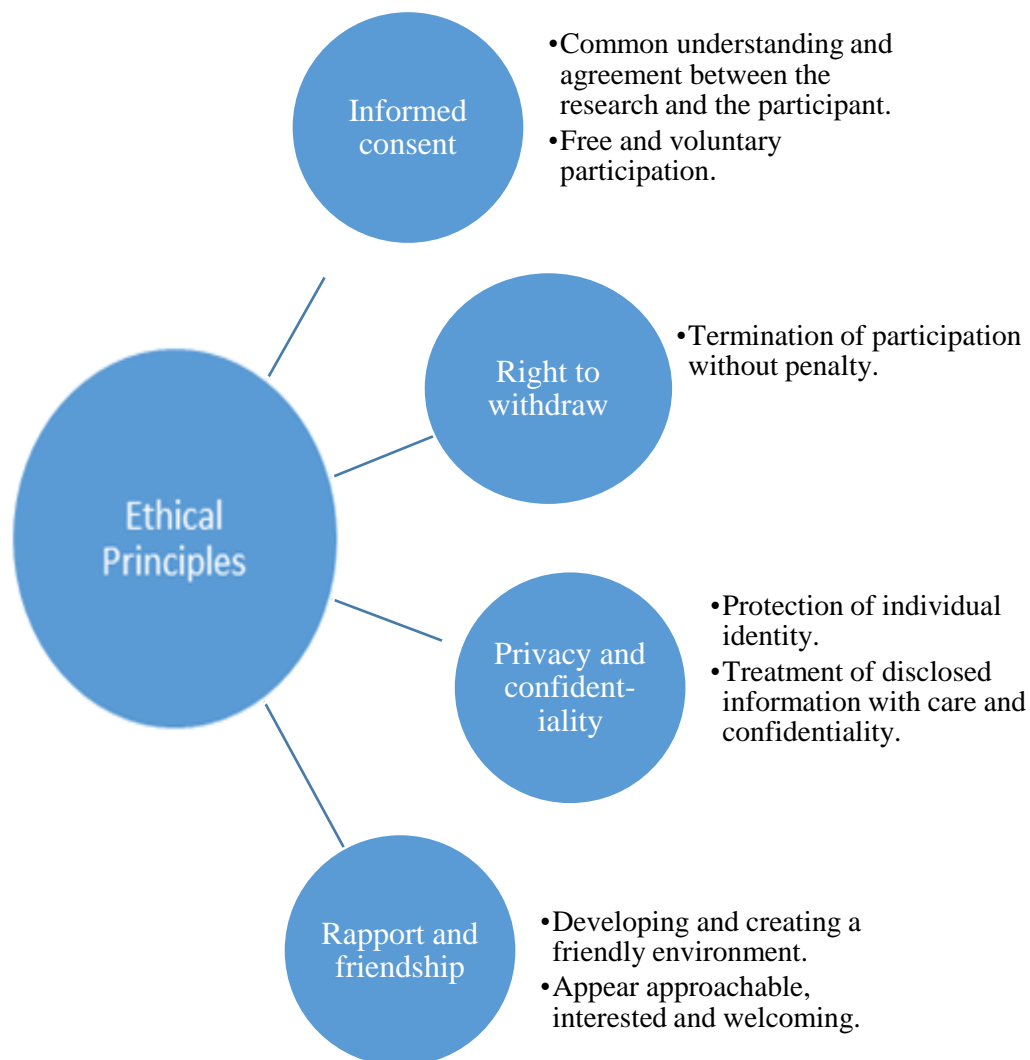


Figure 4.8: Ethical principles.

4.8.1 Informed consent

Silverman (2016) declares that it is the responsibility of the researcher to inform the participants about the intention of having them take part in the study by providing them with complete information about the nature of the study. Miller and Boulton (2007) define informed consent as the agreement by the participants to freely and voluntarily participate in the research. They stress that this is not merely the signing of a consent form, but it is the process whereby a common understanding should be reached between the researcher and the participants. Marzano (2007) and Taylor (2005) are of the view that the researcher should explain the risks and challenges of participating in the research. Furthermore, Berg, Lune, and Lune (2004) highlight that the purpose of informed consent is to give the necessary information to the potential participants to enable them to decide voluntarily whether to take part in the research or not.

In applying informed consent, I explained the rationale for the study and their role therein. I also offered them an opportunity to digest and decide on the information given to them. I ensured that each and every concern raised was addressed adequately to their satisfaction in order for them to make an informed decision about their participation. I explained that the purpose of the study is to explore SMT practices in T40 schools. I let them sign the consent form which is the legal document to confirm that the participants freely agreed to participate in the study.

4.8.2 Right to withdraw

Silverman (2005) declares that the participants have the right to withdraw from the study at any time if they wish to. I made the participants aware that they could withdraw at any time and that their participation is voluntary. According to Berg et al. (2004) the right to withdraw in research ethics entails the ending or termination of participation by the participant; a person can withdraw from research at any point of time. Taylor (2005) points out that there is no obligation on the part of the participant to give a reason for the termination of participation. I explained to the participants that they had the right to end their participation and assured them that they would incur no penalties. Ramcharan and Cutcliffe (2001) highlight that besides the right to withdraw, participants have the right not to answer particular questions if they do not wish to, and I made sure that the participants were aware of this. This made their

participation free and voluntary; they knew that whatever they answered, they did so without coercion.

4.8.3 Privacy and confidentiality

Hammersley and Traianou (2012) point out that any individual participating in research has a reasonable expectation that their privacy is guaranteed and their identity is not revealed. Ramcharan and Cutcliffe (2001) define privacy as when the researcher protects the individual participant by not disclosing his or her identity. In other words, the participants should remain anonymous. Miller and Boulton (2007) point out that privacy is about people and their right to be protected from potential harm, which can include emotional or psychological embarrassment. As a researcher I ensured that no identifying information was revealed or exposed to the public; hence I used names such as participant 1, participant 2 and participant 3 so that they could remain anonymous. This guaranteed that they were safe with regard to their identity. Taylor (2005) defines confidentiality as the treatment of information disclosed by an individual with the utmost care and privacy, and not divulging it to other people without permission. I assured the participants that the information shared or disclosed would remain confidential to me and the supervisor. I also made them aware that the information which they were giving me was of a very sensitive nature, and hence there was a need for privacy. Silverman (2005) further declares that the participant is entitled to expect that information disclosed in research is not be given to anyone. I ensured that I kept all information confidential and made sure that will never be accessed by anyone except the supervisor.

4.8.4 Rapport and friendship

Eysenbach and Till (2001) cite that the researcher should ensure that he develops rapport by creating a trustworthy and friendly environment. Berg et al. (2004) assert that rapport and friendship include the sharing of attributes such as approachability, warmth, interest, trustworthiness and concern between the participants and the researcher. I created a friendly atmosphere where participants were free to express their opinions and enjoyed their participation in the study, by providing clarity on any concepts that were not clear to them. I created an anti-authoritative atmosphere that was conducive to the sharing of information with the participants. I did not appear as a 'boss' or authority figure to them but instead as a colleague to share information with. As a measure of transparency and trustworthiness, I informed the participants that they were free to make enquiries with the University of

KwaZulu-Natal (UKZN) research office to find out about my study. I also made them aware that our conversation would be audio-recorded, and that these recordings would be kept in a safe place.

4.9 Trustworthiness

Rolfe (2006) states that trustworthiness in research refers to the degree to which the data can be relied on, because they are accurate, credible and of high quality. This definition is in line with Elo et al. (2014) declaration that trustworthiness is about the degree of confidence in data in terms of how it has been interpreted and the methods used to ensure the quality of the data. Williams and Morrow (2009) as well as Cope (2014) concur that in order for data to be regarded as trustworthy, it rests upon the qualitative researcher to demonstrate that data analysis has been conducted in an accurate, consistent and exhaustive manner. As pointed out by Williams and Morrow (2009), the researcher needs to use an accurate recording system and methods of analysis, so that the reader can determine whether the process is truthful and trustworthy. Shenton (2004) as well as Decrop (2004) reveal four dimensions of trustworthiness, which are credibility, transferability, dependability and confirmability. As a researcher I ensured that the findings were trustworthy by paying attention to these dimensions of trustworthiness. Table 4.4 indicates the dimensions of trustworthiness and how each was enhanced to guarantee the trustworthiness of the research project.

Table 4.4: Dimensions of trustworthiness

Dimension of trustworthiness	Brief description	How to enhance it
Credibility	The idea of internal consistency is to ensure rigour in the research process so that findings are real.	Triangulation Member checking
Transferability	The extent to which the reader is able to generalise the findings to his or her context.	Comprehensive description of research context
Dependability	The extent that the study could be repeated by other researchers and the findings should be consistent across time.	Inquiry audit Code-recode procedure
Confirmability	Level of confidence that the research findings are based on what the participants narrated rather than the researcher's bias.	Audit trail

4.9.1 Credibility

Patton (1999) defines credibility as the idea of internal consistency, where the core issue is how to ensure rigour in the research process and communicate to others with confidence that the findings are real. Connelly (2016) asserts that credibility gives a guarantee that findings and conclusions made by the researcher come from the generated data. I sought guidance from my supervisor to assess the interview questions and listened to the interviewees when they were responding to the questions. Furthermore, I used triangulation to ensure credibility of the generated data. Amankwaa (2016) highlights that triangulation entails the utilisation of multiple methods, data sources, and observers to gain a complete understanding of the phenomenon being studied. I used analyst triangulation where I involved another analyst to review the findings. Elo et al. (2014) are of the view that analyst triangulation is helpful to expose blind spots in the analysis process. Moreover, I conducted member checking, which is defined by Williams and Morrow (2009) as a technique where the data, interpretations and conclusions are discussed with the participants, or where the participants check their

responses to confirm that they reflect how they responded. This allowed the participants to correct any errors and provide additional information if necessary.

4.9.2 Transferability

Cohen (2011) outlines that transferability refers to the extent to which the reader is able to generalise the findings to his or her context or setting and address the core issue of how far a researcher may claim general application of the findings. Furthermore, Shenton (2004) and Cope (2014) assert that transferability is established by providing evidence that the research findings could be applied to other contexts, situations, times and populations. Carcary (2009) is of the view that to enhance transferability the researcher needs to provide a comprehensive description of the research context and the assumptions that were central to the research. The study further points out that the person who wishes to transfer may make a judgement based on the description to determine how sensible such a transfer is. I described the research context and phenomenon, which is SMT practices in T40 schools, so that any person can pass judgement whether to make a sensible transfer. If there are many similarities between the two situations, readers can infer that the results of the study would be the same.

4.9.3 Dependability

Dependability, which is the third dimension of trustworthiness, is defined by Sandelowski (1993) and Cope (2014) as how consistent and reliable the research findings are, so that someone outside the research may follow, audit and critique the research process. This is echoed by Kalu and Bwalya (2017), who point out that dependability refers to the extent that the study could be repeated by other researchers with the findings being consistent across time and analysis technique. Shenton (2004) defines dependability as the stability of data over time and under similar conditions, when the quality of data is being evaluated. In other words, when the research process is evaluated or repeated over time it must produce consistent and stable results. Lincoln and Guba (1985) concur with Morrow (2005) that a dependable study needs to be accurate and consistent, explicit and repeatable. Decrop (2004) reveals two methods to enhance dependability, namely an inquiry audit and the code-recode procedure. I achieved dependability through an inquiry audit, which required an outside person or fellow researcher to review and examine the research process and data analysis. Furthermore I used the code-recode procedure in which, according to Amankwaa (2016), the

investigator needs to wait at least two to three days and then return and recode the same data and evaluate the results. I also applied this procedure to improve dependability of the research process.

4.9.4 Confirmability

Anney (2014) asserts that confirmability deals with the level of confidence that the research findings are based on what the participants narrated, rather than potential researcher inferences and bias. Carcary (2009) and Lincoln and Guba (1985) are of the same view that confirmability addresses the core issue that findings should as far as humanly possible represent the situation being researched rather than the beliefs, pet theories or bias of the researcher. This suggests that the findings are shaped by participants more than by the qualitative researcher. I made use of an audit trail to ensure confirmability. According to Cope (2014) an audit trail highlights every step of data analysis in order to provide a rationale for decisions made. The audit trail guarantees accountability with regard to data generation and data analysis, which makes the findings confirmable. Cope (2014) points out that confirmability is about explaining the decisions that are made in the research process, and that these details provide a very valuable insight to understand how the research process unfolded.

4.10 Limitations and possible problems

I was also aware that as a principal who is also on the SMT, I might have predetermined knowledge and experience of what I asked from the participants. This might cause bias on my part as the researcher. However, I ensured that participants were free from my influence and provided their own responses. I also observed and upheld ethical principles and dimensions of trustworthiness to make the study credible. Like most qualitative research studies the sample size is small; hence its findings could not be generalised to the broader context. However, it is possible that the interested reader may use the findings of the study for transferability to a similar situation.

4.11 Conclusion

Chapter Four has unpacked the research design and methodology used in this research project. The chapter elaborated on the research paradigm, research approach, case study,

data analysis, sampling, ethical issues, trustworthiness and limitations and possible problems of the study. The research design and methods discussed guided and directed the study in order to realise the set objectives. Strengths and weaknesses of each method of data generation were unpacked. The next chapter, Chapter Five, addresses the research findings and provides a discussion, guided by the methods discussed in this chapter.

CHAPTER 5

RESEARCH FINDINGS AND DISCUSSION

5.1 Introduction

Chapter Four presented and elaborated on the research design and methodology used in the study. This chapter outlines the analysis of the data which were generated through the use of data generation methods, namely a semi-structured WhatsApp interview, Zoom FGD and online reflective activity. CHAT was used as the preferred theoretical framework, which guided the formation of themes for data presentation and discussion. Three participants, one each from three different T40 schools, were selected for data generation process: one departmental head, one deputy principal and one principal. For ethical reasons these participants are referred to as participant 1, participant 2 and participant 3. For accurate presentation of generated data direct quotations from the participants will be used to support the discussion and findings.

Chapter Five is guided by the research objectives:

- To explore teachers' SMT practices in managing the curriculum of T40 schools.
- To understand the reasons that inform the SMTs when they manage the curriculum of T40 schools.

Furthermore, data generated were based on the following research questions:

- What are the SMT practices in managing the curriculum of T40 schools?
- What informs the SMTs in managing the curriculum of T40 schools?

Table 5.1 below shows themes and questions together with levels of SMT practice.

Table 5.1: Themes, questions and levels of SMT practice

Components of CHAT	Themes and questions	Levels of practice (phenomenon)	Levels of themes
Subject	1.SMT style What management style do you employ when managing your department?	Instructional Transformational Ethical	<ul style="list-style-type: none"> • Democratic • Autocratic • Laissez-faire
Object	2. Content What content are you managing in your department?	Instructional Transformational Ethical	<ul style="list-style-type: none"> • Language-based content • Science-based content
	3. Goals What goals do you want to achieve in managing your department in your school?	Instructional Transformational Ethical	<ul style="list-style-type: none"> • Aims • Objectives • Learning outcomes
Artefacts/tools	4. Tools/resources What resources do you use in managing the department?	Instructional Transformational Ethical	<ul style="list-style-type: none"> • Physical • Financial • ICT
Rules	5. Assessment What assessment forms do you use in your department to assess educators?	Instructional Transformational Ethical	<ul style="list-style-type: none"> • Summative • Formative • Peer
Community	6. Accessibility How do you manage access to education in order to enhance learner achievement?	Instructional Transformational Ethical	<ul style="list-style-type: none"> • Financial • Cultural • Physical
	7. Time When do you manage the curriculum?	Instructional Transformational Ethical	<ul style="list-style-type: none"> • School time • Instructional time • Dead time
	8. Rationale What reasons are driving you in managing the curriculum in your department at your school?	Instructional Transformational Ethical	<ul style="list-style-type: none"> • Personal • Societal • Professional
Division of labour	Activities What activities do you manage in your department to ensure effective curriculum implementation?	Instructional Transformational Ethical	<ul style="list-style-type: none"> • Learner-centred • Teacher-centred • Content-centred

5.2 Findings and discussion of SMT practices

5.2.1 What management style do you employ when managing educators in your department in order to improve the learners' achievement at your school?

5.2.1.1 Theme 1: SMT role/style

SMTs have roles to perform in managing the curriculum by using certain management styles. Thus, the participants had to respond to the question by displaying an understanding of management styles. Their responses were as follows:

Participant 1: *I use democratic, autocratic style of leadership in my department and I also consider the situation at hand which sometimes informs me as to which style to adopt. Everybody must have an input and a say in the decision-making process so that everybody can have a sense of ownership and it will be easy for them to comply. Sometimes I have to give orders to the teachers without involving them in the decision-making process. Sometimes I have to impose to teachers as who are to supervise afternoon studies. I am not used to this style of laissez-faire where teachers will do as they wish and yet I have to account as a T40 school.*

Participant 2: *I use participative, transformational style and autocratic style in my department. I allow educators to have a participative role in the meeting and also take collective decisions. I listen to what they raise as suggestions in the meeting and also encourage free flow of ideas. It is time-wasting to engage teachers in the decision-making process and as a departmental head you need to give them instructions and orders like when you draw duty load. Teachers will never work if they are given too much freedom in carrying out their responsibilities, hence laissez-faire should be blended with other styles to make it effective.*

Participant 3: *I use democratic and transparency style of leadership to have my department working towards achieving the objective. I allow teachers to participate in decision making and voice out how they feel and exchange ideas freely. Decisions in this case are easily implemented because they are not imposed on them. At times I need to give those instructions and orders that they have to carry out without involving them or negotiating the decisions that have been taken; it is for them to implement. It is not easy to apply this style if you are underperforming because the department needs immediate results. You just cannot get results if educators are to do as they wish.*

The findings from the generated data indicated that all three participants used the democratic and autocratic styles of management. It is also evident from the data that they predominantly use a democratic style of management. Participants 2 and 3 concurred with participant 1 who said: *“Everybody must have an input and a say in the decision-making process so that everybody can have a sense of ownership and it will be easy for them to comply.”* This indicated that they have a clear understanding of the democratic style, as they allowed educators to have a say in the decision-making process. Participant 3 also stressed: *“Decisions in this case are easily implemented because they are not imposed on them.”* This suggests that they have the conviction that the democratic style of management can bring about good results.

Furthermore, the findings revealed that all three participants unanimously agreed that they also use the autocratic style of management when they impose orders and instructions on educators. The findings indicated that there are instances where as a departmental head you have to impose these on educators, as stated by participant 2: *“You need to give them instructions and orders like when you draw duty load.”* Further to this, the findings indicated that none of the participants are used to the laissez-faire management style, as they raise it as a concern that the department needs results. Participant 2 concurred with participant 3 who stated: *“It is not easy to apply laissez-faire style if you are underperforming because the department needs immediate results.”* This suggests that they need a style of management that can produce immediate results in their schools. The participants are not convinced that the laissez-faire style can do them any good.

Sauer (2011) asserts that management style is the behavioural pattern displayed by a leader in influencing subordinates to accomplish the given objective; the study outlines democratic, autocratic and laissez-faire as three basic management styles. The findings suggests that the SMT members as curriculum leaders need to demonstrate a behavioural pattern or style that can influence, direct and motivate teachers to commit themselves to enhancing learner performance. Raelin (2012) points out that with the democratic style each member is allowed to participate, ideas and opinions are freely exchanged and welcome, and discussion is encouraged. It is for this reason that Harber and Mncube (2012) assert that the democratic style increases job satisfaction and teachers feel in control of what is going on in the school. It is apparent from the study that if educators are satisfied with their job, they can produce good results and improve learner performance. Further to this, Oyugi and Gogo (2019) concur with Howard (2005) that the autocratic style excludes any form of say and involvement of employees in decision making. This is echoed by Murphy (2005), who outlines that with the

autocratic style the leader dictates policies and procedures, and directs and controls all activities without any meaningful participation by subordinates. This suggests that there is no room for discussion between the leader and subordinates, since the leader has total control over what is going on. However, Murphy (2005) also asserts that the employees work in a disciplined way and have a great deal of knowledge. This suggests that the autocratic style promotes discipline among educators. Furthermore, De Hoogh and Den Hartog (2009) concur with Frischer and Larsson (2000) that laissez-faire leader leaves it to the subordinates to carry out responsibilities in the manner they choose, and in doing so they do not require strict policies, procedures or commands from the leader. This suggests a situation where the subordinates do as they wish since the leader is hands-off. However, Chaudhry and Javed (2012) cite that this style empowers teachers as they are able to take decisions independently from the leader.

The literature tends to favour the democratic and autocratic management styles at the expense of the laissez-faire style. This is similar to what the participants pointed out in their accounts, which showed that they did not favour the laissez-faire style. This suggests that if management styles are not balanced, principals need to consider the laissez-faire when they need to manage the curriculum successfully. SMTs can blend these styles of management as dictated by the situation at hand. Thus, SMTs need to use transformational practice which may encourage communication and teamwork among teachers and SMTs in order to work as a unit in enhancing learner achievement.

The CAPS document is silent about management styles that are to be used by SMTs in managing the curriculum. Thus SMTs do not have a guide or reference as to what management style to apply in curriculum management. This has a negative impact on their practices, which in turn lowers school academic performance.

5.2.2 What content are you managing in your department?

5.2.2.1 Theme 2: Content

The participants had to give account of the level of content they manage in their department by displaying knowledge of language-based content and science-based content. Their responses were as follows:

Participant 1: *I manage content which is based on science subjects like Physical Science, Life Sciences and Agricultural Science. Learners should be able to communicate and write the language. Science-based content intends to increase the number of learners who have done and passed Science in our community because of the demand of Science in South Africa and globally.*

Participant 2: *I manage content as prescribed by ATP and exam guidelines wherein I have to ensure that teachers have completed ATP for all subjects and grades and see to it that learners are examined on the content that has been taught. In communication I need to develop communicative skills, reading skills, writing skills and listening skills and also to enable learners to use the language fluently and proficiently. We want to produce future citizens who are science-oriented and will become engineers and doctors in the future.*

Participant 3: *I manage languages which include grammar P1 and prescribed set work P2 and lastly P3 which is about creative writing. I also manage social sciences content which includes Geography, History and Tourism. All the content I manage is prescribed in the ATP for each subject. Communication-based content helps learners to understand other subjects as these subjects are done with first additional language and to promote their communicative skills. Our country needs Science students and our education system should strive to produce such students.*

The findings from the data indicated that all three participants were clear on the content that they were managing as they all focused on the science and language content. Participant 2 indicated that the content is prescribed by the ATP, saying: “*I manage content as prescribed by ATP and exam guidelines wherein I have to ensure that teachers have completed ATP for all subjects.*” This suggests that in managing the content the participant is guided by the ATP. Furthermore, regarding what they intend to achieve with the content, participants 1 and 2 shared the same view that in language content they want to develop communication and reading skills, while participant 3 stressed the point of helping learners in mastering other subjects. This suggests that learners need communication-based content in order to master other subjects. Further to this, participants 1 and 3 did not seem clear on what they intend to achieve with science-based content. Participant 3 said: “*Our country needs Science students and our education system should strive to produce such students.*” This statement is not clear on the

intention of managing the Science content. However, participant 2 was very clear that they want to produce engineers and doctors.

Reviewed literature points out that content is very important in curriculum implementation. Gudmundsdottir and Shulman (1987) stress that possession of subject content by teachers makes it easy to deliver content to learners. This suggests that SMTs need to have content of the subject that they manage. Gatbonton and Segalowitz (2005) cite that communication-based content provides learners with language and communication skills such as listening and speaking skills, reading and viewing skills. Thus, SMTs should ensure that when they manage the curriculum the learning outcomes of teaching language are achieved. It is for this reason that Spada (2007) advises that a communicative language teaching (CLT) approach should be used. This approach emphasises interaction and communication as both the means and goal of teaching language. This suggests that teachers should develop learners' reading and writing skills so that they can become lifelong readers and writers.

With regard to science-based content, Gillies and Nichols (2015) state that science-based content has practicals and projects as well as experiments that are to be conducted to enhance learners' understanding and investigate skills. Areepattamannil (2012) is of the view that science-based content is taught effectively through an inquiry-based science approach. This author points out that this adopts an investigative approach to learning, where students are provided with opportunities to investigate a problem and search for possible solutions. SMTs should capacitate teachers on these approaches in order to enhance learner achievement.

DBE (2011) clearly outlines in the CAPS document all the content for all learning areas for all phases and grades, and CAPS is very clear in distinguishing between communication-based content which focuses on the content for teaching languages and science-based content which focuses on teaching science subjects. According to the DBE (2011) learning to use the language effectively enables learners to acquire knowledge and communication skills to interact with others and also express their identity. It is for this reason that CAPS elaborates on the content to be covered when teaching the language. DBE (2011) state clearly that science-based content entails subjects like Physical Sciences, Mathematics, Life Sciences and others. DBE (2011) clearly shows the content to be taught in each grade and how it is spread over one academic year. For example, in the Senior Phase Mathematics covers five main content areas, namely numbers and operations; functions, patterns and algebra; space and shape; measurement; and data handling. In their instructional practice of managing teaching and learning SMTs should

ensure that the content for each subject discipline is covered by recording in the ATP of each subject. The CAPS documents unpack the learning outcomes that should be achieved for such content, and SMTs should be conversant with the learning outcomes.

5.2.3 What goals do you want to achieve when managing your department in your school?

5.2.3.1 Theme 3: Goals

The participants were expected to respond to the question by displaying knowledge and understanding of levels of goals, namely aims, objectives and learning outcomes. Their responses were as follows:

Participant 1: *All subjects under my department must achieve 100% pass from the first term up to the end of the year. They must obtain 50% bachelor pass in all subjects and at least 10% must get level 7 in Mathematics and Science and also to provide quality education to learners. My objective is to ensure that 50% of learners in my department meet requirements for admission at a tertiary institution to further their studies and 40% of the learners must qualify for registration at the TVET colleges. I want to ensure that teachers in my department are able to formulate learning outcomes which are attainable because learning outcomes are what is to be achieved by each and every lesson. Teachers should be very clear on what that particular lesson on the day intends to realise.*

Participant 2: *We want to produce better results for the school and for the department by obtaining at least 80% overall pass in Grade 12. It is very important that I manage the department in such a way that educators transfer subject content to learners so that our department in all subjects can get more than 80%. I should ensure that the lesson plans reflect learning outcomes and learners should master subject content and apply knowledge they have gained.*

Participant 3: *To ensure that teachers give learners quality education by making education accessible to learners and consequently increase the pass rate of the school. I want to ensure that learners are taught effectively so that they can pass at the end of the year and move away from this T40 zone and get 100% in my department in all*

subjects. Learners should be able to demonstrate what they have learnt during the lesson hence teachers have to formulate learning outcomes correctly. For Grade 12 teachers they have to be guided by examination guidelines which state clearly what learners should know after each lesson.

Findings from the generated data indicated that the participants were not aware of the levels of goals; hence their accounts were blending all of the levels together. This suggests that confusion might be created when managing the curriculum if the SMTs cannot differentiate the levels of goals. Furthermore, the data from all three participants indicated that they aim at managing the curriculum so that learners can pass. Participants 1 and 2 shared the same view that they wanted to produce quality results as an aim of managing the curriculum. The findings also indicated that the participants have set their objective of obtaining a certain percentage score to improve results which, of course, is not different from the previously stated aim. With regard to learning outcomes all three participants showed an understanding that learning outcomes are what is to be demonstrated by learners. Participants 2 and 3 shared the same view and stated: *“I should ensure that the lesson plans reflect learning outcomes and learners should master subject content and apply knowledge they have gained.”* This shows that the participants are clear on what they are supposed to manage with regard to learning outcomes.

Khoza and Mpungose (2018) declare that goals are of crucial importance for planning of the teaching and learning process. This suggests that in their instructional practice SMTs should be driven by goals when managing the curriculum in order to enhance learner performance. Furthermore, Terhoven and Fataar (2018) stress that the curriculum policy expectations and aims should be interpreted and communicated strongly in order to enhance learner achievement. Thus, SMTs need to interpret and communicate aims to the stakeholders so that everybody can be clear on what the school intends to achieve. In addition, Moon (2002) and Adam (2004) are of the view that objectives are important for SMTs in deciding on the methodology and assessment to use when managing the curriculum. This suggests that the set objectives help to determine the type of assessment to be used in managing the curriculum. Further to this Donnelly and Fitzmaurice (2005) concur with Bingham (1999) that learning outcomes are statements of what a learner is expected to know and understand. Thus, SMTs should ensure that learners demonstrate learning outcomes when they manage the curriculum. Mpungose (2016) reveals that these learning outcomes are designed according to Bloom’s taxonomy of learning; thus SMTs should also ensure that Bloom’s taxonomy is catered for in the formulation of learning outcomes.

The CAPS document is silent about goals that are to be achieved by the curriculum, and it has not categorised goals into aims, objectives and learning outcomes. However, the DBE (2011) is vocal in the CAPS document about specific aims that are to be achieved in teaching of the additional language curriculum, which includes using the additional language in accessing and managing information across the curriculum. This suggests that other subjects across the curriculum require mastery of additional language as the language of learning and teaching. Furthermore, the CAPS document points out the specific aim for teaching science subjects, which is to create awareness among learners of their environment and to equip them with investigative skills related to physical and chemical phenomena. This suggests that learners should be taught to acquire these skills that can enable them to investigate, draw up and evaluate conclusions. However, the CAPs documents are silent about the learning outcomes to be achieved.

5.2.4 What resources do you use in managing the curriculum in your department at your school?

5.2.4.1 Theme 4: Resources

The findings from participants indicate that the supply of resources is inadequate. Their responses were as follows:

Participant 1: *I use management file to record submitted work by teachers informed by Toolkit for Schools which has management instruments' I also use social media like WhatsApp for easy communication and conveying instructions and important messages related to the smooth running of the department. I also use computer and printer for printing important documents and previous exam papers. As a departmental head for the Science Department I also use the laboratory to demonstrate experiments to teachers and learners if need be. In as far as school funds are concerned, it is only the responsibility of the School Governing Body.*

Participant 2: *As you could see our school is a desperate case. There are no photocopying machines and that makes life difficult. The situation is made difficult by the fact that there is no electricity at all. All what we use is departmental policy for curriculum management. Even human resources leave much to be desired. Although I cannot use technology-related devices, I rely on teachers who are literate and they*

assist in that regard. If we download previous exam question papers we go to town and they do it for us. As deputy principals and departmental heads we are not actively involved in the management of school funds, it is entirely left with the principal.

Participant 3: *I use human resources especially people who are equipped with skills and experience like subject heads who can help in managing the department. I also use financial resources to buy required materials like textbooks, stationery and school furniture. Fortunately we have an SMT office and human resources, photocopying machines, textbooks, school furniture and departmental policies which we use to manage the curriculum. Our school does have ICT resources like the internet, which makes it easy to Google information and we also use WhatsApp to convey information either to teachers or learners. We do school budget with the SGB after consulting all the stakeholders like teachers, parents and SMTs. All these stakeholders are expected to have inputs in the school budget and we adhere to the budget when funds are being spent.*

The findings from the participants indicate that there are inadequate resources, as stated by participant 2: “... *there are no photocopying machines ... and there is no electricity at all.*” This shows that the school finds it very difficult to operate if there is no electricity at all and ICT resources cannot be used as they rely on electricity. Participants 1 and 3 indicate that they do have basic resources like the internet, for instance. Participant 1 stated: “*We have a variety of physical resources like photocopying machines, computers ...*” Participant 3 concurred, saying: “*Fortunately we have an SMT office and human resources, photocopying machines.*” These findings show an imbalance in the provision of physical resources, where there are schools which have an inadequate supply while others have the resources required for curriculum implementation.

Furthermore, the participants indicated that they were using ICT to a limited extent. Participants 1 and 2 concurred with each other as they had similar experiences. The findings showed that some school managers (participants 1 and 2) cannot use these technological devices, which may pose challenges to how they manage the curriculum. This suggests that they cannot download or Google information or previous exam papers from the internet. They need to access information on management from the internet that updates them on recent trends in management. However, the findings reveal that these participants are not computer literate, and hence it becomes a challenge to use these resources even when the school has them.

Further to this, participants 1 and 2 indicated that they are not involved in how school funds are spent. In line with participant 2, participant 1 stated: *“In as far as school funds are concerned it is only the responsibility of the School Governing Body and the principal.”* This suggests that these participants are not involved in the management of funds, and this hampers their procurement and purchasing of various resources needed for curriculum implementation. This suggests that there is no transparency in financial management if there are SMT members who are not involved. However, participant 3 stated: *“We do school budget with the SGB after consulting all the stakeholders...”* The findings suggest that only participant 3 is familiar with how funds are spent at the school.

McCaughy et al. (2006) and Lin et al. (2013) define tools as human and non-human materials or resources and facilities used in an organisational environment in order to achieve the predetermined results. Further to this, Kutti (1996) states that resources are both enabling and limiting as they provide subjects with capabilities in driving activity in the activity system. This suggests that the availability and use of resources can maximise SMTs’ performance with regard to curriculum management. The opposite is true that if there are no resources – the curriculum cannot be managed effectively. This is in line with the assertion made by Ogunlade (2008) and Usman (2016) that school physical tools/resources have an impactful and direct effect on the learning process, and are very determinant of the achievement of educational outcomes. This suggests that learner performance can be adversely affected if there are no physical resources.

Usman (2016) defines ICT resources as technological tools used to communicate, create, store, and manage information; these include computers, the internet, radio, overhead projectors and websites. Due to technological advancement Usman (2016) is of the view that ICT resources are indispensable tools in curriculum implementation. This suggests that schools need to have ICT resources in order to implement the curriculum. Further to this, Perrot (2017) and Berger and Kostal (2002) point out that school funds are resources which are the life-source of any institution. This suggests that school funds are the backbone of any school, because for any purchase of resources the school needs financial muscle. Therefore the principal in particular needs to apply financial management procedures.

The importance of the physical resources cannot be over-emphasised because even the DBE has ring-fenced budget allocation meant for the purchase of physical resources. It is for this reason that the DBE (2011) states categorically in the CAPS documents that it is mandatory

for all schools to use the ring-fenced budget for the purchase of physical resources, particularly textbooks and stationery. Over and above that, the DBE (2011) stresses that schools should make it a priority that all resources should be retrieved at the end of the year, to ensure that they are used for more than one year.

5.2.5 How do you assess educators in your department in order to develop them as professionals?

5.2.5.1 Theme 5: Assessment

The findings suggested that none of the participants addressed levels of assessment by indicating that they are familiar with them or that they use them in assessing teachers. Their responses were as follows:

Participant 1: *I use IQMS by going to class and observe teachers teaching. I also use Toolkit for Schools to monitor how they conduct class activities. We conduct summative assessment towards the end of the year to get IQMS scores. Peer assessment improves the quality of teaching because teachers assess each other and it forms part of IQMS when teachers establish DSG.*

Participant 2: *I use class observation as outlined in the IQMS programme. I draw up the observation programme so that teachers get ready and also conduct unannounced class observation. In as far as formative and summative assessment, we do class visits to get IQMS scores which are submitted for pay progression. There is no peer assessment at school, I just observe teachers teaching and discuss with them where they need to improve.*

Participant 3: *As SMT we develop teachers by using class observation and also give teachers feedback on how they have performed on their presentations. I use formative assessment to identify gaps and develop teachers accordingly, while summative assessment is conducted at the end of term 3 to get summative scores for IQMS and the scores are submitted for pay progression. Peer assessment opens avenues for teachers to help each other and be more open to discuss challenges they face in teaching.*

The participants emphasised the use of class observation as a form of assessment and IQMS, and did not delve into how they use or integrate IQMS into their instructional practice of developing people. Participant 2 concurred with participant 1 and stated: “*We implement IQMS by conducting class visits.*” The findings suggest that the participants regard class visits as IQMS, although IQMS is not about class visits. There are many performance standards on which teachers are to be developed and assessed. From the findings it seemed that the IQMS is a once-off event as opposed to formative assessment where teachers are to be assessed continuously to identify gaps in their teaching. All three participants concurred that summative assessment is done during term 3 for pay progression. Participant 3 affirmed: “... *summative assessment is conducted at the end of term 3 to get summative scores for IQMS ...*” From the assertions by the participants, it is evident that summative assessment is for pay progression rather than professional development of teachers. Furthermore, participant 2 said: “*There is no peer assessment at school, I just observe teachers teaching and discuss with them where they need to improve.*” This suggests that it is only the SMTs which develop teachers, and peers are not involved.

Palomba and Banta (1999) concur with Black and Wiliam (2009) in defining assessment as the process of systematically collecting, reviewing, and using information about educational programmes undertaken for the purpose of improving student learning and teacher development. This suggests that SMTs should use assessment in developing teachers in their teaching in order to improve learner performance. This is echoed by Gordon and McGhee (2019) and Panadero et al. (2016) who point out that continuous assessment of teachers helps teachers to master subject content, refine their teaching skill and critically analyse their own performance. Moreover, Bailey and Jakicic (2011) cite that formative assessment is beneficial for teachers as it helps adjust their teaching pedagogy. It is crucially important that SMTs should conduct summative assessment to develop teachers. This is supported by Bennett (2011) and Wiliam (2011) who declare that summative assessment is important in helping teachers and administrators to improve curriculum instruction and implementation.

In addition to that, Falchikov (2007) points out that peer assessment is based on peer observation of teaching where fellow educators evaluate one another and help identify areas which need improvement. The findings from the literature review are clear and explicit that teachers need to be developed through the use of formative, summative and peer assessment so that learner performance can improve in T40 schools. In contrast, the findings from the participants indicated that there are no programmes in place that intend to develop teachers,

and hence these schools perform below par. The findings from the participants' accounts further indicated that the IQMS programme is not used according to its strengths or prescription by the DBE. This leaves teachers wanting in terms of professional and personal development.

Therefore, SMTs need to use instructional practice in developing teachers by revisiting and reviewing IQMS as a development programme for teachers. This suggests that SMTs should open platforms where peers are given an opportunity to assess each other in their subjects. Furthermore, formative and summative assessment as part of an IQMS should be applied and utilised correctly to benefit teachers in their development as professionals.

DBE (2011) states clearly that IQMS consists of three programmes aimed at enhancing, monitoring and developing performance of the education system. The purpose of the IQMS is to specify the needs of educators, schools and district for support and development; to evaluate educators' performance; and to provide support for continued professional growth. In the context of the study, the SMTs should monitor the performance of teachers and at the end of the learning programme determine the academic success and detect gaps that might have occurred in the teaching and learning process of their T40 schools. SMTs should formulate a personal growth plan (PGP) for each and every teacher after summative assessment has been done. Over and above this, the DBE (2011) prescribes that every school should have a School Improvement Plan (SIP) which is informed by the PGPs for all teachers. Each teacher is developed according to his or her own PGP.

5.2.6 How do you manage access to education in your school?

5.2.6.1 Theme 6: Accessibility

The findings from the generated data indicate that none of the three participants are aware of the three levels of accessibility, which are financial, physical and cultural accessibility. Their responses were as follows:

Participant 1: *I ensure that all learners have equal opportunities and that they are treated the same way. In as far as financial accessibility is concerned, as a departmental head I am not so much involved in school finances as it the responsibility of the school principal to account to parents as to how school funds are spent.*

Learners are provided with resources like books and stationery. I encourage teachers that when they teach, they should bear in mind the cultural aspect of the learners.

Participant 2: *Right to education is a basic human right. It is therefore important that learners' rights are respected by making education accessible to them. The SGB and the principal are responsible for the management of school finances. As departmental head we indicate to them the needs of our department. When teaching we have to consider the socio-economic background of all learners. We understand that our interest as teachers should not clash with the community culture.*

Participant 3: *We have developed policy to ensure that access to education is observed so that it is easy to distribute educational needs like books and other important resources. I consult all the stakeholders when doing the school budget and they have to determine which resources are to be purchased. I also have a general meeting where financial matters are discussed. We buy resources that are to be used by teachers and learners like books and stationery. We ensure that cultural background is held in the highest esteem. We fully understand that learners come from the community we serve.*

Their responses and focus were mainly on basic human rights; participants 1 and 2 expressed the same view that “*Right to education is a basic human right.*” Furthermore, the accounts from participants 1 and 2 suggested that they have no understanding of or access to school finances; they both seemed to have the same experience, where the school finances are in the hands of the principal and SGB. This suggests that they do not have access to school finances as they are not involved in how the money is used. Only participant 3 appeared to be conversant with financial accessibility, stating: “*I consult all the stakeholders when doing the school budget...*” This indicates that there is no financial accessibility when stakeholders including teachers are not involved in the management of funds.

With regard to physical accessibility, participant 2 was silent on the topic. Only participants 1 and 3 responded that they provide learners with textbooks and stationery. It appeared that when talking about physical accessibility it was books and stationery that came to their mind – while physical accessibility is not limited to this and includes the school buildings. Further to this, all three participants reaffirmed that they respect the cultural background of the community they serve. This suggests that the participants observe cultural accessibility when they teach, as stated by participant 1: “*I encourage teachers that when they teach, they should bear in mind*

the cultural aspect of the learners.” This indicates that they manage and promote cultural accessibility.

Miah (2004) and Giannopoulos and Boulougaris (1989) cite that accessibility to education entails services and opportunities that should be offered in an equally integrated and equally effective manner, and be substantially easy to use. This suggests that teachers and learners with or without disabilities should be provided with educational opportunities in an equally effective manner and should find it easy to use those services and opportunities. A study conducted by Usher and Cervenak (2005) defines financial accessibility as the knowledge and understanding of financial concepts like income and expenditure. The study points out that teachers, parents and learners alike need this knowledge in order to make informed and effective decisions across the financial spectrum. Hernandez (2018) points out that physical access is about creating more inclusive and learning-friendly educational institutions which are more effective as they enable children to learn, develop and participate. This suggests that learners need a conducive environment in order to learn, which can include hygiene, safe playgrounds and availability of resources. Iwarsson and Ståhl (2003) cite that physical access can impact on how learners learn. Finally, Hernandez (2018) is of the view that culture includes race, language, religion and heritage, and greatly affects teaching and learning. In a nutshell, the literature states categorically that accessibility to education is comprehensive and can deeply affect how learners experience the learning process. The literature cites the issue of physical buildings at school, the distance travelled by both learners and teachers, finances and cultural aspects of the community as of paramount importance to enhance learner achievement. This is in line with participants’ accounts, where two participants indicated that they are aware of physical accessibility, although their discussion was limited to books and stationery. The participants’ accounts indicated that only participant 3 is exposed to financial accessibility and involves all stakeholders in matters of finances. Furthermore, the literature and findings from the participants emphasise the issue of culture in the learning process. This suggests that SMTs and teachers should have a deep understanding of learners’ culture and school finances, thus making education culturally and financially accessible. Therefore, when managing the curriculum SMTs need to apply instructional practices of redesigning an organisation by making their schools accessible in order to increase learner achievement.

DBE (2011) prescribes that every learner should have a textbook for all subjects as well as stationery to make education accessible to them with regard to physical resources. It is for this reason that from Norms and Standards Finances, the DBE has ring-fenced a certain portion of

funds in order to enable schools to purchase resources. Furthermore, the DBE (2011) declares that learners should learn in a conducive environment. It is against this background that schools are provided with classrooms and learner transport by the DBE to make schools physically accessible to learners. This intends to avoid learners having to walk long distances to get to school. Further to this, teachers having to travel long distances to and from school reduces the accessibility of education, as teachers tend to be attracted to and tempted to teach in urban areas, thus abandoning the rural schools. The DBE has made provision for a rural allowance to attract teachers to teach in rural areas. SMTs should ensure that all of these accessibility programmes are implemented, to promote accessibility to education in order to enhance learner achievement in T40 schools.

5.2.7. When do you manage the curriculum in your department?

5.2.7.1 Theme 7: Time

The participants had to respond to the above question by displaying understanding and knowledge of levels of time, which are school time, instructional time and dead time. Their responses were as follows:

Participant 1: *I manage curriculum every day from Monday to Friday because there are many programmes that are to be implemented and monitored. Thus, it is not easy to fix the exact day. I use period register that reflects on how teachers attend their periods. I also control learners' work to establish whether learners are given activities and ensure that we draw up a composite school timetable which helps to guide how teachers attend their periods.*

Participant 2: *I draw up a submission schedule for teachers which shows each and every teacher when teachers submit their work, and the schedule stretches from Monday to Friday and thus it is obvious that curriculum is managed all the time. I monitor and control learners' written work closely to ensure that timetables are followed and honoured. I regard learners' written work as the evidence of how instructional time is used. We use different timetables like a composite timetable, study timetable and test timetable, which all ensure that school time is used is used profitably.*

Participant 3: *I manage curriculum all the time and even during hours that are outside school time. I devise programmes and policy that can bind teachers and learners to focus on school work. I use timetables and leave register to ensure that both teachers and learners are at school all the time.*

The findings from the generated data suggested that none of the participants were aware of the levels of time (school time, instructional time and dead time). Their accounts did not indicate that they knew that school time is eight hours, as prescribed by the Employment of Educators Act of 76 of 1998. This is shown by the account given by participant 1, who concurred with participant 3 by saying: *“I manage curriculum all the time and even during hours that are outside school time.”* None of the participants indicated when the school starts and ends, and this suggests that the participants are not familiar with the concept of school time. This suggests that it can be difficult to manage the curriculum, if the SMT members seem not to know about school time. While all three participants responded that they use timetables to determine whether instructional time is used effectively, they did not indicate the time allocated for the subjects in their departments. All three participants were silent about dead time. In general, it seemed from their accounts that the participants were not clear on the theme of time.

Educational time is defined by Guillory (2008) and Selwyn (2013) as net contact hours of teaching when teachers are delivering subject matter to learners. For further clarity on educational time, Fisher (2009) categorised it into school time, instructional time and dead time, further stressing that learner achievement can be enhanced if educational time is used wisely and effectively. This suggests that teachers should use time wisely in order to improve learner performance. Therefore teachers need to manage time in the proper manner. Grissom et al. (2013) and Abadzi (2007) assert that instructional time has to do with classroom time when teachers are teaching learners particular content, knowledge, concepts and skills pertaining to the school subjects. Berliner (1978) accentuates that instructional time is a very crucial commodity which has an impact on learner performance. This suggests that instructional time should be used wisely and profitably by spending every minute of it teaching learners. Berliner (1978) divides instructional time into engaged time and allocated time, and van Gog (2013) states that engaged time is when students are paying attention to a particular learning task when they are busy learning – in other words, when learners have been given a task and are engaged in it in order to complete it as part of their learning. Further to this, Behar-Horenstein et al. (2006) and Abadzi (2007) cite that dead time refers to the amount of

educational time during which learners are doing nothing because the teacher has failed to manage time or to engage the learners.

Findings from the literature stress that time should be used wisely and to the benefit of the learners, and that time has a great impact on learner achievement. This suggests that teachers need to use time correctly in order to enhance learner performance. However, the findings from the participants' accounts indicated that they did not seem aware of the theme of time. This suggests that the curriculum may not be managed effectively if the SMT members are not conversant with the theme of time. It is apparent from the findings and discussion that SMTs should make use of instructional practice to develop themselves and teachers on how to manage time by mastering the levels of time. SMTs need to understand the concepts of school time, instructional time and dead time in order to be able to eliminate dead time in their T40 schools.

The CAPS documents are in line with the Employment of Educators Act of 76 of 1998 in prescribing that school time consists of eight hours, which teachers should spend at school. The DBE (2011) is clear in the CAPS documents in prescribing the instructional time for all subjects in all grades. For an example, CAPS (DBE, 2011) states that the allocated time for English First Additional Language Grade 12 and Mathematics is 4.5 hours a week. The CAPS documents allocate time according to whether the subject is a fundamental or elective one. In the FET phase elective subjects are allocated 4 hours per subject per week. Elective subjects include Physical Sciences, Economics and Geography. Thus, SMT members as curriculum leaders at school should ensure that school time and instructional time are observed and honoured by teachers; the SMT members should use the CAPS documents where the instructional time for each subject is stipulated.

5.2.8 What reasons are driving you in managing the curriculum in your department at your school?

5.2.8.1 Theme 8: Rationale

The participants had to show understanding of the three levels of rationale, namely personal, societal and professional rationale, as reasons that drive them to manage the curriculum. Their responses were as follows:

Participant 1: *I manage my department in order to produce better results in the school by having more learners getting bachelor passes which will enable them to be admitted at the university. I enjoy managing the department and I want to see my department doing very well in matric results. I have the passion for that and I do not want to be followed by my immediate supervisor. It is very important to take note of the fact that learners we teach are part and parcel of the community we serve; therefore, we need to manage the curriculum in a way that will produce learners who will help their community – learners who will have ambitions to develop their families and communities at large. I have a B.Ed. degree that qualifies me to be the teacher, and that enables me to manage the department by developing teachers to produce good results in my department.*

Participant 2: *I like the profession so much and I want to be the best principal in the district by producing good results. I love my profession and I always strive to be the best deputy principal, and that is why I manage my department to produce good results. Learners we produce should be of great value to the community, and should change their socio-economic status by helping their parents and community. The SACE Code of Conduct and Professional Ethics serves as a driving force in managing the curriculum in my department. This makes me be hands-on all the time and be accountable in all the activities and programmes in my department. I also conduct myself as a professional in whatever I do.*

Participant 3: *The reason behind managing the department is to produce good results and move away from T40 zone and to help our school become one of the best schools. To be regarded as a T40 school is not good at all. It is really demoralising. I manage my department out of love and for personal development in the field, because I am certain that if I do my work the results will improve and I stand a chance to climb the ladder high to the next level of management. Our communities need doctors and engineers to develop them, thus whatever we teach and manage should be channelled along those lines. As a professionally qualified teacher I find it easy to manage the department because I have subject content of the subjects I manage in my department. However, sometimes as departmental heads we do encounter some challenges in managing subjects where we do not have qualification and our knowledge is too minimal and we are found wanting.*

From the participants' accounts it is very clear that they are not aware of the levels of rationale, and hence their responses are based on producing good results. However, the accounts given by the participants suggest that they are driven by personal rationale. This is evident from what was stated by participant 1, who concurred with participant 2: *"I manage my department out of love and for personal development in the field because I am certain that..."* The findings make it clear that the participants are driven by passion and love for their department. They love to manage the department so that they can develop as individuals. This suggests that if the SMT members are driven by personal rationale, when they manage the curriculum out of love and passion it can improve the academic success of the school. The participants mentioned that learners are part and parcel of the community and aspire to develop learners who plough back into their community; this indicated that the SMT members are driven by the societal rationale. This further suggests that in redesigning an organisation as an instructional practice, SMTs need to uphold and observe societal values, culture and customs to make education acceptable. Furthermore, the participants also indicated that they are driven by the professional rationale; participant 1 concurred with participant 3 when stating *"I have a B.Ed. degree that qualifies me to be the teacher, and that enables me to manage the department ..."* This suggested that participants are professionally qualified to run the department and are driven by professional rationale, and they also observe the SACE Code of Conduct and Professional Ethics which guide their behaviour and conduct.

Roehrig et al. (2007) assert that school principals should be driven by a rationale for the effective implementation of the curriculum. Further to this, a study conducted by Khoza (2015) reveals that the rationale for curriculum management is divided into personal (reasons from the individual), societal (reasons from the society) and professional (reasons from the profession) rationale. According to Berkvens et al. (2014) personal rationale places the individual principal or the learner at the centre of the teaching and learning environment. This is echoed by Mpungose (2016), who asserts that personal rationale has a very significant role to play in achieving curriculum goals. This suggests that SMT members should be driven by their personal rationale to realise curricular goals.

Bernstein (2006) states that the social rationale puts society at the centre of the teaching and learning environment. This suggests that in redesigning an organisation SMTs need to uphold and observe societal values, culture and customs to make education socially acceptable. Furthermore, Khoza (2015) asserts that professional rationale places the profession at the centre of the teaching and learning environment. Osterman and Kottkamp (1993) concur with

Fuchs et al. (2014) that professional rationale takes the form of a coherent, explicit and systematically principled structure which is hierarchically organised. According to this study, this rationale has its own prescribed terminologies from policies prescribed by the DBE, as reflected in the CAPS documents. This suggests that SMTs are guided by policies from the department, such as CAPS and the Employment Equity Act, on how they manage the curriculum. Milne and Reiser (2012) as well as Duncan et al. (2006) concur that teachers must be professionally qualified by having at least a recognised minimum three-year qualification (RQV 13). The literature is vocal about rationale as driving SMTs to manage the curriculum effectively. Further to this, the literature favours the professional rationale as it emphasises that teachers need to be professionally qualified in order to implement the curriculum effectively. This is in line with the findings from the participants' accounts, when they declare that they are professionally qualified and that this enables them to manage the curriculum. Their qualifications enable them to master the prescribed policies and terminologies of CAPS. SMTs need to use transformational practice and get inspired and motivated in internalising the rationale that drives them in managing the curriculum.

The CAPS document is silent about the rationale that should be driving both teachers and curriculum leaders at school level. Therefore SMTs do not have a guide providing the reason why they have to manage the curriculum.

5.2.9 What activities do you manage in your department to improve learner performance in your school?

5.2.9.1 Theme 9: Activities

The participants had to respond to the above-posed question by referring to teacher-centred, learner-centred and content-centred activities. Their responses were as follows:

Participant 1: *I manage a number of activities like moderation of question papers, controlling of teachers' preparation files, analyse departmental results and also conduct class visits to develop teachers in their content. I collect learners' exercise books and check whether the work is given to learners and controlled and count the number of activities.*

Participant 2: *As a departmental head I have to ensure that teachers do attend their periods, control their planning and preparation files, control ATP, support networking programmes and also hold departmental meetings to equip teachers with new developments in their subjects. I conduct class visits to observe teachers' teaching and that helps me to identify gaps that the teacher may have in the subject content. It is very important that I control learners' work because that shows how learners do in their subject and evaluates their progress in each subject.*

Participant 3: *Teachers have to submit their preparation files every Friday and I control them and give them feedback. I have to moderate question papers for tests and exams to ensure that they meet the standards. I have to do class visits, assess teachers' tasks and tests to see how he or she sets the question and even monitor the marking of tasks, as that may help to establish the teacher's content, and I also give them feedback about my assessment findings. I have to collect learners' written work on a weekly basis and make my own assessment with regard to quantity and quality of written work which is given to learners.*

The findings from the generated data suggested that all of the participants were engaged in monitoring activities that are meant for the teaching and learning process. As participant 1 stated: *"I manage a number of activities like moderation of question papers, controlling of teachers' preparation files, analyse departmental results and also conduct class visits...."* The other two participants concurred, and this suggests that all three participants were aware of the teacher-centred and learner-centred activities that they need to manage. However, participants' accounts indicated that they were not familiar with the levels of activities they have to monitor in enhancing learner achievement, as I had to guide them in providing responses. The findings also showed that participant 1 was silent about content-centred activities, which are vitally important in the transmission of knowledge and content to learners. This can have a negative impact on how content is presented, which may adversely affect learner achievement. In contrast, the accounts from participants 2 and 3 with regard to content-centred activities emphasised the need for conducting content-centred activities to identify gaps in the content. Participant 3 was on point in highlighting *"I have to do class visits ... and I also give them feedback about my assessment findings."* There is a need to provide feedback to teachers to help them develop in their subjects.

McCaughtry et al. (2006) state that teacher-centred, learner-centred and content-centred activities are designed by SMTs to create conditions for monitoring the teaching and learning processes. This suggests that SMTs should monitor the teaching and learning process through activities conducted by teachers. This is echoed by Kennedy (2006) and Gosling and Moon (2001), who assert that the design of these activities should be such that they address the curricular needs of the learners. In line with this, Grainger et al. (2016) assert that monitoring and moderation of teacher-centred activities are a very important part of quality assurance in curriculum implementation. It rests upon the shoulder of SMTs to execute these activities in their T40 schools to enhance learner performance.

Conkling (2007) points out that content-centred activities are activities that are monitored by curriculum leaders to improve the subject content of the teachers. Hopkins (2002) and Conkling (2007) are of the view that curriculum leaders should have programmes for developmental workshops to capacitate teachers on various aspects of the curriculum. Busher and Harris (2000) state categorically that development of Subject Improvement Plans (SIPs) is very important in improving learner performance. The study further points out that curriculum leaders are able to identify some gaps and areas that need intervention from external sources. In addition, Froyd and Simpson (2008) and Tan and Barton (2010) state that learner-centred activities are those in which learners have a great deal of control and involvement in the learning process, and this includes written work. The literature points out and strongly stresses that the activities serve as the evidence that teaching and learning has taken place – therefore SMTs need to manage these activities in order to enhance learner achievement. Furthermore, the reviewed literature reveals that feedback should be given to both learners and teachers, so that monitoring has an impact on learner achievement. This is in line with the participants' accounts, which indicated that they monitored teacher-centred activities like moderation of question papers and analysing departmental results, and learner-centred activities like controlling learners' written work, and lastly also content-centred activities which include class observation and feedback. SMTs therefore need to use instructional practice to design programmes and plans as to how they are to monitor activities to enhance learner achievement in T40 schools.

In line with the findings from the generated data and reviewed literature, DBE (2011) and KZN Circular No. 41 of 2012 assert that SMTs should monitor and control teachers' work to enhance learner performance in T40 schools. According to the DBE (2011) in the CAPS documents, teacher-centred activities include holding departmental meetings, moderation of

formal tasks and control of teachers' preparation files, staff development, class visits, and IQMS implementation, to mention just a few. The CAPS documents are very clear with regard to moderation of assessment tasks to ensure fairness, validity and reliability. Thus, moderation should be implemented at school level by the SMTs as well as at district and provincial level. DBE (2011) stipulates that moderation practices must be in place to ensure quality assurance, and stresses that curriculum leaders at school level should make use of subject advisors appointed by the department to provide guidance and advice on their subjects. The CAPS documents unpack the types of learner-centred activities which should be monitored by SMTs, including both formal and informal activities.

5.3 Conclusion

Chapter Five has elaborated on the data that were generated, analysis and discussion. This chapter has unpacked all of the themes taken from the curricular spider web, the levels of practices which are the phenomenon of the project, together with the categories derived from the themes. The discussion and analysis were based on the data generated under the themes and categories. The themes under which data were generated are roles, content, goals, resources, rationale, time, assessment, activities and accessibility. The next chapter will provide a summary of study, and the main conclusions and recommendations.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This study explored SMT practices in managing the curriculum of T40 schools in Mashona Circuit and included issues which are related to curriculum. The study made use of curricular spider web concepts as themes to organise the data generation and analysis.

The purpose of this study was:

- To explore SMT practices in managing the curriculum of T40 schools in Mashona Circuit; and
- To understand the reasoning that informs SMTs' practices when they manage the curriculum of T40 schools.

The research questions asked in this study were as follows:

- What are the practices of SMT in managing the curriculum of T40 schools?; and
- What informs the SMT practices in managing the curriculum of T40 schools?

This chapter addresses the above-mentioned research question and objectives, and summarises the research findings. It provides conclusions which are based on the research findings, data analysis, and discussions presented in the previous chapter. Furthermore, recommendations are made which are informed by the findings. A summary of the preceding chapters is also provided.

6.2 Summary of Chapters

Chapter 1 provided a broad overview of the study, as well as its focus, limitations and location in three T40 schools which have been underperforming for the past three years. The researcher's personal rationale for undertaking this study was described, and the study research questions and objectives were outlined, with a brief discussion of the research design and methodology. It is highlighting the research paradigm (interpretive paradigm), research approach, research design (case study), data generation methods (FGD, semi-structured

interview and reflective activity), sampling (convenience and purposive), data analysis, study limitations, and ethical and trustworthiness issues.

Chapter Two provide a review of the relevant literature by unpacking the study phenomenon: SMT practices which are instructional, transformational and ethical. It also elaborated on curriculum presentation and the levels of curriculum, namely intended, implemented and achieved curriculum. Curriculum spider web concepts – content, goals, accessibility, rationale, activities, resources, roles, environment, time and assessment – were used to organise and discuss the reviewed literature.

Chapter Three unpacked the theoretical framework of cultural-historical activity theory (CHAT) which guided the research project, and discussed how different generations of the theory developed it. CHAT was contextualised to the research phenomenon of SMT practices, with exposition of the six related components of CHAT, namely subjects, object, tools, community, rules and division of labour.

Chapter Four unpacked the research design and methodology used in this research project. The study used a qualitative research approach which enabled the researcher to understand and describe how different individuals make sense of their experiences in their natural setting. The chapter elaborated on the research paradigm, research approach, case study, data analysis, sampling, ethical issues, trustworthiness and limitations and possible problems of the study.

In Chapter Five the findings from the three participants, who are SMT members, were presented, analysed and discussed. The concepts: goals, content, role, resources, rationale, time, activities, accessibility and assessment were used as themes of discussion and analysis.

6.3 Summary of findings and recommendations

The conclusions and recommendations of the research project are informed by the findings from the data analysis and literature review as well as the theoretical framework (CHAT). Hallinger (2010) and Peter (2018) reveal the three types of SMT practices to be used by SMTs of T40 schools in managing the curriculum in order to enhance learner performance: instructional, transformational and ethical practice. These address the fundamental research question and objective of the research project, which are to explore SMT practices in managing the curriculum of T40 schools. These practices were extensively explored in Chapter Two.

However, the findings from the generated data suggested that the participants were not aware of these practices, or else do not apply them when managing the curriculum. In other words, the SMT members lack these practices, and hence learner achievement is affected.

Furthermore, Kutti (1996) and Kaptelinin et al. (1995) are of the view that rules which entail guidelines, norms, policies, circulars, codes of conduct or conventions regulate the activities and behavioural patterns of the subjects and community. This suggests that the practices and conduct of the SMTs in managing the curriculum are informed and regulated by rules. The disclosure of rules addresses the second fundamental question and objective, which was to gain an understanding of the reasons that inform SMT members in managing the curriculum of T40 schools.

6.3.1 Role

Data findings and analysis indicate that all three participants from the three different schools used democratic and autocratic styles of management. The findings further suggest that the participants used a democratic style as the main management style as they explained how they applied it in influencing educators. Their explanations made it very clear that they had an understanding of both the autocratic and democratic style of management. Further to this, the findings from the generated data showed that none of the three participants are used to the laissez-faire management style, as they raise it as a concern that the Department needs results and this indicated that they do not use this style as they want immediate results for the Grade 12 learners. Their accounts suggested that using this style might appear to be time-wasting.

This suggests that school managers are mostly driven by instructional practice and transformational practice when they are being autocratic and democratic, as they use these management styles to set the direction and foster the acceptance of goals, and educators have to strive for achievement of these goals. From the participants' accounts it was obvious that school managers do not apply ethical practices; this might lower learner attainment, as no ethical standards such as respect for others are being set.

Sauer (2011) outlines that SMTs have to perform roles by applying certain management styles to ensure that the curriculum is implemented and achieved. The study is vocal in asserting that management influences the subordinates who work towards achievement of the predetermined objective. Therefore SMTs as curriculum leaders need to demonstrate a behavioural pattern or style that can influence and motivate educators to commit themselves to improve learner

performance. Both Sauer (2011) and Raelin (2012) cite democratic and autocratic as the most commonly used management styles. This is supported by Harber and Mncube (2012), who point out that the democratic style increases job satisfaction, because teachers feel in control regarding what is going on in the institution. This is in line with the findings from the participants, who asserted that they preferred to use the democratic and autocratic styles.

Further to this, Oyugi and Gogo (2019) concur with Howard (2005) that the autocratic style excludes any form of say and involvement of employees in the decision making. De Hoogh and Den Hartog (2009) and Frischer and Larsson (2000) point out that the laissez-faire leader leaves it to the subordinates to carry out responsibilities. According to the study laissez-faire is the least used style, as leaders cannot leave tasks in the hands of the subordinates. However, reviewed literature recommends that these management styles should be used interchangeably, as determined by the situation at hand. This suggests that SMTs cannot rely on one management style all the time.

The management style employed by the curriculum leaders can either make or break educators in the department. This study therefore recommends that management and leadership courses and workshops be made available to SMT members so that they are exposed to different styles of management, as well as SMT practices which can motivate teachers to give of their best in curriculum implementation. These courses can help to expose SMT practices (instructional, transformational and ethical) in order to have an impact on learner performance. SMTs need to register for courses on these aspects for their own professional development.

6.3.2 Content

The findings from the generated data indicated that all three participants were clear on the content that they were managing, as they all focused on the science and language content. Participants also indicated that the content is prescribed in the CAPS documents. This suggested that participants are aware of the CAPS documents and are using them when managing the curriculum. The participants explicitly stated that they managed language-based content in order to develop communication, writing, listening and reading skills, which they believe can help in mastering other subjects. Furthermore, the findings from the participants showed that they manage science-based content in order to produce students who are science-oriented with investigative skills and can become engineers and doctors. This suggests that SMTs are driven by instructional practice where they manage teaching and learning as they

monitor progress of both learners and teachers through the content. The use of instructional practice by school managers can enhance learner performance in T40 schools.

Gudmundsdottir and Shulman (1987) stress that teachers' possession of subject content makes it easy to deliver content to learners. Gatbonton and Segalowitz (2005) categorised content into communication-based and science-based content. The study points out that communication-based content provides learners with language and communication skills such as listening and speaking, reading and viewing skills. Furthermore, Gillies and Nichols (2015) indicate that science-based content includes practicals and projects as well as experiments to be conducted to enhance learners' understanding and investigative skills. These findings from the literature are in line with the accounts from the participants that they manage both language- and science-based content in order to improve learner performance. The literature stresses that SMTs should employ instructional and transformational practice by managing teaching and learning as an instructional programme to enhance learner achievement.

This study recommends that it is very important that SMTs should have sound knowledge and subject content for the subjects they are managing. The possession of subject content by school managers can enable them to apply instructional and transformational practices when monitoring learner progress and providing individualised support to teachers. Therefore the DBE should play a pivotal role in organising workshops for the SMT members where they are capacitated on the content. In most cases SMTs have the general subject content, not the specifics of it. This makes the management of the curriculum very difficult on the part of the SMTs. Furthermore, this study recommends that the DBE should also review the combining of many subjects in one department, because there are many subjects in one department which the departmental head may not have knowledge of and this may hamper the application of instructional practice. This can adversely affect learner achievement of the school, since the SMTs cannot appropriately apply the instructional practice of managing teaching and learning in the subjects in which they are not professionally qualified.

6.3.3 Goals

The findings from the generated data indicated that the participants were not aware of the levels of goals, and hence their accounts blended all of the levels together. Findings from the accounts of the participants suggested that they used aims and objectives interchangeably as they appeared unable to differentiate between the levels of goals. Their accounts made it evident

that they aimed at passing learners. This may adversely affect the way they use instructional and transformational practices when managing the curriculum, if they do not understand the curricular goals. However, all three participants showed an understanding that learning outcomes are what is to be demonstrated by learners after the learning process has taken place. The understanding of curricular learning outcomes can help determine the SMT practice to be used to improve learner performance. The instructional practice requires that school managers should foster the acceptance of goals by communicating the overall direction of the school. If the school managers are not driven by the instructional practice of setting direction, the academic performance of the school may suffer considerably.

Khoza and Mpungose (2018) point out that goals are very important in the planning and learning process. A goal is defined by Ennis (1997) as the statement of intention, and is categorised into aims, objective and learning outcomes. This is echoed by Terhoven and Fataar (2018) who emphasise that curriculum policy expectations and aims should be interpreted and communicated strongly in order to enhance learner achievement. These assertions from the reviewed literature are not in line with the findings from the participants, since they could not differentiate between the levels of goals. This suggests that the school managers are not driven by the instructional practice of setting direction and building a shared vision in the organisation. This may render the school dysfunctional and the pass rate can drop drastically. According to the findings from the study, teachers and SMTs should be clear on the goals and expectations of the school. This view is shared by Park et al. (2016) who state that without goals there will be no teaching at all, because goals determine what the school wants to achieve. Thus instructional practice can help school managers to set goals and direction.

This study therefore strongly recommends that the DBE should also prescribe the goals that are to be achieved by the curriculum. SMTs should know the goals that they are supposed to achieve, so that when they manage the curriculum they know the expectations and goals. This can enable SMTs to apply instructional practice in setting the direction and building the shared vision, which is in line with curricular goals set by the DBE. This needs developmental intervention by the DBE to capacitate SMTs on goal setting in relation to curriculum implementation. The design of curriculum documents should be such that aims, objectives and outcomes are clearly defined to make it easy for them to be managed and achieved. School managers can use these clearly defined goals in their instructional practice to foster the acceptance of goals in order to improve learner achievement.

6.3.4 Resources

The findings from participants' accounts indicate that there is an inadequate supply of resources among schools, and there are schools that do not have electricity. The most dominant resources which are commonly used by school managers are physical resources, which include among others school furniture, preparation files and textbooks. The findings indicated that some schools are lagging behind in terms of internet usage. These schools can find it very difficult in installing ICT resources, as they depend entirely on the availability of electricity. Furthermore, findings from the data from the participants indicated that they were using ICT to a limited extent, and this is compounded by the fact that the participants are not computer literate. The findings from the participants' accounts also indicated that departmental heads are not exposed to financial resources in terms of how money is spent in their schools. This suggests that SMTs are not driven by instructional practice to manage the curriculum in their T40 schools. It also suggests that SMTs as curriculum leaders cannot provide instructional resources like ICT and financial resources as a form of instructional practice, and this may have a bearing on how learners in their schools achieve.

McCaughy et al. (2006) and Lin et al. (2013) assert that resources are human and non-human materials or resources and facilities used to achieve the predetermined result. Okonkwo (2012) as well as Downes (2007) classify education tools according to their nature into physical, financial, and ICT tools. Further to this, Kutti (1996) states that resources – particularly ICT and financial resources – are both enabling and limiting, as they provide subjects with capabilities in driving activity in the activity system. This suggests that the availability and use of resources can maximise SMTs' performance with regard to curriculum management, whilst the opposite is true in that if there are no resources the curriculum cannot be managed effectively. This is in contrast to what the participants accounted – that they are not exposed to ICT and financial resources as they rely on physical resources. This may pose a challenge to the application of instructional and transformational practices, as the school managers cannot use the internet to Google information. Furthermore, school managers need to design instructional programmes, which requires ICT and financial resources. This may affect the way in which they apply these practices, resulting in poor performance by the schools.

This study therefore recommends that the DBE should provide schools with adequate resources if the curriculum is to be implemented and achieved. Over and above this, the DBE should ensure that all schools have electricity, because some resources, such as those related to ICT, need electricity. The DBE needs to review funding of schools based on the PPN, as that may

affect the so-called small schools, which may not have enough funds to buy resources. When the SMTs have adequate resources, this can enable them to manage teaching and learning as an instructional practice.

Intensive training of school principals and SGBs on financial management is a prerequisite to promote transparency and fruitful expenditure of school funds. The SGBs should be trained on how to budget according to the needs of the school, particularly the purchase of resources. Due to technological advancement it is strongly recommended that schools should have computers and be connected to the internet, to enable them to access crucial information from the internet. The DBE should offer or fund courses on computer literacy. If the school managers are well trained in financial management, they will be able to purchase ICT resources, which may facilitate the application of instructional practice to enhance learner performance.

6.3.5 Assessment

Findings from the generated data suggested that none of the participants addressed the levels of assessment by showing that they are familiar with them. However, the participants emphasised the use of class observation as a form of assessment for IQMS, and could not indicate more deeply how they use or integrate IQMS in their instructional practice of developing educators. It is apparent from the data from the participants that teachers are not developed by SMTs in totality by using an IQMS programme which has performance standards. The participants also stated that they do not use peer assessment or formative assessment. This suggests that the SMT members are not driven by instructional and transformational practices, where curriculum leaders are expected to develop teachers in totality as per IQMS requirements. This suggests that teachers lack individualised and professional support from the school managers. Consequently, the instructional practice of developing educators and transformational practice of mentoring and coaching educators are not carried out correctly, and that can affect learner achievement.

Palomba and Banta (1999) as well as Black and Wiliam (2009) outline that assessment entails collecting, reviewing and using information for the purpose of improving student learning and teacher development. This suggests that SMTs have to use assessment to develop teachers as professionals. Furthermore, Taras (2009) proposes that the assessment process should establish the purpose of assessment, appraise teacher performance and finally monitor the outcomes of the assessment. Furthermore Black and Wiliam (2009), Taras (2009) as well as

Sluijsmans and Prins (2006) point out that school managers should use formative, summative and peer assessment in developing teachers. This is, however, not in line with the findings from the participants, who indicated the use of class observation as the form of assessment. This suggests that the SMT members are not driven by the instructional practice and transformational practice of assessing and developing teachers when managing the curriculum. This can lower the pass rate of T40 schools. Further to this, Gordon and McGhee (2019) and Panadero et al. (2016) point out that continuous assessment of teachers helps teachers to master subject content, refine their teaching skill and critically analyse their own performance. Therefore SMTs should assess teachers as an instructional practice, in order to get feedback about how they teach and thus develop programmes aimed at capacitating teachers in their subject content and pedagogy.

This study therefore strongly recommends that the DBE should review how teachers are being evaluated at schools, particularly the implementation of IQMS. The appropriate implementation of IQMS as the educator development programme can enhance the application of the instructional practice of developing teachers by SMTs. This can help to improve learner performance in T40 schools. The findings are that the programme is not utilised at its full strength. To address this critical aspect of the curriculum, the DBE should organise workshops where SMTs are capacitated on IQMS, with special emphasis on the role of the SMT, how to conduct teacher assessment in line with IQMS, and the value and importance of IQMS in the professional development of teachers. SMTs need to be sensitised about assessment of teachers, and should realise that it is not for pay progression. If the SMTs have sound knowledge of IQMS as a developmental programme, that can make it easy for them to use instructional, transformational and ethical practices.

6.3.6 Accessibility

The findings from the generated data indicate that none of the three participants are aware of the three levels of accessibility, which are financial, physical and cultural accessibility. Furthermore, the accounts by participants suggested that they have no understanding of or access to school finances, as these are managed by the principal and SGB. This may affect how the resources are purchased and accessed. The findings also indicated that the participants refer to textbooks and stationery when talking about physical access; they appeared unaware that it also involves how they reach their institutions. This suggests that school managers are not

driven by the instructional practice of managing teaching and learning by ensuring that instructional resources are provided and accessed by both teachers and learners. This can affect learner achievement of T40 schools.

Further to this, all three participants reaffirmed that they respect the cultural background of the community they serve. This suggests that SMTs as curriculum leaders are driven by ethical practice when observing cultural accessibility when they teach. This can help in building productive community relations with the families and parents of learners, which can promote co-operation and collaboration with schools. This also shows that the SMT members regard the welfare of the community and learners as a priority. Productive community relations can help improve the pass rate of T40 schools.

According to the reviewed literature accessibility, as cited by Miah (2004) and Giannopoulos and Boulougaris (1989), entails providing services and opportunities to all in an equal manner and is based on physical, financial and cultural access. Hernandez (2018) points out that physical access is the most dominant, and is about creating a more inclusive and learning-friendly environment which is easy to reach. Participants did not have an understanding of physical access, and instead talked about physical resources. This suggests that schools should be easy to be reach by both teachers and learners. Thus, school managers are not driven by the instructional practice of redesigning an organisation and making a school a more conducive environment. Miah (2004) and Giannopoulos and Boulougaris (1989) further point out that culture includes race, religion, language and heritage, and it has an impact on teaching and learning. This suggests that teachers and SMTs should have a deep understanding of learners' culture, thus making education culturally accessible. This is line with the account by the participants, and they are driven by ethical practice when they observe cultural accessibility by respecting community values and welfare.

This study therefore recommends that the DBE should organise workshops on access to education that can help SMTs as school managers to understand the concept better. Financial management workshops for school principals and SGBs should be the first priority, so that they are capacitated on how school funds are managed, with special references to budgeting and transparency. A thorough understanding of accessibility can help SMTs to apply instructional practice with regard to physical accessibility, thus making school a friendly and conducive environment. This can help improve learner achievement in T40 schools.

6.3.7 Time

The findings from the generated data suggested that none of the three participants are aware of the different levels of time – school time, instructional time and dead time. Their accounts did not show that they know that school time is eight hours as prescribed by the Employment of Educators Act 76 of 1998. Furthermore, the findings also indicated that all three participants responded that they use timetables to determine whether instructional time was used effectively, and they did not indicate the allocated time for the subjects they manage in their department. This suggests that school managers do not use instructional practice in managing time and drawing up of timetables for the school. This may result in some subjects not meeting the allocated time requirements with regard to hours per week per subject. This omission by school managers can negatively affect the academic school performance of T40 schools. Further to this, all three participants were silent about dead time, which suggested that the concept was new to them. It may affect the instructional practice of managing teaching and learning if dead time is not eliminated, and that can result in poor performance of the school.

According to Fisher (2009) educational time is categorised into school time, instructional time and dead time, and Berliner (1978) is of the view that instructional time is a very crucial commodity which has an impact on learner performance. This suggests that instructional time should be used wisely and profitably to enhance learner attainment. Furthermore, Fisher (2009) and Berliner (1978) highlight that instructional time is divided into allocated and engaged time. However, the findings from the participants are that they appeared not to be familiar with instructional time as a crucial commodity. Their accounts indicated that they are not aware of allocated time and engaged time. This suggests that SMTs as school managers are not driven by the instructional practice of redesigning an organisation through time management which is a crucial commodity in learner achievement. van Gog (2013) is of the view that engaged time is when learners are actively engaged in and committed to the learning task. Fisher (2009) points out that allocated time is the time that the state or macro-level allocates to learners for instruction. Further to this, Behar-Horenstein et al. (2006) and Abadzi (2007) cite that dead time refers to the amount of educational time during which learners are doing nothing because the teacher has failed to manage time or to engage learners. This suggests that SMTs should use instructional practice to ensure that time is managed wisely in order to enhance learner achievement and eliminate dead time.

This study recommends that the DBE should organise workshops on time management, with special reference to instructional time, school time and dead time. Furthermore, SMTs should

familiarise themselves with the CAPS documents and Employment of Educators Act 76 of 1998 to get an understanding of these concepts of time. This can help school managers to apply the instructional practice of redesigning an organisation with regard to time management. Moreover, the study recommends that on their regular visits subject advisors should check whether the composite timetable meets all of the requirements with regard to time allocated for each subject.

6.3.8 Rationale

The accounts given by the participants suggested that they are driven by personal rationale, societal rationale and professional rationale. The findings from the data are clear that the participants are driven by passion and love for their department. The findings also indicated that the participants had an understanding that learners are part and parcel of the community they come from, and hence learners have to plough back into their communities and families. This suggests that the SMT members are driven by the instructional practice of redesigning an organisation, where they build a collaborative culture with the community and families. This augers well for the academic achievement of T40 schools, because it shows that parents may have an interest in what is taking place at school. This further suggests that SMTs uphold and observe societal values and culture to make education socially acceptable in order to enhance learner achievement.

The data from the participants indicated that they are also driven by professional rationale, as they pointed out that they are professionally qualified and have expertise to run their department. This suggests that SMTs as curriculum leaders are driven by transformational practice, where they are able to mentor, inspire and evaluate teachers in their department to produce good results for the school. Their qualifications as school managers are a prerequisite towards improvement of the pass rate at the school.

Roehrig et al. (2007) asserts that school principals should be driven by a rationale for the effective implementation of the curriculum. This suggests that school principals should have an underlying reason for why they manage the curriculum at school, and this can serve as a driver. Khoza (2015) reveals that rationale is divided into personal (individual reasons), societal and professional rationale. According to Berkvens et al. (2014) and Mpungose (2016) personal rationale places the individual principal or the learner at the centre of the teaching and learning environment, and has a very significant role to play in achieving curriculum goals.

Bernstein (2006) states that social rationale puts society at the centre of the teaching and learning environment, which is in line with the findings from the participants, as they indicated that they make education socially acceptable by upholding societal values. This suggests that SMTs use instructional practice in redesigning an organisation in upholding and observing societal values to make education socially acceptable.

Furthermore, Khoza (2015) asserts that professional rationale places the profession at the centre of the teaching and learning environment. Osterman and Kottkamp (1993) concur with Fuchs et al. (2014) that professional rationale takes the form of a coherent, explicit and systematically principled structure which is hierarchically organised. The study further points out that this rationale has its own prescribed terminologies from policies prescribed by the DBE. Thus, according to Milne and Reiser (2012) as well as Duncan et al. (2006) teachers must be professionally qualified by having at least a recognised minimum three-year qualification (RQV 13). This concurs with the findings from the participants, as they accounted that they are professionally qualified, which makes it easy to run their departments. It can improve the pass rate of T40 schools if the curriculum leaders are professionally qualified.

This study therefore makes a recommendation that the DBE needs to do a comprehensive review of the rationale for managing the curriculum by SMTs, in order to capacitate them on the reason for managing the curriculum. A clear subject rationale should therefore be developed and used as a springboard for both teaching and managing the curriculum. Such a rationale should explicitly express the personal, societal and professional rationales for teaching and managing that particular subject. That can facilitate the use of the instructional practice of managing teaching and learning by curriculum leaders, as they have a clear guideline as to why they manage the curriculum. All stakeholders should be brought on board so that they can evaluate whether such rationale is achieved, to determine what impact this may have.

Therefore it is vitally important that the DBE needs to have consultative engagements with stakeholders – particularly SMTs – on the issue of rationale as they are the curriculum leaders at school level. This can promote the ethical practice of setting ethical standards, extolling justice and promoting two-way communication with all relevant stakeholders. This may result in improving the pass rate of T40 schools, since stakeholders would be involved in the curriculum implementation.

6.3.9 Activities

The findings from the generated data suggested that all of the participants are engaged in monitoring activities meant for the teaching and learning process. This suggests that all three participants were aware of the teacher-centred and learner-centred activities that they need to manage. The participants indicated that they moderate question papers, control teachers' files and hold departmental meetings, which are teacher-centred activities. They also indicated that they collect learners' exercise books to check written work, which is learner-centred. Furthermore, the participants also concurred that they conduct class visits to observe teachers presenting their content, so that as curriculum leaders they can identify any gaps. This suggests that they are driven by the instructional practice of providing individualised support to educators which can help to assess each educator from the department. This further suggests that they are driven by transformational practice where school managers are building teamwork, which can make teachers united and focused on the work. This can result in teachers becoming motivated and co-operative and that may enhance learner achievement in T40 schools.

McCaughy et al. (2006) are explicit in stating that SMT activities are designed by SMTs to create conditions for monitoring teaching and learning processes. This suggests that SMTs should monitor the teaching and learning process through activities conducted by teachers. Furthermore, Kennedy (2006) and Gosling and Moon (2001) point out that these learner-centred, teacher-centred and content-centred activities should be designed in such a way that they address the curricular needs, to ensure that the curriculum is implemented and achieved. Kennedy (2006) and Gosling and Moon (2001) reveal that learner-centred and teacher-centred activities are mostly used in the curriculum implementation. In line with this assertion, Grainger et al. (2016) posit that monitoring and moderation of these activities are a very important part of quality assurance in curriculum implementation. The assertions from the reviewed literature reveal that SMTs should monitor curriculum activities in order to improve learner performance. This concurs with the findings from the participants that they moderate question papers, control teachers' files and hold departmental meetings, which are teacher-centred activities. All three participants indicated that they collect learners' exercise books to check whether work is done and controlled by teachers. This can help improve the pass rate of T40 schools, as the school managers are hands-on in terms of what is taking place in the learning process. Thus, SMTs are driven by the instructional practice of monitoring the progress of learners, teachers and the school.

This study therefore recommends that the CAPS documents should be very explicit with regard to the types of activities that are to be managed by the SMTs, so that they are not found wanting. These activities should be aligned with and address the curriculum goals to be achieved. This can enable curriculum leaders at schools to apply instructional practice in monitoring learner progress and the school, to enhance learner achievement. The DBE should thus invest effort into capacitating SMT members on how to manage these activities, how to report, and how to provide feedback to learners and teachers and Circuit Management Centres. The activities indicate how both teachers and learners perform in relation to the curriculum implementation. The DBE should thus ensure that circuit managers and subject advisors do visit schools to establish whether the activities are being carried out. Based on the monitoring of the activities, school managers are able to use transformational practice to provide mentoring and coaching to teachers in order to increase learner performance.

6.4 Suggestions for further research

This study explored SMTs' practices in managing the curriculum of T40 schools in Mashona Circuit under Zululand District. There are a number of opportunities for further research in this area:

- A review of the literature indicated that there are few studies that have been conducted on SMT practices. It would be beneficiary to the education system at large if the study could be conducted in other education districts and circuits.
- The reviewed literature indicates that the concepts used as themes are fundamental in curriculum implementation. There is scope for a study on the integration of curriculum management and these concepts.
- A further study can be carried out on the influence of SMT practices in curriculum implementation.

6.5 Concluding statement

The main purpose of the study was to explore SMT practices in managing the curriculum of T40 schools in Mashona Circuit under Zululand District. In informing this research project, questions and objectives were formulated and asked, as follows: What are the practices of SMT in managing the curriculum of T40 schools? What informs the SMT practices in managing the

curriculum of T40 schools? The findings from studies by Hallinger (2010) and Peter (2018) revealed SMT practices to comprise instructional, transformational and ethical practices. Furthermore, SMT practices are informed and influenced by the rationale and goals that SMTs want to achieve in managing the curriculum.

This chapter provides a brief summary of the study by comparing and discussing findings from the literature, the CAPS documents and data analysis. This chapter also unpacked recommendations for each theme.

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Annexures

1. Annexure A – Letter to principal



University of KwaZulu-Natal

Edgewood Campus

Private Bag X 03

Ashwood

3605

16 October 2020

Dear Principal/ Deputy Principal/ Departmental Head

RE: REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH PROJECT

I am a Master of Education student at the University of KwaZulu-Natal, Edgewood Campus in the faculty of education. As part of the requirement for the degree of Master of Education I am required to conduct research and to interview on **SMT practices in managing the curriculum of T40 schools**. I humbly request you to participate in this research project.

The study aims to gain an insight into the SMTs' practices when they manage T40 schools. It is hoped that the insight gained will assist SMTs in getting new ways and knowledge of how to manage schools in order to improve learner achievement.

You are invited to please participate in the study because you are a SMT member who is managing the curriculum of T40 schools. To gather the information, I am interested in requesting you to participate in this project by reflecting critically on SMT practices

If you agree to participate in this study I will come to your school at a time convenient to you. I wish to inform you again that the interview will be voice recorded and will be conducted when you are free or after school. I will also ask you some questions during one group and one individual interview, each of 25-30 minutes' duration

Please note

- Your participation is voluntary. If you do not participate you will not be penalized in any way.
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion. The focus group and individual interviews (1 of each) will last for about 25-30 minutes and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be in the form of interview transcripts and will be stored in secure storage and destroyed by shredding after 5 years.
- You have a choice to participate, not participate or stop participating in the research.
- You will not be penalized for taking such an action. Your involvement is purely for academic purposes only, and there are no financial benefits involved.

Particulars of the supervisor and Research office

Supervisor contact details	UKZN Research office	Researcher ' details
Dr C.B. Mpungose Tel :0312603671	E-mail: HSSREC@ukzn.ac.za	Mr B.M. Mabaso Cell : 0829450674 E- mail bm.mabaso184 @gmail.com

As an indication of your positive response to my request, please fill in the informed consent declaration attached to this letter.

I will highly appreciate your assistance and I am also looking forward to meeting you.

Yours faithfully

Bhekubaba Maxwell Mabaso

My contact details are as follows:

Email: bm.mabaso184@gmail.com

Cell phone: 0829450674

2. Annexure B: Letter to the Department

P.O. Box 897

Ulundi

3838

10 October 2020

The District Director

Private Bag X 9320

Vryheid

3100

Sir

RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS AT MAHLABATHINI CMC UNDER ZULULAND DISTRICT

I am Bhekubaba Maxwell Mabaso who is a Master's Degree student at UKZN, Edgewood campus. I have keen interest in exploring SMT practices in managing the curriculum of T40 schools in Mashona Circuit under Zululand District. I have observed with huge cause of concern that school managers seem not aware of the practice they have to undertake to enhance learner achievement particularly in Grade 12. The following schools are sampled to be used in the research project.

1. Tholukukhanya High School
2. Felifa High School
3. Mqiniseni High School

The above-mentioned schools will be used to gather information on how they manage the curriculum of their schools. Only the principal, deputy principal and departmental head will be the participants of the research project. Please note the following:

- The school and teachers' identity will remain anonymous.
- Any information given by your school will remain confidential and will never be used against your school.
- The collected data will be used for the purpose of this research only.
- The collected data will be stored in a secured and safe place.
- There will be no benefit that the participants will get for their participation. Participants have got the right to participate, not to participate or to withdraw at any stage of the project without any penalty.

The following plan will be used to complete this project.

Time Frame	Guidelines
18 March-30 July 2019	Research proposal development and revision
01 August- 30 November 2019	Research proposal defense and Ethical clearance application
01 December- 30 April 2020	Literature review and theoretical framework
01 May- 30 July 2020	Data generation methods
01 Aug- 30 Aug 2020	Research design and methodology chapter submissions
01 Sep- 30 Sep 2020	Analysis of data generation
01 Oct-30 Oct 2020	Research findings and discussions chapter submissions
01 Nov- 30 Nov 2020	Revision of all chapters and submissions (1 st draft)
01 Dec-30 Dec 2020	Final submission of the research project
01 Jan – 18 Jan 2021	Send the project to the editor and corrections thereof

I can be contacted at:

E-mail: bm.mabaso184@gmail.com

Cell: 0829450674

My supervisor is Dr C.B. Mpungose who is located at School of Education, Edgewood Campus.

Contact details

E-mail: Mpungosec@ukzn.ac.za

[Tel:0312603671](tel:0312603671)

Thank you for your contribution in making this research successful.

4. Annexure C: Consent Form from Participant

University of KwaZulu Natal
Edgewood Campus
Private Bag X 03
Ashwood
3605
16 October 2020

Ifully
give consent to my participation in this research study. I also give consent that the
interview may be audio –recorded. I also understand that I am at liberty to withdraw my
participation at any point without penalty.

I understand the purpose and procedures of the study

I have been given an opportunity to answer questions about the study and have had
answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw
at any time without negative consequences.

I give permission for the interviews to be audio-recorded

Audio-recording (YES / NO)

My identity will not be disclosed and pseudonyms will be used to protect my identity

If I have any further questions/concerns or queries related to the study I understand that I
may contact the researcher at 0829450674.

If I have any questions or concerns about my rights as a study participant, or if I am
concerned about an aspect of the study or the researcher, then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Email: HSSREC@ukzn.ac.za

Name of Participant:


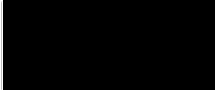
Cell:

E-mail:

Signature:

Date:

5. Annexure D: Permission from the Department of Education

	education Department: Education PROVINCE OF KWAZULU-NATAL	
Enquiries: Phindile Duma	Tel: 033 392 1063	Ref:2/4/6/4141
Mr BM Mabaso PO Box 897 ULUNDI 3838		
Dear Mr Mabaso		
PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS		
Your application to conduct research entitled: "SMT PRACTICES IN MANAGING CURRICULUM OF T40 SCHOOLS IN MASHONA CIRCUIT UNDER ZULULAND DISTRICT" , in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:		
<ol style="list-style-type: none">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 22 June 2020 to 01 July 2022.7. 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 Miss Phindile Duma 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 Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.		
 Dr. EV Mzama Head of Department: Education Date: 25 June 2020		
...Leading Social Compact and Economic Emancipation Through a Revolutionary Education for ALL...		
KWAZULU-NATAL DEPARTMENT OF EDUCATION Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201 Tel.: +27 33 392 1063 • Fax: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzneducation.gov.za Facebook: KZNDOE... Twitter: @DBE_KZN... Instagram: kzndoe... Youtube: kzndoe		

6. Annexure E: Permission from the University



14 January 2021

Mr Bhekubaba Maxwell Mabaso (219096297)
School of Education
Edgewood Campus

Dear Mr Shongwe,

Protocol reference number: HSSREC/00001967/2020

Project title: School Management Team practices in managing the curriculum of Team of 40 schools in Mashona Circuit under Zululand District

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 23 September 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted FULL APPROVAL.

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

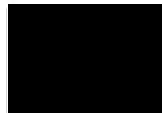
This approval is valid until 17 January 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/ms

Humanities and Social Sciences Research Ethics Committee

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

Telephone: +27 (0)31 260 8150/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

7. Annexure F: Reflective Activity

Full name: _____

School name: _____

This Reflective Activity is for reflections of how you manage the curriculum of T40 school. You may use various sources to complete this activity. You are requested to respond to this activity in three days and the research will come and collect the activity from you. You will have to write down your responses in the space provided.

1. How do you assess educators in your department?

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2. What management style do you employ when managing your department?

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3. What content are you managing in your department?

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4. What goals do you want to achieve in managing your department in your school?

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5. What reason is driving you in managing the curriculum in your department?

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6. When do you manage curriculum in your department?

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7. What resources do you use in managing the department?

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8. With whom are you managing the curriculum?

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9. What activities do you engage in when managing the curriculum in your department?

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9. Annexure G: Focus group discussion

Opening

My name is Bhekubaba Maxwell Mabaso. I am a Master's student at the University of KwaZulu-Natal, School of Education, Edgewood Campus. My discipline of study is in Curriculum studies. My research topic is SMT PRACTICES IN MANAGING THE CURRICULUM OF T40 SCHOOLS. This is a case study of three underperforming schools in Mashona circuit. Thank you for giving time to generate data and understand how SMTs manage curriculum in the underperforming schools.

1. What assessment forms do you use in your department to assess educators?
2. What management style do you employ when managing your department?
3. What content are you managing in your department?
4. What goals do you want to achieve in managing your department in your school?
5. What reason is driving you in managing the curriculum in your department?
6. With whom are you managing the curriculum in your department?
7. What resources do you use in managing the department?
8. When do you manage the curriculum in your department?
9. What activities do you engage in when managing the curriculum in your department?

10. Annexure H: Semi-structure interview

Interview Schedule for SMTs

Opening

My name is Bhekubaba Maxwell Mabaso. I am a Master's student at the University of KwaZulu-Natal, School of Education, Edgewood Campus. My discipline of study is in Curriculum studies. My research topic is SMT PRACTICES IN MANAGING THE CURRICULUM OF T40 SCHOOLS. This is a case study of three underperforming schools in Mashona circuit. Thank you for giving time to generate data and understand how SMTs manage curriculum in the underperforming schools.

I will be focusing only on SMTs of three underperforming schools

- 1. What assessment forms do you use in your department to assess educators?**
- 2. What management style do you employ when managing your department?**
- 3. What content are you managing in your department?**
- 4. What goals do you want to achieve in managing your department in your school?**
- 5. What reason is driving you in managing the curriculum in your department?**
- 6. With whom are you managing the curriculum in your department?**
- 7. What resources do you use in managing the department?**
- 8. When do you manage the curriculum in your department?**
- 9. What activities do you engage in when managing the curriculum in your department?**