EXPLORING THE ROLE OF HEADS OF DEPARTMENTS: A CASE STUDY OF ONE SECONDARY SCHOOL IN IXOPO CIRCUIT

BY

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Abstract

There are substantive internal and external demands for improved learner's achievement, particularly in secondary schools, and increasingly, the heads of departments have to bear the pressures that accompany these demands. Curriculum management is being advocated as an approach that managers may consider in promoting a culture of teaching and learning within their schools. Therefore a qualitative case study was undertaken to explore the role of heads of departments in Ixopo Circuit in Curriculum management.

The focus of the study was based on the assumption that the heads of Departments (HODs) are curriculum managers and as such, it is the expectation of Department of Education policy that they play such roles. The study therefore, did not seek to find if HODs in the study were indeed curriculum managers, but it sought to understand the manner in which they practiced this expectation. In short, the study sought to gain an insight into how secondary school HODs in this area understand curriculum management and how they manage curriculum and why HODs manage the curriculum the way they did.

One secondary school was selected among those other schools that had experienced drastic improvement in their matric results in the past five years. The research design employed was qualitative and semi-structured interviews, observation schedules and document reviews with four HODs and four educator's one from each department. These interviews were audiotaped and transcribed for analysis. The results indicated that HODs, in curriculum management is a fundamental task through which the HODs can improve the quality of teaching and learning in their departments and in the whole school. This will build the expectations for student learning and ensuring that all staff members strive to meet expectations by working collegial with them. The main reason for working with teachers was to improve the quality of teaching and learning in the school.

Declaration

I, Andile L.Z. Dlamini, declare that:

i.   The research reported in this dissertation, except where otherwise indicated, and is my original work.

ii.   This dissertation has not been submitted for any degree or examination at any other university.

iii.   This dissertation does not contain other persons data, picture, graphs or other information, unless specifically acknowledge as being sources have been quoted, than: (a) their words have been re-written but the general information attributed to them has been referenced.

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Signed…………………………….   Date………………………

Statement by supervisor

This dissertation is submitted with / without my approval

Signed……………………………   Date………………………..

Dedication

This dissertation is dedicated to my late father Reverend Richard 'Mdlovu' Dlamini and my mother a traditional healer Harriet Balindele MaMkhize Dlamini, for their passion about education and inspiration they instilled in me to achieve in the field of education.

I also extend my gratitude to my late elder brothers Xolani, Somxi and Thokozani, and my late sister Nomthandazo Zamaswazi Philisiwe Dlamini.

Dedication also goes to my one and only Sister Makhosazana KaZabi Dlamini and my nephew Ntuthuko Siyabonga Dlamini.

Dedications also go to my late uncle Dalton Fana Mkhize and my grandfather Samson and my grandmother Gretta Pelelapi MamBhele Mkhize, for giving me the time to complete this study and giving me encouragement when I needed it most. Without their support and love I would never have succeeded.

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Of all the purpose who contributed, formally or informally, to making this study a reality, my profound indebtedness goes:

ABBREVIATIONS	
CAPS	Curriculum Assessment Policy Statement
DoE	Department of Education
HODs	Heads of Department
KZN	KwaZulu-Natal
NCS	National Curriculum Statement
NSW	New South Wales
PL1	Post Level One educator
SGB	School Governing Body
SMT	School Management Team

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Schools exist for teaching as a primary purpose and learners to learn, as well as effective controlling of curriculum becomes very important (Bush, 2004). It is the heads of departments that should ensure that teaching and learning is taking place. Department of Education, 2006 stipulates that the heads of departments are:

> *To engage in class teaching, be responsible for the functioning of the department and organise relevant/ related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner* (DoE, 2006).

The primary task in controlling the curriculum at school level is to influence the environment within which this learning takes place (Jansen & Middlewood, 1997). One can note that heads of departments are tasked with for ensuring teaching and learning in schools. In view of this, the study that is reported in this dissertation, explored the role of heads of department in curriculum management at secondary school in Ixopo Circuit. The focus of the study was based on the assumption that heads of departments in one way or the other, were curriculum managers as this was the expectation of government policy (South African Schools Act, No. 84 of 1996 and Employment of Educators Act No. 76 of 1998). This study hoped to reveal the manner in which the heads of departments understand their roles and how they practice their understanding.

This chapter is an introduction and background to the study. It provides the background and rationale for the study. The objectives of the study, the three research questions and methodology, that guided the study, are also provided. Furthermore, this chapter also discusses the key concepts used in this study, conceptual frameworks and the demarcation of the study. Lastly, the lay out of the study that spells out what each chapter of the dissertation entails presented.

1.2 Background to the study

I have work in six schools for the past years, I work as a Post Level One educator, also referred to in this dissertation as teachers. Then I have developed an interest in finding out, what is or are the roles of heads of departments in curriculum management. There is a reality of that heads of departments, deputy principals and principals form a school management team. One wonders as to why other principals took decisions without consulting other members of the team, is it a clash or confusing of roles. With my observation, I noticed that heads of departments are not invited in certain meetings for school management team. I used to wonder why? I also realised that they are other activities that heads of departments are expected to perform. For instance, it entailed "to co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and foster administrative efficiency within the department and the school" (Republic of South Africa, 1998). It is in these activities that heads of departments are drawn into. Heads of departments perform activities such as disciplining learners, talking to parents about learner performance and sometimes filling up papers that are required by the deputy principal or principal him or herself.

Hoy and Hoy (2006, p. 1) emphasises that, "schools are about teaching, learner should learn and the teachers should teach with an aim of ensuring education to all learners, all other activities such as, sports, cultural activities and athletics are secondary to these basic goals". This is in line with the view of Bush (2004) and Jansen and Middlewood (1997). As mention before that heads of departments must priorities teaching and learning as to ensure the effective functioning of the department. Teaching and learning to be emphasised with subject document policy, including especially the working programme. Subject document policy should be done by heads of departments, in their departments with subject teachers (Department of Education, 2006). It is important for the heads of departments not to plan alone but to include teachers. Subject document policy assists to provide assessment standards and learning outcomes to be attained by each and every learner (Department of Education, 2006).

Section 16 (3) of the South African Schools Act, (No. 84 of 1996) and 4 (2) of the Educators Employment Act, (No. 76 of 1998) outlines the core responsibilities of the heads of departments in curriculum management as:

1. Teaching

2. Extra-and co- curricular

3. Personnel

4. General/ administrative and

5. Communication

The heads of departments are expected to perform the above duties as stipulated in Department of Education (1998). Stella (2010) further adds that:

- Heads of departments are responsible for the management of their departments in helping achieve the existence of the school.

- The heads of departments lead a team of teachers in delivering of the curriculum.

- To achieve this existence of the school, senior management believes that as head of department should have as much autonomy as possible, while operating with a collegiate structure.

- Accountability of a head of departments is to the senior management via link meetings and through a close working relationship with the deputy head responsible for the curriculum.

- The major thrust of the work of a head of departments is teaching and learning, curriculum delivery and development.

Therefore, heads of departments should play their parts in achieving the expected roles of curriculum management. Now I will discuss the rational of the study.

1.3 Rationale of the study

I have observed and noted a number of challenges faced by heads of departments. Such challenges relate to for instance, curriculum management, as well as in relation to curriculum development among educators, and running of the school as a whole. In addition, in the school where I taught, the heads of departments had never been engaged in certain kinds of workshops for curriculum management. Jansen (2009) states that there is a lack of knowledge, of how to

adapt to a changing curriculum as well as role expectation, because of lack of continuous training of heads of departments in curriculum management by the Department of Education.

Heads of departments should also deal with learner behaviour in the school, especial misbehaving learners. Finn (1989) assert that although there are some problems those learner faces at school. He suggests that there are two dimensions to engagement: academic engagement, or engagement in learning, and social engagement, or engagement in social dimensions of schooling. One can notice that learners should feel welcomed in the school. Wehlage (1991) refers to this as school membership. Engagement is reflected in students.' attitudes and behaviours with respect to both the formal aspects of school, for instance classrooms and school activities, and the informal ones for instance peer and adult relationships. The heads of departments should be able to eliminate the number of drop outs. Millennium goals point out those learners to be at school to receive the basic education.

Both dimensions of engagement can influence the decision to withdraw from the school. For instance, learners may withdraw from the school because they have already abandoned their school work (Academic engagement), or because they do not get along with their peers (social engagement). This above sentence suggests that the environment needs to be conducive to effective teaching and learning. Because engagement concerns both the academic and social aspects of schooling, it provides a more comprehensive concept than some others, such as motivation or effort, that focus on only the academic aspect of schooling. The framework also suggests that dropping out represents one aspect of three interrelated dimensions of educational achievement: (1) academic achievement, as reflected in grades and test scores, (2) educational stability, which reflects whether students remain in the same school (school stability). Since heads of departments manage the curriculum for both teachers and learner progress, they should be able to notice struggling learners and offer them motivation. Heads of departments should ensure that learners achieve in academic performance and to choose friends.

Heads of departments have a task of ensuring, curriculum development, supervision and mentoring of teachers in the department, professional development of teachers and interpersonal relations (Maree, 2000). Maree (2000) further asserts that administration of subject department refers to the ability to conduct departmental meetings, prepare the annual budget for the

department, allocate departmental budget for the year and store teaching-learning resources. Curriculum development refers to competencies related to implementing the curriculum, quality teaching and student learning and performances (Maree, 2000). This includes the tasks of obtaining the most up-to-date subject syllabus, ensuring that subject teachers adhere to the syllabus and schemes of work, that subject teachers have a good understanding of their subject matter, to take the necessary steps to ensure student learning and to improve learner's academic achievement. One can note that even heads of departments having lot of task to perform but teaching and learning is a primary task for schooling. Other heads of departments are drawn in these activities and put little effort in teaching and learning. As mention before that learners are dropping out from the school, if heads of departments can do their work effectively, learner drop out will be eliminated.

1.4 Statement of the problem

This study will focus on exploring the roles of the heads of departments in curriculum management. Heads of department are expected to perform their duties in one way or the other, but a challenge hinders the process. As a researcher I would like to find out those challenges if possible by conducting this study.

1.5 Objectives of the study

The aim of the study is to understand the role of heads of department in curriculum management. Another aim is to conceptualise the role of heads of department in curriculum management

Lastly, I want to find out why heads of department manage the curriculum at secondary school the way they do.

1.6 Research questions

1. What is the role of heads of departments in curriculum management at a secondary school?
2. How do the heads of departments manage the curriculum in a secondary school in Ixopo Circuit?
3. Why do heads of departments manage the curriculum as secondary school the way they do?

1.7 Clarification of key concept

In this study I use some concepts that guide the study. In this section, therefore, I provide my understanding of concepts so as to clarify on the outset how I am using them in the study.

1.7.1 Curriculum

According to Coleman, Graham-Jolly and Middlewood (2003), the curriculum comprises all the opportunities for learning provided by a school for instance an opportunity of being an academic, sport, or finding talent or a skill. Coleman, *et al.,* (2003) further state that the curriculum includes the formal programme of lessons in the time table, for instance a table will have a list of all the subjects that are taking place in the classroom, including the duration of each period and the climate of relationships amongst staff, learners, as well as school management team, and the general quality of life established in the school community as a whole. In this study I use the concept to mean subjects or learning areas to be taught at a school, for instance, social sciences, history and mathematics.

1.7.2 Curriculum management

I have found out that, there is no single encompassing definition of what curriculum management means. The Department of Education (2000) defines curriculum management as instructional leadership. Curriculum scholars, such as Cardno (2003) mentioned that curriculum management is an academic leadership. Instructional leadership points to the task of leading the primary activity of school, which is teaching and learning process. Also Newton (2005) defines curriculum management as the way the official curriculum within the context and constraint of the classroom in which it is implemented. One can use the concept to mean that features that underpin the curriculum that are accepted and promoted in classroom settings. In this study it will be used as guide that heads of departments should apply in managing teaching and learning

As I have mention before the heads of departments are expected to be curriculum managers and leaders. I will turn to discuss differences between management and leadership. In this study the concept management and leadership is used interchangeable. According to West-Burnham (1999) leading is concerned with vision, strategic issues, transformation, ends, people, doing the right thing.

While West-Burnham (1999) further states that managing is concerned with, implementation, operational issues, transaction, means, systems and doing things right Hooper & Potter (2007) suggest a list that differentiates the perspectives of a leader and a manager:

The leader	The manager
Innovates	Administers
Focuses on people	Focuses on systems
Asks what and why	Asks how and when
Obeys when appropriate but thinks	Obeys order without question
Learns	Trained
Originates	Imitates
Leaders create the culture	Managers operate with the culture.

In this study, I use the concept curriculum management and leadership interchangeably. Thurlow, Bush Coleman (2003) state that it may be permissible to use management and leadership as one concept and therefore that the terms are used interchangeably. This is because curriculum management is a process that does not only involve the execution of tasks that can be tabulated but it is complex and requires skills of leading, planning and designing. The value of the differences between leadership and management has been justified. As the result the argument made that leadership and management are used interchangeably and that is adopted in the study. Now I turn to discuss the conceptual framework that guide the study.

1.8 Conceptual frameworks

 To transform means to change in form, appearance or structure (Daszko & Sheinberg, 2012). Daszko & Sheinberg (2012) further says that transformation in the context of the management of organisations and systems occurs first in individuals, and then, in the organisation. Heads of departments are required to bring change in the organisation.

Transformation is the creation and change of a whole new form, function or structure (Mayisela, 2008). Further says that transformation is a "change" in mind set. It is based on learning a system of profound knowledge and taking actions based on leading with knowledge and courage (Mayisela, 2008). It is in these systems that an organisation can function effectively. Transformation occurs when leaders create a vision for transformation and a system to continually question and challenge beliefs, assumptions, patterns, habits and paradigms with an aim of continually developing and applying management theory, through the lens of the system of profound knowledge (Mayisela, 2008). Transformation happens when people managing a system focus on creating a new future that has never existed before, and based on continual learning and a new mindset, take different actions than they would have taken in the past. The role of management in school is building consensus, clarifying purpose and vision, getting structures in place, to support teacher collaboration and assisting the learning process by helping teachers identify and overcome major obstacles to increasing student achievement (Wood, 2012). Collegiality is often advocated as the way in which to run a successful school subject department (Wood, 2012).

These two concepts collegial and transformational model will be applied in this study because of its relevance. Transformational is relevant in the sense of flexibility, learning and changing (bringing transformation) with changing times of education system. One can see that heads of departments should be up to date, with a changing context of education system. Therefore collegial model can allow heads of departments and teachers to share knowledge/ information work together and able to reach consensus, this will ensure effective learning (Craig, 1989). The study is about roles of heads of department in curriculum management. This study will apply collegial and transformation model because heads of departments should work collegial with teachers. To ensure effective teaching and learning is taking place. Also heads of departments should ensure transformation in their departments as a way of meeting expectations from department of education.

1.9 Literature review

Both international and national literature will be reviewed in the next chapter. The main purpose of the chapter is to give some insights about major trends and critical issues relating to the roles of heads of departments in curriculum management at secondary schools. The review of the

literature does not only discuss the roles of heads of department but it also elaborates the curriculum management strategies. Transformational management that is practiced is discussed and used as the theoretical framework that guided this study.

1.10 Research design and methodology

Cohen, Manion & Morrison (2000) say that research design is the plot of how the research will thoroughly generate and analyse the data that is needed to answer the research question. This study will be a case study. A case study falls under the umbrella of naturalistic research, which is conducted in real world contexts (Cohen, *et al.,* 2000). Case studies are a style of research that often used by researchers in the interpretivist paradigm (Cohen, *et al.,* 2000). Interpretivist paradigm believes that the 'world is changeable and that it is people who define the meaning of a particular situation' (Cohen, *et al.,* 2000). It is possible to understand how people make sense of the contexts in which they live and work by interpreting the world according to their experiences (Cohen, *et al.,* 2000). In the context of this study, it allowed me to get an understanding and interpretations of how the heads of departments applied the knowledge to their practice. As mention earlier, the focus of the study is, to get an in depth-understanding of head department's roles.

According to Leedy (1993) research methodology to be used in a study is determined by both the nature of data to be used and the problem to be investigated. Leedy (1993) further says that when verbal data is used the methodology tends to be qualitative. This research will be qualitative study using-structured interviews. In a semi-structured interview the researcher uses an interview guide, which is a set of questions in a predetermined order (Cohen, *et al.,* 2000). In this semi-structured interview, the questions may require open-ended response. In the research study, semi-structured interviews with the chosen participants were used. Also documents kept in the schools were reviewed to ensure triangulation.

In addition, participants were given a chance to tell me more about their work. This study focuses on the roles of heads of departments in one of the secondary school in Ixopo Circuit, taking into consideration that these three heads of department did not represent the whole population of the secondary schools. The research was limited to Ixopo Circuit School because the researcher is familiar with the locality as she resides and work in the area. Four heads of

departments and four teachers from each department were interviewed and this is consistent with qualitative research. Especial when it comes to the number of participants participating in the study.

1.11 Demarcation of the problem

In the context of this study, the research focused on the role of heads of departments in managing the curriculum at a secondary school. These heads of departments did not present all the heads of departments in Ixopo Circuit. The research was based on one school at Ixopo Circuit.

1.12 The structure of the study

This section outlines the structure of the dissertation on how heads of departments manage the curriculum. This dissertation is divided into five chapters are summarised below.

1.12.1 Chapter One

This chapter is the overview of the whole dissertation. It provides the background and rationale for the study. The study also discusses the objectives of the study, the three research questions and methodology that guided the study, are also provided. Furthermore, again in this chapter there is a discussion of the clarification of key concepts, conceptual frameworks and the demarcation of the study.

1.12.2 Chapter Two

This chapter reviews literature on roles of heads of departments, and how heads of department's roles contributes in teaching and learning. On top of it, national and international literature that is relevant to the research topic was reviewed.

1.12.3 Chapter Three

This chapter focuses on the detail explanation of research design, methods and procedures that were followed in carrying out the study. Also research instrument that were used for generating data are discussed.

1.12.4 Chapter Four

This chapter presents and discusses data that was generated through semi-structured interviews, structured observation and policy documents. The themes that emerged from analysing data generated are presented and discussed.

1.12.5 Chapter Five

This chapter presents a synthesis of key findings of research on the basis of which recommendations are made.

1.13 Chapter summary

This chapter introduced the theme of research project namely, the role of heads of departments in curriculum management at a secondary school in Ixopo Circuit. The chapter presented background and rationale for the study. The study also discusses the objectives of the study, the three research questions and methodology that guided the study, are also provided. Furthermore, this chapter also discusses the clarification of key concepts, conceptual frameworks and the demarcation of the study. The following chapter shall discuss the literature based on how heads of department manage the curriculum at a secondary school.

CHAPTER TWO

LITERATURE REVIEW AND THEORECTICAL FRAMEWORKS

2.1 Introduction

Chapter One has given an insight of purpose and rationale of the study. This chapter discusses the background to curriculum management around 1994, leadership approaches to curriculum management, human resource, financial resources, physical resources, barriers to curriculum management and lack of knowledge due to poor training, as well as teacher attitude towards curriculum and heads of department. This section also reviews international and continental literature based on this topic of the role of heads of departments in curriculum management at secondary school.

2.2 Background to curriculum management around-1994

Until recently, South Africa did not have a national curriculum policy (Jansen, 1997). Much of the twentieth century witnessed a policy that was fragmented, radicalised, erratic and authoritarian with serious social consequences. Jansen (1997) further says the policy was fragmented in that it was dispersed across nineteen impenetrable bureaucracies in the government departments of education. It was racialised in that it was defined according to racial and ethnic divisions consolidated after the political ascendancy of the all-white National Party in 1948 on its electoral platform of apartheid (Jansen, 1997). It was erratic in that its definition and development consisted of irregular, superficial and sporadic changes to what were called 'core syllabuses' organised. Also it was authoritarian in that the content of these core syllabuses was centrally prescribed by the all-white government establishment, with minor variations allowed in its adoption at sub-regional levels that is the four white provinces and the black homelands (Jansen, 1997).

Coleman, *et al*. (2003) agrees with the view that school management teams in South Africa schools have little or no understanding of curriculum management. This is because of apartheid legacies that underpinned curriculum management practices especially in black schools. As mentioned above that curriculum management in schools prior to 1994 was characterised by authoritarianism, bureaucracy and hierarchical practices and emphasises segregation according to

race (Coleman, *at al.*, 2003). One can note that if government changes the president, also the department's leaders (ministers) are changing for instance, department of education. The management of curriculum policy in South Africa changed in 1994, the year in which the democratically elected Government of National Unity assumed office and legal apartheid ended in the country (Jansen, 1997).

It was to be expected that the school curriculum would constitute a primary focus on state intervention after apartheid. After all, the years of political struggle against apartheid were defined, before and especially since the Soweto Students Uprising, as resistance against a racist, Euro-centred curriculum which perpetuated black subordination, Penny, (1993), Jansen, (1997). What was not expected was the form that this management of curriculum policy actually took in post- election South Africa. Jansen (1997) firstly, mentions few issues such as the formal arrangements for curriculum management were themselves a matter of confusion. Secondly, a ministry of education was established with its national bureaucratic arm, the Department of Education in Pretoria. Thirdly, it was headed by a Director General and some four Deputy-Director Generals, the number varied from time to time-and curriculum functions were placed under one of these DDG positions. The first problem that emerged within this centralised structure was that in the critical period of about 18 months after the election, there was a little leadership on curriculum matters with key positions unfilled- including that DDG who would eventually assume responsibility for curriculum (Jansen, 1997). This problem was most clearly demonstrated towards the end of 1994 with what has come to be known as the syllabus revision process (Jansen, 1997).

2.3 The syllabus revision process

The National Education and Training Forum approached the Ministry of Education in the late 1994 for leadership on essential alterations to school syllabuses. The goal was to remove the most racist, offensive and out-dated curriculum content from the inherited apartheid syllabus, but the minister responded by saying that there were minimal revisions to the curriculum status quo as far as schools were concerned (Jansen, 1997). Another issue within the 18th month was the minister needed to demonstrate some evidence of change in that most visible public education controversy in the past, the school curriculum. Only to find out that the minister did not have the capacity at that time to lead and inspire process of syllabus revision (Jansen, 1997). Another

problem that surfaced within the 18th month period was a heavily compromised bureaucracy (Jansen, 1997). In the context of the syllabus revision process, this problem surfaced through the editorial role played by the old bureaucrats as they modified and moderated even the modest proposals for curriculum restructuring emanating from the syllabus revision process (Jansen, 1997).

It is important to understand these problems of the early transition with respect to curriculum policy as a function of the politics of negotiation and reconciliation at the time. The South African mode of transition was neither determined by an outright military victory over apartheid (as far as the liberation movements were concerned) nor the voluntary surrender of power (as far the apartheid government was concerned) (Jansen, 1997). Further says that it was inevitable, therefore the way in which curriculum policy would be managed in the early transition would reflect the contradictions of settlement politics after apartheid. Both the legal terms of the new Constitution (protecting civil servants from the old regime) and the political terms of the spirit of the negotiated settlement (requiring a reconciliatory stance within the policy-making process) acted together forestall radical curriculum policies emerging from the bureaucracy (Jansen,1997).

The studies of the National Education and Training Forum (NFTF) with respect to the syllabus revision process highlighted several problems. One was that government officials exercised strong, centralising influences over the curriculum deliberation process by providing the secretariat, which ensured both language and political editing of the curriculum decisions made at this level (Jansen, 1997). Further states that even though there was representation by groups like teacher unions, these persons formed elite more or less removed from the masses of teachers. The curriculum expertise in this process remained mainly in white hands, even though these persons represented a broad spectrum of political opinion and position (Jansen, 1997). The management of the curriculum was still strongly centralised even though the formal arrangements for participation were in place (Jansen, 1997). **2.4 Curriculum 2005 and OBE**

The Minister of Education announced through a highly publicised set of events that in January 1998 would see the introduction of a radically new curriculum called Curriculum 2005 (C2005), modelled on the Outcomes-Based Education (OBE). This interference in the hereditary of syllabus was clearly the most systematic attempt at changing what is taught also how is learned

in schools (Jansen, 2007). Teachers and school management team were highly confused as to what really is expected. It has been mentioned earlier on that curriculum was characterised by authoritarianism, bureaucracy and hierarchical practices (Coleman, *at al*., 2003). Jansen (2007) states other issues that arise during the implementation of C2005;

Some of the lacks were seen in the curriculum was being introduced into the schools, for instance teachers were under-prepared, even the environment in which the teacher training take place was not in quality of education, even the material provision and curriculum awareness were simply not enough and unavailable. As the result the outcomes based system encouraged and reinforced a behaviourist approach to teaching and learning. There was hurry towards application revealed political aims rather than honest concerns with the circumstances of educating many people of South African schools. The response of the state and its allies in the largest teacher organisation, SADTU was one of intense and extreme reaction to these critical voices, the responses suggested that the critics were enemies of transformation; that they were all conservative and reactionary elements within South African society; and that they could be dismissed in that they did not present alternatives to apartheid education (Jansen, 2007). Other issues that contributed in poor curriculum management were as follows:

- Lack of training for teachers
- Lack of genuine participation by teachers
- Blindness to context (Jansen, 2007).

In this background of curriculum management, I have tried to show that it is not simply to manage curriculum policy. At heart, curriculum policy management is a political process involving fierce contestations about values, symbols, priorities and capacities. This background of curriculum management around 1994 brings discussion on leadership approaches to curriculum management. The roles of heads of departments were introduced by 1998. These new positions for heads of departments are still confusing, in terms of what to, how to communicate with teachers, as well as managing this changing content of curriculum.

2.5 Leadership approaches to curriculum management

Leadership styles are important in curriculum management. Leadership style maintains that managers must adopt visionary leadership which guides curriculum management in schools (Chiwuu, 2002). This mandates school managers to develop and interpret the school's vision. It should guide and motivate teachers and learners in upholding high standards of achievement for the schools. Complementing this, is the assertion by Thurlow (2000) that strong leadership and the adoption of leadership approaches are essential for curriculum delivery and effective curriculum management. This idea is also shared by West-Burnham (1992) who asserts that dynamic leadership creates the commitment to effective curriculum management. This means that appropriate curriculum approaches should be adapted to impact positively on teacher morale and teacher motivation in curriculum issues (Shoba, 2009).

There are scholars such as Cardno (2003) and Evans (1998) who argues that leadership approaches could impact negatively or positively on teacher quality of life in their work as curriculum implementers, its depends on how it implications. This has been evident in the past where bureaucracies influenced school practices on curriculum management. Teachers were seen as implementers of centrally determined curriculum policies and their potentials as active participants to design and plan for curriculum were not acknowledged. As a result teachers in disadvantaged areas are not yet cooperating in curriculum issues of current times, for instance this Continuous Assessment Policy Statement (CAPS). One can say this because of resources shortage, the scarcity of resources especial in rural schools could impact negatively on the implementation of CAPS. New (2000) says that the secret of successful curriculum management by school managers depends on the expertise of staff and teacher efforts. It is mentioned that teachers participate actively in curriculum decision-making if they perceive their relationships with Heads of departments, Deputy principals and principals as collaborative, facilitative and supportive (Coleman, *et al*., 2003). Supporting this is Cardno (2003) who argues that interpersonal relationships between SMT members of staff remain the key elements in enabling decision-making in areas of curriculum management.

It is said that participative leadership such as collegial models may ensure proper curriculum decision-making in schools (Bush, 2004). Collegial approaches improve relations with SMTs especial with heads of departments, because it encourages freedom for teachers to select

curricular content that ensures effective learning (Bush, 2004). Leadership approach works within frameworks that enhance curriculum management in schools. Thurlow (2000) identifies three frameworks that may guide managers in curriculum management towards the motivation of staff for effective curriculum delivery. Firstly, Thurlow (2000) says that leaders need to adopt guidelines that guide the actions for all who are involved in curriculum management. These guidelines are guided by the aims policies and systems for decision-making in curriculum management within the school. The second framework is clarity of roles and responsibilities for all who are involved in curriculum management. Everyone needs to have a shared understanding of their respective role and should be supported in his or her role by members in a team. Without clarity of roles and clear frameworks for curriculum management, the school might lapse into confusion and conflict. Lastly, teamwork is important in curriculum management because each person in the team finds his or her roles enjoyable and rewarding towards the achievement of the school's curriculum aims. One notice that it is important that curriculum leaders adopt approaches that promote effective curriculum management because these form the foundations for effective curriculum management and may either encourage or discourage teachers to be active participants in curriculum matters (Shoba, 2009). Conversely, the leadership styles are accompanied by other support structures such as resources that promote effective curriculum management in schools which I will discuss.

2.6 Supporting structures for curriculum management (Resources)

Support structures contain a lot of assistance, promote and enhance the performance of curriculum tasks by school leaders and benefits teaching and learning (DoE, 2000). It has been mentioned before that, a primary task for school is teaching and learning. Therefore resources are regarded as the most important support resources because curriculum management depends largely on resources available in schools (DoE, 2000). These encompass knowledge of the curriculum, human resources, financial resources and physical resources.

2.6.1 Knowledge of the curriculum

The performance of curriculum management roles requires that each member in a team is well versed with skills, expertise and knowledge (DoE, 2000). School Management Team is made out of heads of departments, deputy principals and principals. This study focused on heads of

departments. Taylor (2006) mention that School Management Team members in schools lack knowledge of the curriculum because teachers fail to plan certain aspect of the curriculum. Heads of departments are expected to assist teachers in developing lesson plan as well as in delivering of those lessons. One can ask honestly who is lacking between post level ones (teachers) and post level twos (heads of departments). Lack of curriculum knowledge and not being clear about terminology in the case of Curriculum 2005 by school management team members and teachers, lead to poor lesson planning and teachers lack confidence when they deliver their lessons because curriculum leaders lack knowledge to guide teachers (Nsibande, 2002). Therefore heads of departments should assist with their curriculum knowledge to guide teachers, as a way of leading teachers and address problematic curriculum areas. The roles of heads of departments in South African schools are stipulated in the document of the DoE. One wonders why HODs do not follow these guidelines because they are stipulated clearly, as mentioned above.

According to the South African Schools Act, Act 84 of 1996; section of Employment of Educators Act 76 of 1998, heads of departments are post level two, the aim of their job: to engage in class teaching, be responsible for effective functioning of the department and organise relevant or related extra-curricular activities so to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner. From the above points I turn to discuss the duties of HODs.

2.6.2 Responsibilities and expectation from heads of departments

The main responsibilities of HODs by the South African Schools Act, Act 84 of 1996, section of Employment of Educators Act 76 of 1998, the job are individual and varied, depending on the approaches and needs of the particular school, and include, but not limited to, the following:

1. Teaching

- To participate in class teaching as per workload of the appropriate post level and the needs of the school.
- To be a class teacher/s if essential.
- To do assessment and record the achievement of learners taught.

2. Extra and co- curricular

- To be in control of a subject, learning area or phase.
- To deliver and co-ordinate direction.
- To regulator the exertion of educators and learners in the department
- To share in the responsibilities of organising and showing of extra and co-curricular accomplishments.

3. Personnel

- To counsel the principal concerning the separation of work among the staff in that particularly department.
- To contribute in agreed school/ educator appraisal process in order to frequently assessment their professional practice with the aim of improving teaching, learning and management.

4. General/ administrative

- To assist with the planning and management of school stock, texts books and equipment for the department.
- To help in the budget for the department and subject work schemes.
- To achieve and assist with or more non-teaching administrative duties such as: secretary, fire drill and first aid, timetabling, collection of fees and staff welfare.
- To perform on behalf of the principal during her or his absence from school if the school does not qualify for a deputy principal or in the situation when both of them are absent.

5. Communication

- To co-operate with colleagues in direction to maintain a good teaching standard and development among the learners and to foster administrative productivity within the department and the school.
- To collaborate with educators of other schools in developing the department and leading extra-curricular activities.

- To encounter to parents and deliberate with them the achievement and conduct of their children.
- Provide an encouraging environment for educators to perform their duties effectively.

With given guidelines for HODs, in a day by day these duties should be performed so that teaching and learning, as a primary reason for school existence is maintained and developing. However this study is concerned with the roles of HODs in curriculum management. Are these duties performed haphazardly, stead but surely or not at all, this study will find out.

2.6.3 Human resources

It has been mentioned earlier on that heads of departments are assisting in a number of things such as organising in the department. If the educators are not enough the head of department should report to the principal or if in his or her department teachers are more than needed should report to the principal (Schools Act and Employment of Educators Act No. 76 of 1998). One can note that human resources are most important kind of resource that the school should have. The previous Minister of education Mchunu (2012) says that each class must have a teacher. The shortage of teachers in South Africa resulted in employing foreign teachers especially from Zimbabwe and Ghana (Jansen, 2007). Learners or a classroom without any educator is a serious offence (Mchunu, 2012). This statement by our previous MEC for Education Mr Senzo Mchunu emphasises that human resource is very important in a school, it will aid in teaching.

As a result, it is important to keep these resources in such a way that quality teaching and learning is guaranteed (DoE, 2000). To ensure that curriculum is not interrupted, heads of department as mentioned earlier on that they need to engage in class teaching, responsible for the effective functioning of the department (Schools Act and Employment of Educators Act No. 76 of 1998). Also heads of department can engage themselves in various human resource management activities, for instance, mentoring, managing absent educators and reporting to parents (Shoba, 2009).

Mentoring happens when an experienced educator in a learning area assist inexperienced teachers. The new teacher observes his/ her mentor when he/ she teaches so that teaching skills are transferred from the experienced to the less experienced teacher so that curriculum standards of a school are not compromised. One wonders what happens in a case where by an

inexperienced heads of department is leading and managing experienced educators. A newly inexperienced HOD's how s/he cans really manage absenteeism of educators since learners ought not to be in a classroom without an educator to teach them without a conflict amongst teachers. Therefore it is a responsibility of a HOD's to ensure that each class has an educator at all times (DoE, 2000). Bush, Bell, Bolam, Glatter and Ribbins (1999) says that primary task of educational institution is teaching and learning. HOD's should ensure that each and every day learners are receiving an education.

In the case of absenteeism by educators, head of department should establish a time table to identify free periods for educators, as to organise substitution for an absent educator/s and this should be made fairly to avoid conflict among teachers (Shoba, 2009). Shoba (2009) further says in this way, the curriculum may not be disturbed and the HOD's would be proud to be managing curriculum effectively. Therefore its necessary for the HOD's to meet the needs and concerns for educators and parents about the education of the children. Parents have the right to be informed about the conditions in the school and a positive relationship with them may benefit the school. In this, child related problems in learning matters could be addressed easily (DoE, 2000).

2.6.4 Financial resources

The School Governing Body is responsible for school finances and is supported by the principal and the school management team (DoE, 2000). It has been mentioned before that, heads of departments should assist with the budget for the department. So that in their department's funds will be available. HODs and educators in each department within the school will work on a budget for activities they are planning for the following year. The School Governing Body (SGB) will evaluate all requests and decide whether they are affordable and realistic. They will then allocate monies for all departments (commerce department, general and physics department) and finalise with parents who pay school fees and it is up to them to purchase resources that support the curriculum (DoE, 2000). In no fee schools such as section 20 and 21 schools, government normal give these schools money, while in private schools parents pays.

2.6.5 Physical resources

Schools have basic physical resources that support curriculum management and these normal includes: buildings such as classrooms, exercise books, textbooks, pens and pencils, calculators,

instrumentals, chalks, chalkboards, dusters, papers, photocopying machine, computers and printers (DoE, 2000). The DoE supply some of these to schools but now things have changed. Section 21 schools receive money from Department of Education to purchase their resources. SGB is responsible for keeping monies well managed so that a school will function very smoothly. While HODs are responsible for making budget for their department so that resources can be purchased. Other schools lack funds because of mismanagement of monies as a result teachers will end up providing themselves. Shoba (2009) says that teachers should be encouraged to develop their own resources in order to develop collaborative working relation; this view is also in line with "teachers to improvise for their subject" (DoE, 2000, p. 103). One can ask is it fair, teachers are just earning for a living now and are expected to improvise. This led me to discuss barriers to curriculum management.

2.7 Barriers to curriculum management

This section discusses several barriers/ problems to curriculum management found in the reviewed literature. There is a lack of knowledge because of lack of continuous training by heads of department in curriculum management by the Department of Education (Jansen, 2009). This statement emphasises that there is a need of a continuous training, so that HODs will be up to date with a current education system. This section also discusses the lack of resources and teacher attitudes towards curriculum and heads of department. From the international front, I look at the Australia and New Zealand; continentally I look at the Zimbabwean perspective.

2.7.1 The lack of knowledge through poor training

In this section I dwell much on the Curriculum Policy Statement (CAPS), because it is still being introduced in other grades. I then put more focus in Outcomes Based Education; this type of curriculum was expected to be implemented by 2005. During this era education was still facing lot of barriers. One of the major problems was a lack of knowledge through poor training of teachers, heads of departments, deputy principals and principals. South African schools were having a problem with the management of curriculum 2005 linked with the quality of training they received and thus lacked knowledge which forms the foundations of becoming ineffective in role performance (Jansen, 2007). By 2005 heads of departments were already being introduced in schools, people were already occupying the positions but without knowledge of

what are required from them (West-Burnham, 1999). Knowledge of the curriculum is important because it assists teachers and provides support in problematic curriculum areas (Sayed & Jansen, 2001). Sayed & Jansen (2001) further says that heads of department play a major role in interpreting the educational policies in general as well as policy documents for the curriculum and therefore their knowledge is vital. It has been mention early on that heads of departments are also expected to jointly develop the policy for that department.

Knowledge, skills and attitudes are essential for educational innovation and to enhance effective management of the change process, in particular, the curriculum (Sayed & Jansen, 2001). Sayed & Jansen (2001) further says that researchers have shown that some heads of department who should have knowledge and expertise of the curriculum know nothing about the management of Outcomes Based Education. Supporting this is Taylor (2006), says that lack of knowledge of the curriculum and therefore they fail to provide effective curriculum leadership to teachers because they do not understand Outcomes Based Education principles. This weakness still continued despite teacher workshops on OBE and shallow guidance of its management being given to SMT members, the terminology and language complexity used in the curriculum remains a problem for most teachers (Sayed & Jansen, 2001). As a result, planning for curriculum as a core function for curriculum management has occurred to varying degrees at schools while in some schools there has been no planning because of the complexity of the curriculum as well as poor guidance given to teachers. This year (2014), CAPs is expected to be implemented especial in grade 12, high school teachers have been engaged in some workshops for one day to two days. So far this content of CAPs looks exactly like N50, our previous system of education, especial the content coverage.

Sayed and Jansen (2001) says that school management team member's curriculum management effectiveness and efficiency depends on a five day training workshop that is organised by the Provincial Department of Education. It is within the five days that SMT's are expected to master skills and knowledge for curriculum management in schools. Further says that researchers indicate that teachers received more training opportunities than principals and as a result, some HOD's and other managers are threatened by knowledge and expertise of teachers. The position of principals, deputy principals and heads of departments as knowledgeable leaders is further weakened by the fact that Sayed and Jansen (2001) sees them as ill-informed about OBE because

it is SMTs who are given support by teachers because they have been declared as knowing nothing about the curriculum. Therefore, these different values and ideologies affect curriculum management issues and the way in which they could be addressed. One can say that teachers do their work as they should and the HOD just put stamp, without an understanding of what is happening.

Majola (2005) mention that training that was provided for schools did not enable them to sustain the transformation process in curriculum. One can see that poor understating was passed from trainers to the trainees, because trainees did not know what to be done and changes in schools especially in areas of curriculum (Majola, 2005). Serious engagement with new policies requires that leaders are intellectually active, can raise awareness about policy among those they lead and can motivate and inspire their staff in the process of curriculum change (Majola, 2005). The manner in which the training workshops are planned for school managers is not always well received (Majola, 2005). Workshops are conducted in an ad hoc way and fail to address the most important aspects of curriculum management (Nsibande, 2002). The quality of training workshops is poor, facilitators are not clear about the curriculum and there is inadequate follow-up support after training (Nsibande, 2002). While Sayed and Jansen (2001) describe Curriculum 2005 training as not up to standard, overcrowded, incoherent and awkward and dominated by a short of personnel knowledge in OBE. The training ignores complex curriculum issues such as pedagogy and implications, professional identities that pronounce teacher practice (Sayed & Jansen, 2001). Understanding the complex curriculum issues only provides teachers with 'a simple hanger on which to peg their understanding' (Sayed & Jansen, 2001). Therefore I support the idea of continuing to support HODs with training for curriculum management.

Majola (2005) recommends that workshops should be before and after the innovation is implemented and there should be an on-going support available and resources to support the management of change. While other schools are still lacking resource, I turn to discuss the short age of resources in schools as another challenge towards effective curriculum management.

2.9 Lack of resources

The lack of resources, such as funds, teachers and buildings is a primary factor that impedes curriculum management, and is widely experienced in South African schools (Sayed & Jansen,

2001; Thurlow; Bush & Coleman, 2003). While a successful curriculum management requires resources such as physical, human and financial as mentioned before. Historically disadvantaged schools have a shortage of almost every teaching and learning aid including human resource (Sayed & Jansen, 2001). Physical resources such as libraries are very important. There is a closer link between efficient schools with libraries and the learner outcomes (Mandela, 1994). One can make an example of former Model –C schools, got libraries and learner performance is good. A research conducted by a Mandela foundation (2005) shows that South African learners results rank poorly on the international level, not only associated with learners from developed countries but even among those less developed parts of sub-Saharan African. The study further point out that at the root of this problem lays the issue of illiteracy which can be addressed by ensuring that every public ordinary school has a stocked library serviced by a capable full-time librarian.

Overcrowded classrooms make it difficult to teach and because of inadequate school finances, schools cannot employ extra teachers in order to reduce the learner-teacher ratio in the classrooms (Sayed & Jansen, 2001). Even now it is still happening learners are many in our classrooms, this is because of shortage of funds to build more classrooms. Historically disadvantaged schools also lack finances to purchase materials such as learning and teaching aids and other physical resources in the form of desk, tables and chairs that enhance teaching and learning (Sayed & Jansen, 2001). In these above sentences one can note that, there are many challenges in education system, therefore such challenges can hinder the curriculum management

Other schools especially in deep rural areas have buildings that are collapsing; they hardly have any libraries as mentioned before the importance of it, laboratories, electricity and sanitation (Sayed & Jansen, 2001). This statement is true and correct in my school where I teach, there is no library, laboratory and electricity. Such conditions are very unpleasant and make teaching and learning to be very difficult. For instance, if the weather is very cloudy, learners cannot see what is written on the chalkboard. By that teaching and learning would be interrupted. In some schools there are no books or they receive books late from the Department and in some cases, schools receive books that they have not ordered (Sayed & Jansen, 2001). One can make an example about Limpopo, many schools in there received books at a very late stage, teaching and learning was already affected. Also these books make it difficult for teachers to plan lessons because the level of complexity and content caters for first language learners and does not address the

context of the learners in which they teach (Sayed & Jansen, 2001). It is these factors that middle managers struggle within their endeavour to manage the curriculum (Sayed & Jansen, 2001). Majola (2005) argues by saying that effective curriculum management is compromised when there is a lack of resources since the performance of the curriculum roles depend on resources. Resources play a huge role in teaching and learning as well as in improving learner performance (Sayed & Jansen, 2001). Other facilities such as first aid or mobile clinics are not available in schools. I see as a need to discuss healthy issues that disturb teaching and learning almost daily.

Other people such as students and educators are affected and others are infected by HIV/AIDS, this disease contributes to the high number of death of teachers and learners (National Policy Framework for Teacher Education and Development, 2007). Also acknowledges this as an 'impending shortage of teachers in the country'. Quoting that ELRC/ HRC educator supply and demand report (2005) the framework for teacher education and development document predicts a shortfall of around 15000 teachers by 2008 (DoE, 2007). Some of these shortfalls must be attributed to teacher mortality resulting from HIV/ AIDS. The following characteristics are the key aspects of the impact of HIV/ AIDS on education (Coombe, 2006.p.96).

- Fewer children enrol in school because HIV/AIDS kills they parents, other children are dying of AIDS complications, and children who are ill, impoverished, orphans, other children caring for younger children causes them to stay out of school.
- Increased absenteeism or withdrawal from school to take care of other, resulting in lower educational performance.
- Qualified teachers and potentially lost to education through death or illness caused by HIV/AIDS.
- At the very least, school effectiveness will decline where a significant proportion of teachers and children are ill, lacking morale and unable to concentrate.
- Ultimately, there will be a real reversal of development, further development will be more difficult and current education development goals will be unattainable within the foreseeable future (including the millennium development goals and education for all).

These mentioned points are showing the damage is done by HIV/AIDS diseases in education, as well as in running of the schools department. If a teacher become sick and dies it will take time

to find a replacement. Dlomo (2011) assert that while teacher is sick, learners would be stranded, it will be worse when teacher dies. Then teaching and learning would be affected. May be if mobile clinics and hospitals were so close to the school. Then the people affected would get to be educated about this disease, moreover to get support. Minister of healthy (Dlomo, 2011) says that young people must be educated about HIV/AIDS in schools. I turn to discuss attitude of teachers towards to curriculum. The reason for discussing these issues of HIV/AIDs was to make a picture of how this disease affects the smooth progress of teaching and learning in a school.

2.9 Teacher attitudes towards curriculum and heads of department

It was a fact that during curriculum reform teachers existing beliefs practices, interests were not explored sufficiently by policy developers to ensure successful implementation of the policy (Sayed & Jansen, 2001). Sayed & Jansen (2001) further says that teachers were excluded in the initial stage of developing the curriculum but included at the implementation stage. One can ask how nice or painful to be included at the end process. Successful change depends on the capacities of teachers to understand curriculum changes they are confronted with (Nsibande, 2002). This is because, according to Glatthorn (2000), the translation of policy into practice depends crucially on the teachers who have the power to change meanings in different ways. Teachers are the ones who are facing change, change in their daily life of teaching. Others can just accept change and move forward while others can be scared (Carl, 1995). Carl (1995) further identifies factors that lead people to resist change:

- Poor motivation.
- Uncertainty about what the curriculum changes imply.
- Ambiguity and lack of understanding of nature and extent to the envisaged change.
- Insufficient resources to administer support and specialised knowledge.
- Lack of clarity about development.
- Security of the existing practices.
- Insufficient support from education practices.

On the other face of it, such factors may impact negatively on the change process and it depends on those in leadership positions to influence people to respond positively to change. Bush (2004) asserts that leaders should be able to be good influences. Previously in this chapter, some useful

points were discussed based on leadership approaches to curriculum management that managers can apply in different situations and times. Pillay (2003) asserts that clashes occur and educators experience tension and stress. Pillay (2003) further says that it should be noted that stress and tension are symptoms of educator demoralisation. Instead of middle managers fighting with teachers, they should motivate and try to address the problem. Black school teachers are under pressure because of lacking the resources and knowledge (Pillay, 2003). As a result these school teachers end up quarrelling with their HODs and principal because of pressure and confusion. It will be a good chance for this study now to look at internationally perspective about the HOD's role.

2.10 International perspective

Dinham (2007) conducted a study, and the purpose was to explore of the role of the secondary Head of Department (HOD) in leading teams and fabricating exceptional education outcomes in New South Wales (NSW, Australia) government schools. In conducting the research, the variety of data was used. These included the achievement in standardised tests and examinations. Research methods that were employed were teams responsible for cross-school programmes. The sites nominated were largely represented, for instance a total of 50 sites across New South Wales (NSW) from 38 secondary schools that were studied. The results prove that both subject departments and teams responsible for cross-school programmes, leader was seen to be the key role in the progress of exceptional educational outcomes. Analysis of data shows that some qualities, characteristics and performance of the HODs in such schools (Dinham, 2007).

 The study also pointed out that despite the pressures experienced by secondary HODs due to their functions and roles, some HODs in the study were able to lead and facilitate teams that influenced the followers to the correct direction while other HODs were struggling to perform. Other HODs were able to innate personal qualities are crucial, much of what these HODs possessed and established had been learned from others (Dinham, 2007). As a result, these findings are useful particularly in informing upcoming professional learning for secondary HODs and perhaps other middle managers in education. This study also point out: Practical implications – Despite the pressures of the secondary HODs roles, the HODs studied had been able to lead and facilitate teams that were thriving when others struggle to perform. Whilst

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innate, personal qualities are important, much of what these HODs possessed and demonstrated had been learned from others (Dinham, 2007).

Feist (2007) conducted a case study research in three secondary schools at Zealand, the focus was the role of curriculum middle manager is a complex one, by virtue of its position within a management structure, and more needs to be understood about the demands of the role within particular organisational contexts. The rise of a neo-liberal philosophy around the 1990s has seen the need to implement mandated curricula in schools along with extra demands to measure outputs, account for performance and report to external agencies. Educational restructuring at a national level and the shift to school self-management has placed greater emphasis on the improvement of schools through the efficient management of systems at a local level (Feist, 2007). For some schools, this has meant a restructuring of curriculum management, involving a shift from a traditional subject department organisation towards faculties.

It inspects faculty heads' work within the agenda of an organisation structure to label their formal roles, errands and leadership practices within the context of each school. The structural putting of faculty heads can be challenging. The role changes them away from their usual dispositions and identities as subject leaders and requires leadership across a range of subject departments within a broad learning area (Feist, 2007). This research specifies that faculty heads classify their work first and leading as social practice but that there are pressures between competing managerial and professional demands. This raises questions about whether their primary responsibility is a professional one linked to leading teams of teachers in the pursuit of improved pedagogical practice (Feist, 2007). Management layer has positioned the faculty head as the line manager of a group of heads of department (Feist, 2007)

2.11 Continental perspective

Darlington, Chindedza and Mpondi (2013) conducted a study in Curriculum innovation or renovation: Feasibility in Zimbabwean secondary schools. Zimbabwe has for the past decade gone through sharp macroeconomic challenges which have left people concentrating on bread and butter issues only for survival (Darlington, *et al.,* 2013). This economic situation is a hindrance to meaningful renovations and innovations that might be necessary in impacting vocational and technical education in Zimbabwean secondary schools. The education sector has

therefore suffered stranded growth while the world over technology is improving every day in leaps and bounds (Darlington, *et al.,* 2013).

This is increasingly reducing marketability and employability of our vocational and technical secondary school products. Darling, *et al.,* (2013) further says that due to advancement in technology, the Zimbabwean school curriculum should go in line with what is happening elsewhere today. This qualitative study employed questionnaires, observation and document analysis as means to collect data. The research has established that curriculum renovation in Zimbabwe is an uphill struggle, given the Zimbabwean economic situation. Renovations and innovations have been very difficult in Zimbabwean schools. The study also established that the content in most subjects has not changed since the Nziramasanga commission except for a few non-technical subjects like History which have changed a little bit (Darlington, *et al.,* 2013).

The study has also revealed that some technical subjects are still using the syllabi that were used some twenty years ago. The study established that renovations might be difficult under the current Zimbabwean economy (Darlington, *et al.,* 2013). The study recommends that the government looks into the curriculum and consider seriously infrastructure, material resources and human resources to prepare for the nation's future. Technocrats (local or foreign) should be employed to look into the curriculum for either innovations or renovations depending on what is feasible to Zimbabwean schools currently. The government should also take into consideration input of teachers since they are the policy implementers. Innovations by teachers are very possible aided by other stakeholders (Darlington, *et al.,* 2013).

2.12 Implications for the current study

The studies that have been briefly discussed above offer some insights about the role of the HODs in curriculum management in schools. One of the important themes that emerge from these reviews is that there is a need for the HODs in schools and also that the HODs are responsible for leading and managing the teams (teachers in a department).

The heads of departments are responsible for monitoring and controlling the work of the teachers under their care and leaners progress. Feist (2007) emphasises that in secondary schools, the role of curriculum middle manager (middle manager is often used interchangeably with the term head of department, especial at New Zealand) is a complex one, by virtue of its position within a

management structure, and more needs to be understood about the demands of the role within particular organisational contexts. HODs should monitor all the progress while controlling work of teachers also to report to the head teacher or the principal.

Another important theme that emerges from these reviews about whether their (HODs) primary responsibility is a managerial one where they act as channels for senior management or whether it is a professional one linked to prominent teams of teachers in the pursuit of better teaching and learning drill. What has been noted is that the HODs have a lot to do and to a balance between managerial tasks and administration tasks remains crucial. These three countries were chosen because of kind of education that they offer to their communities. For instance, Zimbabweans are mostly employed in South Africa because of maths and science. Therefore HODs who have Post-Level Ones educators from Zimbabwe are luckily to gain when they work collegial with an aim of improving teaching and learning. While Australia is well known about Outcomes-Based Education, was adopted from this country. The New Zealand is a country that is produces many doctors of educators. These three countries are suitable for this study, because the type of education that they have is needed urgently in South Africa.

2.13 Theoretical framework

This study is underpinned by two theories that were used to analysed roles of heads of departments and the manner in which they are expected to perform managerial and curriculum management tasks. These theories are collegial management theory and transformational leadership theory. The choice of both theories was motivated by the fact that both issues of leadership and management form the core of the study. In addition, issues of using multiple theories to interrogate a phenomenon is advocated Griffiths (1997), when he argues that problems cannot be adequately studied if we rely on a single theory. In this study, collegial management theory and transformational leadership will be applied.

2.13. 1 Collegial management theory

Bush (2003) relates the term collegial to a body of colleagues who work together in a supportive manner. The collegial model or theory depends on the ability of management in creating a mutual partnership with the colleagues (Bush, 2003). Consequently, subordinates or colleagues feel they are both useful and needed. Leaders or managers bring a sense of belonging, therefore

becomes easier to perform and understand their roles in the organisation (Bush, 2003). From the perspectives of the colleagues, leaders are portrayed as contributors rather than bosses. The managerial orientation is towards teamwork. One will notice that management is the coach that builds a better team. The colleagues respond to this circumstance in a positive way and act with a sense of responsibility. The effects of collegial management theory are positive in the sense that colleagues do not feel that top management imposes its wishes and instructions on them. In fact, colleagues tend raise quality work not because management has given them instruction or being scared of the inspector who might catch them if they do not. On the contrary, they develop quality work because they see the obligation to give expected work (Bush, 2003). The colleagues see an opportunity to uphold quality standards that will show credit in their performance of work and the organisation (Bush, 2003).

Implications of study discussed in previous paragraph emphasises that collegial theory may induce in the employees a sense of self-discipline, ownership and fulfilment (Bush, 2003). When colleagues take responsibility, they can even discipline themselves. When colleagues work under conditions, where they feel worthwhile, they usually see a degree of fulfilment. As the result self-actualisation has the potential to lead to moderate enthusiasm in the carrying out the duties. The issues around treating colleagues in a manner that makes feel valued and useful in an organisation are important in the context of this study. This is because it is about the roles of HODs in managing the curriculum and such duties entail dealing with people who work under the supervision of the HOD in a department. Collegiality models have certain features which depict their relevance managers in schools or department. These features are discussed below.

Collegial models have a strong normative orientation. This means that, instead of encouraging of collegiality being putted on the roots of empirical studies of practices in the schools, it is normally based more on prescription (Webb & Vulliamy, 1996). As highlighted in the previous paragraph, collegiality theories seem to be relevant to organisations like in schools department. This is due to the fact that these institutions have high numbers of professional staff. Educators do have power of expertise that are difference with those in position of power, this normally associated with formal models (Bush, 2003). Professionals like teachers need a degree of independence in the classroom while at the same time; they want to work co –operatively with others in order to ensure a same strategy of teaching and learning (Brundrett, 1998). Collegial

models adopt that professionals also have a right to share in the wider decision-making process (Brundrett, 1998). Therefore shared decisions promote effective participation and much more likely to be implemented successful.

Collegial theory also emphasises that there is a shared set of values held by team of the organisation or school (Bush, 2003). These shared values guide day-by-day managerial activities of running of the school or department within the school and are also introduced in leading the shared educational aims. Brundrett (1998) suggest that the significance of shared idea is a most root of collegial decision-making, which is known to ultimately contribute to ownership of decisions made. This knowledge is useful for HODs as they too, have to chart the direction of their respective department.

It is taken into account that the size of decision-making teams is an important factor in collegial model (Bush, 2003). These groups have to be sufficiently small in order to ensure that each member of the team can be heard (Bush, 2003). As the result collegiality is suitable for sub-units and departments within the school or organisation. For instance departmental meetings can allow every member of the team to be heard and exchange ideas. This aspect of teams working together discussing and sharing, speaks directly to the HODs as they are in charge of their department.

Collegial theory also emphasises that decisions are stretched through working together as discussed earlier on (Bush, 2003). There is a belief that is emphasised that common values and shared aims, promote an assumption of every difficult can be reached by negotiating (Bush, 2003). However, collegial models also have their down side as well. For instance, the process of arriving at a decision may take long while searching for a compromise. Nevertheless, such circumstances form part of time wasted trying to solve an issue, also preserving the impression of shared understanding and belief waste lot of time (Bush, 2003). Therefore, the scenario of negotiating and working collaboratively in decision-making is based on notion and beliefs because any imposition is considered unacceptable (Bush, 2003). It is therefore important that as part of analysing how HODs handle such issues as decision-making when dealing with curriculum related issues, collegiality provides one of the perspectives to do this. The aim of discussing this collegial theory, to emphasises the need of HODs to work collegially with teachers.

2.13.2 Transformational leadership

Another theory that frames the study is transformational leadership theory and it is consistent with the collegial model, in that it assumes that leaders and staff have shared values and common interests (Bush, 2003). To transform is defined as "change in form of appearance or structure" (Daszko & Sheinberg, 2012, p. 20). It is believed that transformational leadership theory is the heart of management of the organisation and systems occurs firstly within the individuals, and then, in the department as a whole, therefore it will blowout to the whole school (Daszko & Sheinberg, 2012).

This transformation can be regarded as a state change of mind-set (Daszko & Sheinberg, 2012). Transformational theory roots are on discovering a new arrangement of reflective knowledge and taking actions based on leading with knowledge and courage (Daszko & Sheinberg, 2012). Since transformation begins with individuals as we have learnt, it makes sense that the first step in this process of change is the transformation of the individual. In turn, the individual transformed, will notice new gist to his or her life, to actions, facts, to communicating with people (Daszko & Sheinberg, 2012). Therefore the individual understanding of the system of reflective knowledge, he will apply its principles in every kind of bond with other people (Daszko & Sheinberg, 2012). Application will be on roots for ruling of his own decisions and for change of the institution that s/he belongs to (Deming, 1993). Deming (1993) further says that the Greek word "metanoia" captures the meaning of transformation well. It literally means "beyond the mind." This scholar goes on to describe transformation as a motive that stands as an anchor in stretching or forceful afar from boundaries with which we usually think and feel (Deming, 1993). It means a profound transformation in mind result in a radical revision that will encourage transformation of our whole mental process a paradigm shift (Deming, 1993). The concept of transformation is not easy to comprehend and to immediately apply with clarity due to the complexities involved in its conceptualisation. For instance, Daszko & Sheinberg (2012) maintain that in change, there is no clear direction and the trip is new no one travelled on it, there result are not clear and cannot be predicted or told. As the result it promotes and encourages education and take acts grounded on the new knowledge (Daszko & Sheinberg, 2012).

In context of this study, the issue of transformation has, since the dawn of democracy in the country, occupied a central focus of debates about education. For instance, the Department of Education identified principals, working together as the school management team (SMT), as agents of transformation in the education system (DoE, 1996). The role that HODs play forms part of the government's agenda of transforming schools into institutions where profound learning takes place. Therefore, transformational leadership theory is relevant in looking at the manner in which HODs management curriculum in their respective department.

Transformational leadership can be applied in this study with an aim of aiding HODs to transform their departments. HODs are expected to perform their roles as stipulated in SASA, but there must be a room of improvement in their daily practice. In order for departments to function effectively HODs should be up to date with current education system. For instance in order to transform a department HODs should receive a continuous training from the department of education. Teachers who have attended a workshop should come back and report new developments to the department members. Such culture would update all the staff members including the relevant HODs. It is hoped that through such practices transformation would take place.

2.14 Chapter summary

This chapter has provided the background of curriculum in South African schools, especially the Blacks schools. Blacks' schools were affected during era of apartheid. When new curriculum was introduced in South Africa by 2005, these schools were the ones again that face problems. Department of Education introduces heads of departments by 1998, but still problems persist. I have highlighted the barriers that hinder the smooth running of teaching and learning such as the shortage of resources especial in blacks schools. This chapter also discussed the international and continental perspectives around the role of HODs in school. It became the evident that other countries such as New Zealand, HODs are capable of doing work, while in Zimbabwe, the study prove that curriculum is being renovated and innovated it was not clear about the role of heads of departments.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter dealt with literature review and theoretical framework that underpinned the study. In this chapter I discuss the research design and methodology that I employed in the study. Firstly, the research design and setting are explained. Secondly, the research methodologies and sample, methods of generating data are described. Thirdly, the data analysis procedures and lastly ethical issues are discussed.

3.2 Research design

A qualitative approach was applied in this study. The qualitative aspects helped make sense or interpret the phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2003). Mouton (2001) states that the purpose for using qualitative approach is to provide an in-depth description of a study that is undertaken. Findings from a case study may not be generalised. The researcher obtains first-hand data rather than reported data (Cohen, *et al.,* 2000). Further state that observation means that the researcher can see the context of the school, classroom and can see things that may not be talked about in interviews.

Cohen, Manion and Morrison (2000) say that research plan is the strategy of how the investigator will systematically generate and analyses the facts that are needed to respond to the research question. This study will be a case study. A case study, fall under the umbrella of naturalistic research that are done in real world contexts (Cohen, *et al.,* 2000). Case studies are a style of research that often used by researchers in the interpretivist paradigm (Cohen, *et al.,* 2000). Interpretivist paradigm trusts that the world is changeable and that it is people who define the meaning of a particular situation (Cohen, *et al.,* 2000). It is possible to understand how public make sense of the contexts in which they live and work by interpreting the world according to their experiences (Cohen, *et al.,* 2000). This approach was deemed suitable for this study because the goal was to gain an in-depth understanding of how heads of departments in a secondary school manage the curriculum. The main task of this study was to find the roles of heads of

departments in secondary schools in managing curriculum. It attempted to uncover the real life settings and understanding of managing of teaching and learning, on time day- to- day basis.

3.3 Methodology

A case study methodology, focusing on one secondary school heads of departments in Ixopo Circuit, Ubuhlebezwe District was followed. According to Leedy (1993) research methodology to be used in a study is determined by both the nature of data to be used and the problem to be investigated. Leedy (1993) further says that when verbal data is used the methodology tends to be qualitative. This research is a qualitative study using semi- structured interviews and documentary analysis. Case studies investigate and report the real-life, complex, dynamic and unfolding interactions of events, human relationships and other factors in a unique instance as contexts are unique and dynamic (Cohen, *et. al.,* 2011). Picciano (2004) cited in Mkhize (2012) points out that a case study can be used to explore, describe and explain a phenomenon. This is in accord with Yin (2005) who distinguishes between three forms of case studies in terms of their outcomes, namely: explanatory and descriptive. I chose a descriptive case study design because it would assist me to probe deep into the understanding of how secondary school heads of departments manage the curriculum. It has helped me to gain a deep understanding.

3.4 Selection of participants

The statement of research problem, the purpose and design of the research have aided to direct me in the selection of the sample for this study. I chose relevant participants in order to obtain relevant data that would assist in answering the research questions. The key participants for this study were the heads of departments and Post-Level One educators or teachers as these terms are used interchangeably in this dissertation. Purposive sampling means that "the researcher makes specific choices about which people to include in the sample" (Cohen, *et al.,* 2000, p. 58). These scholars further suggest that the researcher has to decide on people who display the issue or set of characteristics in their entirety or in way that is highly significant for their behaviour for which the research questions were appropriate.

In this study, the HODs were the main participants because the study is about them. Post-Level One educators were the other category of participants that was included in the sample. This was done because they are the recipients of curriculum management of the HODs. The school is

located in the deep rural area of Ixopo Circuit. Cohen, *et al.* (2000) discuss convenience sampling as chance sampling in that a researcher just select samples from those whom he or she has access to. Nearness of a place or an area as well as time even financial issues should be taken into consideration when doing a research. The above issues contributed to the choice of this school I call Zabalaza Secondary School for anonymity purposes.

The sample size was appropriate for a small scale study such as this one where only eight participants took part. These participants were four HODs and four teachers. Cohen, *et al.* (2011), says that the sample size is determined through type of research normally in qualitative studies sample size became very little because of participant numbers. Teddlie and Yu (2007) highlight that purposive sampling involves trade-offs. On one hand, it gives greater depth to the study than does probability sampling, while on the other hand, it provides lesser breadth to the study than does probability sampling methods that are commonly used in quantitative studies. The study did not aim to generalise the findings but to get deeper understanding about how the HODs play their role in curriculum management at a secondary school.

3.5 Research instruments

Two research instruments were used for gathering data, namely, semi-structured interview and the analysis of documents that were kept in the school.

3.5.1 The semi-structured interview

 This section provides a detailed discussion of semi-structured interviews as the main method that was used to generate data. When conducting semi- structured interviews the researcher uses an interview guide and   questions may require open-ended response (Cohen *et al.,* 2000). Semi-structured interviews are also characterised by flexibility in the sequence of questions that are asked. In this research study, semi-structured interviews were preferred because of their flexibility; they allowed me to interact with participants and to dig more information. Fouche and Delport (2002) argue that the investigators turn to apply semi-structured interviews with an aim to getting deep image of participant's beliefs, perception and account on certain matter.

The choice of semi-structured interviews was also based on its capacity to provide democracy as well as flexibility in the way questions are presented and phrased (Lovell & Lawson, 1992, cited

in Fouche & Delport, 2002). Gilbert (2011) states that interview promote exchange of views or ideas between two to many people in certain topic of researched and sees importance of people interaction around knowledge producing and emphasises the social situatedness in the research data. While Cohen, *et al.* (2002) adds that semi-structured interviews provide a gate way of what to get "inside a person's head," Schumacher & MacMillan (1993) bring in the dimension of relationships between the researcher and the researched. These authors add that semi-structured interviews help build a relationship between the interviewer and the participant. Therefore, by choosing semi-structured interviews I was able again a better access to the participants.

3.5.2 Documents analysis

Document analysis is a form of qualitative research in which documents are interpreted by a researcher to give voice and meaning around an assessment topic (Shenton, 2004). Shenton (2004) further assert that analysing documents incorporates coding content into themes similar to how interviews are analysed. The documents analysed included the school's Log-Book, Minutes book used by the HODs when they hold their respective department's meetings and records of teacher's files where they record submissions of the teachers' files and other documents that shed some light about how the HODs managed the curriculum in the schools. Other policy document were reviewed as part of the review of literature, and these included policy and pieces of legislator such as the South African Schools Act (No. 84 of 1996) and the Employment of Educators Act (No. 76 of 1998). These documents are very important as they stipulate all the duties and responsibilities of all teachers. Such documents would help to identify the roles of the heads of department and would enable me to assess the extent to which the HODs understand their respective duties.

3.6 Recording the data from document analysis and semi-structured interviews

The issues that I noted in the documents that I reviewed were recorded in my reflective journal. I used that journal to also take down some notes about other things that I saw as I came to the school. Sometimes these are called field notes. When I did the analysis, I referred to these notes and cross-checked with what the participants had told me. However, when it comes to recording the interviews, recording was done differently. Before interviews started, I asked for authority from my participants to allow me to use a digital voice recorder. Secondly, I explained that

recording discussions was the only means to ensure accuracy of the content of our discussion and that it was not for any other objective. I ensured to the participants that no one will have an access to a recorded data. I used a digital audio recorder to record each interview. Majola (2007) in his study points out that generating data of personal experience is to have recorded conversation. The digital voice recorder assisted in managing time to pay attention on interviewees and listen to them careful and to be able to ask further questions if necessary. Therefore, I was able to fully engage with participants during the interview because I was jotting down main points and able to probe. At the end the captured data, was transferred to the computer system.

3.7 Data analysis

Before the analysis could begin, the interviews recorded in the digital voice recorder were first transcribed into written words. Digital voice recorder allows a fuller recorder than notes taken during the interviews (Smith, 1999). I read data with understanding trying to check does it make sense. From there I transcribed the data *verbatim* before analysing. From there I created categories and themes that emerged from data analysed. The data gathered through these interviews were revised, coded and organised into themes and categories as mentioned before in order to acquire meanings and interpretations. Schumacher and MacMillan (1993) highlight that coding the data is the process of dividing the data into parts by a classification system. Cohen, *et al*. (2000) emphasise that theoretical frameworks can be used as a guide during the process of data analysis.

3.8 Ensuring trustworthiness of the findings

Lincoln and Guba (1985) cited in Mkhize (2012), assert that trustworthiness of the research study is significant to the assessing of its value. Lincoln and Guba (1985) cited in Mkhize (2012) further says that, they are four principles to think through by qualitative researchers in search of a trustworthy study, they are as follows credibility, transferability; dependability and confirmability.

3.8.1 Credibility

The notion of guaranteeing credibility is one of the utmost significant issues in terms of ensuring the trustworthiness of the findings. Such technique entails the researcher taking action of ensuring that what has been captured in the research report is truthful and correct (Lincoln & Guba, 1985).

3.8.2 Transferability

According to Lincoln and Guba (1985), transferability mentions the extent towards the results of research can be practical in similar situations. Shenton (2004) argues that the findings of qualitative study are specifically to the small number of particular environment and individual. As a result it is incredible to prove that the findings are appropriate to other situations and people. Nevertheless, through a process of transferability this limitation was minimised. This is mainly due the fact that transferability entails providing thick descriptions of all the processes that are followed in conducting research (Lincoln & Guba, 1985). The data generation methods that are employed were extensively discussed. Transferability is not a goal of case studies however through the description of the context, others can draw lesson if their context is similar to the one of the study.

3.8.3 Dependability

There are close ties between credibility and dependability, arguing that, in practice, a demonstration of the former goes some distance in ensuring the latter (Lincoln & Guba, 1985). In dependability issue is more straight forward, contends that the procedures inside the research should be described in detail, thus enabling a yet to come researcher/s to replicate the effort, if not necessarily to benefit the same result. In this study, the research design and its implementation, the operational detail of data generation addressing what was happening and done in the field. It was all given in detail as to enable readers of this research report to develop a thorough understanding of the methods applied in this study and their effectiveness. Also if one research wish to re-do, welcome to do so if not necessary to gain same findings.

3.8.4 Confirmability

Lincoln & Guba (1985) assert that notion of confirmability in qualitative researcher's similar worry in fairness. The stages should be developed to guarantee as far as promising, that the researcher's findings are the outcome of the involvements and thoughts of the participants, moreover the features and favourites of researcher (Shenton, 2004). Miles and Huberman (1994) takes into consideration that a role principle of confirmability remains the degree to which the researcher acknowledges his or her own tendencies so that these do not distort the phenomenon. In order to ensure that I did not distort what I was told, I ensured that I check my interpretations with the participants. That would enhance the credibility of the findings because I would have confirmed what I found with the participants themselves and therefore, it was an accurate reflection of what they had said. I have mention above that I check my interpretation with data from participants, documents and structured observation.

3.9 Ethical issues

Cohen, Manion and Morrison (2007) assert that it is important to observe ethical principles in order to pre-empt problems that may arise during fieldwork and also to protect the rights of the participants. The University of KwaZulu-Natal has policies that students and academic staff must comply with. Such policies are meant to ensure that researchers who conduct empirical studies under the auspices of the University do so within the guidelines of ethical practice. In that way, the University ensures that research studies that are conducted observe ethical codes of conduct and respects the rights of the participants. Therefore, I started by applying to the University's Ethical office for ethical clearance. I then asked for permission from the gatekeepers to conduct the study. In my case, it was the principal of Zabalaza Secondary School. Besides the principal, I also requested each HOD to be a participant in the study, and they all agreed. I informed them about their autonomy rights; these included voluntary participation and the opportunity to withdraw from the study at any stage of the study should they so desire, and without negative results. Issues of confidentiality and anonymity principles were explained to them and they signed declaration of informed consent form as evidence that the participants were not forced in any way to participate.

Some of the assurances that I have the participants include the following: that their real names would not be used in the dissertation or any other report or presentation in conference. This was done in order to comply with the principles of non-maleficence (Cohen, *et al.,* 2007).

- The name of the school would not be reflected in the dissertation.
- Responses would be treated in a confidential manner.
- The pseudonyms would be used to protect the identity of the participants.

I described in detail, the purpose of the study and how the information generated from them would be used. However, Cohen, *et al* (2011) mentions that in a face-to-face interview, anonymity cannot always be fully guaranteed because the interviewer may identity and know the participants.

3.10 Coding of participants

School name to be called Zabalaza Secondary School

HOD- AA refers to the first HOD from Zabalaza Secondary School.

HOD- BB refers to the second HOD from Zabalaza Secondary School.

HOD- CC refers to the third HOD from Zabalaza Secondary School.

HOD- DD refers to the fourth HOD from Zabalaza Secondary School.

Post-Level One educator to be called: Teacher-1, Teacher-2, Teacher-3 and Teacher-4.

3.11 Chapter summary

In this chapter, I have discussed research design and methodology that was employed during the study. Reasons for adopting the design, the methodology and methods were given. It was also mentioned how participants were selected and the data analysed. Trustworthiness and ethical issues were also discussed. The next chapter focuses on the data presentation and discussions

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter outlines the research design and methodology that was employed in this study. This chapter presents and discusses the data that was generated through semi-structured interviews, structured observations and document reviews. The data was generated from one secondary school which was drawn in a rural area. Firstly, I discuss the profile of the school, Zabalaza Secondary School (ZSS). Secondly, the themes that emerged from the analysed data are presented and discussed.

4.2 Profiling the school and the participants

The data that is presented and discussed in this chapter was generated in ZSS. The main participants were four HODs and four teachers, one teacher from each department. The usefulness of presenting this profile is to give big understanding as to why this school was chosen; the data that was generated in school could be different or similar or could bring change to other secondary schools. Fullan (2003) suggests that people cannot simple make adaptive leap to thrive in new environments, need time to adapt to a situation. Cohen, *et al.,* (2000), argue that unless something has been done such as offering developing courses or research, people's behaviour change simply because they are being observed as part of a research study [the Hawthorne effect].

On the same issue, Fullan (2003) further talks of setting directions, developing people and redesigning the organisation that would build productive relations with parents and community. Hoping this study will contribute positively to this rural school. School from rural areas and data generated from rural school should not be taken for granted because of their disadvantaged area. ZSS staff maybe would change after this study being done to them or neighbouring schools would copy and change because of this research done to ZSS.

4.2.1 Zabalaza Secondary School (ZSS)

This is a no fee school, located in a rural community in the Ixopo Circuit in the south of Pietermaritzburg, the capital city of KwaZulu-Natal. The city of Durban is about 300 kilometres away. Previously this school was a primary school; however, recently, it has been upgraded into a secondary school. ZSS is located near a big river in a largely under-developed area characterised by houses that are built with stones and mud. The roads are still gravel, and there is no clean piped water supply; people are using water that is fetched from the river. Most of the learners walk long distances to school; others from the town use bakkies.

The school has more than1800 learners, 50 educators, 10 cleaners and 2 securities. There are four heads of departments, two deputy principals and one principal. There are three males who are heads of departments and one female who is also a head of languages department. This school has been characterised by not having good results in grade twelve. By 2011 they had 20 % metric pass rate. 2012 they increased the percentage to 34 %. They are hoping that this year (2013). They will improve again maybe to 50 % pass rate. This was a wish from those who participated.

The infrastructure of the school is characterised by broken windows. At a distance you can smell the toilets. The yard has been fenced, but you can see that learners can lift up the fence get to the school or get out from school premises; the fence is no longer stronger as it is supposed to be. There is no school name on the sign post. You can see that poles were there but the board has been removed. Normally schools in rural areas are Section 20 and Section 21. These schools receive funds from department of education. This was one of the reasons to select this school, why poor results while such school receive funds from government. I suggest that Zabalaza Secondary School must improve since it is funded to improve in terms of infrastructure, renovate walls and repair windows, the environment should be conducive to teaching and learning not a pig style. If funds from DoE are not enough, sponsors are there, to sponsor with computers, laboratories and a school library. I wonder why they cannot seek donations.

4.2.2 Profiling the participants

This section summarises the profiles of all participants from Zabalaza Secondary School. My participants were heads of departments (HODs) and teachers (Post Level One Educators). Firstly I will profile the heads of departments. The profile shows the gender, age, qualifications, teaching experience, experience as a head of department in the current school, number of subjects in the department, number of teachers in each department and departments overall passing rate in Grade 12.

Table 1: shows the heads of department profiles

		HOD-AA	HOD-BB	HOD-CC	HOD-DD
1.	**Gender**	Male	Female	Male	Male
2.	**Age category**	≥40	≥50	≥30	≥40
3.	**Qualifications**	STD (Diploma in education).	Bachelor of Art.	Bachelor's Degree	STD (Diploma in education)
4.	**Teaching experience**	15-20 years	30-40 years	7-9 years	15-20 years
5.	**Experience as a HOD**	10 years	15 years	02 years	07 years
6.	**Experience as a HOD in the current school.**	04 years	15 years	02 years	07 years

The profile of the HODS in the above table shows that out of four participants' three HODs were males and only one HOD was a female. The age category shows that HOD-AA and HOD-DD are in the same age category while HOD-BB who was a female is around 50 years and HOD-CC was the youngest still around 30s. The table also shows that three HODs were educated and the youngest HOD is the one that has a degree in education. Furthermore, the table shows that the HODs have many years in teaching experience ranging from 7 to 35 years. All four heads of department were had between three and five subjects in departments. The number of teachers in their respective departments ranged from 11 to 13 teachers.

Table 2: The profile for teachers

		Educator-1	Educator-2	Educator-3	Educator-4
1.	**Gender**	Male	Male	Female	Female
2.	**Age category**	30-40	40-50	40-50	30-40
3.	**Qualifications**	Degree	Senior degree	Senior degree	Degree
4.	**Teaching experience**	20-30 years	05-10 years	12-20 years	20-30 years
5.	**Years in the current school.**	10-15 years	10-20 years	10-15 years	10-20 years

4.3 Discussions of themes that emerged from data generated

The following themes emerged from the data generated through semi-structured individual interviews, observation schedule and document reviewed. These themes are: The Heads of Departments' understanding of their role in curriculum management; Planning of teaching and learning in the department; Challenges in the performance of curriculum management; Monitoring teacher absenteeism; Dealing with curriculum related problems that teachers faced; Kinds of support that HODs receive from their principals; kinds of support that HODs provide to the teachers;

4.3.1 The Heads of Departments' understanding of their role in curriculum management

The HODs were asked to talk about their own understandings of the role that they played in curriculum management. They all regarded their role as important in ensuring effective curriculum delivery. Three main elements of curriculum management emerged after the interviews were analysed. The first one is that of being an overseer of teaching and learning; the second is that assessment and checking the progress that was being made and the third was that of ensuring that government policies relating to teaching various subjects were implemented effectively. The extracts from the interviews that follow depict these three slightly different slants to curriculum management. When asked about his role in curriculum management, HOD-AA had this to say:

My role in curriculum management is to oversee the progress of teaching and learning, at school, teachers are expected to teach in class according to the curriculum specifications, therefore learners are expected to learn **(HOD-AA)**.

Following on the similar line of thinking HOD-BB emphasised controlling the quality of work in his department by amongst other things, ensuring that necessary resources were being provided in order to support effective teaching and learning in his department. This is what he had to say:

To control the work, I control the resources such as textbooks and exercise books, and to make sure that they are enough, for all subjects have enough teachers, in my department. To ensure that curriculum is being managed effectively **(HOD-BB)**.

Similarly, the third HOD emphasised providing support to the teachers in her department. In addition to what the other HOD had raised, in the above extract, HOD-DD emphasised the issue of curriculum coverage and ensuring departmental policies were observed. This is what she had to say:

I do duty load for my department, allocation of classes and subjects to the teachers, lesson and work coverage supervision. As well as issuing of the departmental policies, to ensure that teachers have enough resources **(HOD-DD)**.

It is evident that the three HODs showed indulgent of their task in running management curriculum in their school. Their understanding is congruent with policy expectations with regards to the duties of HODs as contemplated in the Schools Act and Employment of Educators Act (No. 76 of 1998). For instance, the Employment of Educators Act stipulates that HODs shall be in charge of subjects or Learning area under their control and also that they have to develop the policy for their respective departments. The Educators Act further states that to be in charge of the work of teachers and pupils in the department and also develop arrangement and controlling of school stock such as text books and equipment for development. Then data suggests that at least three of the four HODs were clear about their responsibilities and tasks.

It needs to be remembered that the study took place in just one school (ZSS). It is therefore confusing to note that while three HODs understood their work so well, there is another HOD who does not seem to understand his duties in curriculum management. When asked about what

he understood his role to be as a curriculum manager, he showed some doubts and confusion. His response was different from the other three HODs. This is what he said:

> *the fact is that I am not quite clear about this curriculum because it is new, especially this CAPs, I am used to the old curriculum, sometimes I am not sure what to do therefore I combine different things from the workshops and I used my own discretion and what suites me* **(HOD-CC).**

The above extract raises questions about the manner in which the school management team works at ZSS. Clearly, if it works collaboratively as a team, this particular HOD should be saying what he is saying. Again, this extract is raising more questions about the type of guidance and support that HOD-CC is providing if any at all. In fact HOD-CC displayed unhappiness and doubted his role in curriculum management. This might indicate that what is going on in his department could be misleading the team. Khoza (2009) says that one of the School Management Team (SMT) functions in curriculum is to develop the staff in areas of weakness. Khoza (2009) further says that they do this by planning collaboratively developmental programmes or they invite people from outside who are knowledgeable in the field of developmental. If these programmes were in place in ZSS, HOD-CC would be empowered in the curriculum roles.

When I was reviewing documents that are kept in the schools, in this instance, records and files that various HODs used to record their work, I noted major difference between verbal discussions and records. Records that are kept by the HODs could provide some clues about how curriculum management occurred in their respective departments. HOD-AA and HOD-CC were having a common issue; for instance, both of them did not keep a Master File for educators. I was surprised to find contradicting information about not getting a Master File which contained evidence of lessons and work coverage. It was worth noting that while HOD-AA spoke eloquently during interviews about being an overseer of teaching and learning progress, he did even have a file where teachers' work is recorded. HOD-CC seemed to be confused during interview and when it comes to evidence of teaching and learning, evidence was not there in the file. Nevertheless, one might not be surprised by this development given that this particular HOD was unhappy about his role in managing the curriculum. The South African Schools Act, Act 84 of 1996, section of Employment of Educators Act 76 of 1998, teachers are expected to have files, to keep records or evidence of working.

The above discussion demonstrates that the data is suggesting that different method of generating data may produce a different picture about the same event. Its can work well with other methods, therefore, not surprising that the other two HODs were able to produce evidence in relation to their role in managing the curriculum. For instance, while HOD-BB and HOD-DD, respectively may not have been caught wanting (what they tell during interviews) and practice when I was visiting their office, for instance they had Master files where evidence of lesson plans and work coverage was kept. This evidence suggests that the curriculum system objection is to guarantee that learners obtain useful information also able practiced that particularly knowledge and skills in real life situations (DoE, 2011).

The above discussion is indicative of the fact that, sometimes there are contradictions between what is said and what is practiced. The curriculum keeps on changing, therefore, HODs are expected to be on par with changing times. This is in line with transformational theory. Transformation is a "change" in mind set (Daszko & Sheinberg, 2012). Furthermore Daszko and Sheinberg (2012) argue that transformation is rooted in knowledge and to take actions based on leading with courage. However, this kind of change that is advocated by transformational leadership theory does not appear to be happening in the HODs that participated in this study. While they largely seem to understand what their roles are in terms of curriculum management, they do not seem to be practicing what their understanding.

4.3.2 Planning of teaching and learning in the department

The HODs were asked to talk about how planning of teaching and learning in their respective departments occurred. They all seemed to be taking right steps to ensure that learners are learning and teachers are going to classrooms and teach with a plan. There are two ways in which HODs tried to ensure that teaching and learning took place. The first one was that of holding departmental meetings, and the second was that of organising the actual learner activities. The extracts from the interviews that follow depicts these two views regarding to curriculum management. HOD-AA had this to say:

> *Head of Departments are responsible for holding the departments meeting at least twice a term* **(HOD-AA).**

Following on the similar line of thinking that meetings are important teachers get to talk about the progress they were making in terms of teaching and learning. With regards to this is matter, one of the HODs had to say:

> *In the scheduled meeting we hold four times per year, we discuss as department what have to be done and how we gonna move forward in view of the weaknesses and the strengths that we may have identified during the course of the year* **(HOD-BB).**

Similarly, the third HOD emphasised a need to call teachers in time and to give them some guidelines about the meeting in his department. This HOD had this to say:

> *I call a meeting in the presence or the absence of the principal, to talk about duty load, and divide subjects according to our expertise* **(HOD-CC).**

These views expressed by the three HODs are of the similar view with Schools Act and Employment of Educators Act which advocates co-operation among the colleagues in order the school and various departments. This is meant to maintain high standards of teaching and also to foster administrative efficiency within various departments. In order for HODs to check the progress of work, he or she needs to meet with teachers regularly. The word 'check' as used in this study means to establish whether something or work is up to date, correct or satisfactory irrespective of the work is as it should be (The Concise Oxford Dictionary, 2009). Motshana (2004) emphasised that HODs should develop plans of leading and to manage curriculum their departments.

During the review of documents something interesting was noted. I found out that two HODs, (HOD-BB and DD) kept the records of the textbooks used by each teacher, lesson plans were also available in the master file as they had mentioned in the interviews. Minutes of departmental meetings also reflects such realities. In other words, one will have no reasons to doubts what they say when one talks to them. However, the other two HODs (HODs-AA and HOD-CC) did not produce any such evidence. During the interviews, the HOD-CC for instance, mentioned that he called the meeting in the presence or absence of the principal, and that in those meetings they did duty load, division of subject and that teachers would prepare their files in their own way. Evidence to support such claims was hard to find. Therefore to use interviews, observation and document reviews real help because the truth comes out in different ways.

In the literature review chapter, I also draw from Majola (2005) who says that effective curriculum management is compromised when there is a lack of resources since the performance of the curriculum roles depends on resources. Resources play a huge role in teaching and learning as well as in improving learner performance (Sayed & Jansen, 2001). If the resources such as textbooks, files and lesson plans are nowhere to be found, that raises a number of questions about the quality of monitoring teaching in the school. Other scholars such as Deventer and Kruger (2003) argues about a huge issue that faces middle curriculum managers, on how to create a sounding culture of learning as well as teaching also to make sure environment is conducive. In their study issue of lack of discipline, contributes to low educator morale that results in poor curriculum management (Deventer & Kruger, 2003).

The second issue to emerge from the interviews with all four HODs is that part of planning of teaching and learning should involve learner activities. Learner activity was emphasised by various HODs; these activities includes class work, group work, assignments, projects and open book tests and examinations which formed part of learning processes. In this regard, HOD-AA had this to say:

> *We have a file called Master file; it serves as a tracking record for the educator activities because it's the file that has all daily preparations including continuous assessment tasks* (**HOD-AA).**

Supervision is part of making sure that things are done correctly, it is important to work hand in hand with teachers so that mistakes can be quickly identified and dealt with. To this end, HOD BB maintained that she worked with the teachers in identifying which textbook is to be used, and she had this to say:

> *Firstly we plan about textbooks to be used; you must remember that textbooks are not the same; from there we check which textbook has got lot of information and activities. This strategy assists the teachers, to choose the textbooks that will give learners useful and sufficient information and tasks* **(HOD-BB).**

Similar view was shared with HOD- CC when he said:

Teachers will prepare their assessment, homework and assignments, in their own way; sometimes teachers don't like interference, and so I give them space and choice to develop themselves **(HOD-CC).**

Nevertheless, one might not be surprised by this development given that this particular HOD was happy to work with the teachers in ensuring that effective curriculum management took place. Referring to how they as HODs worked with the teachers, **HOD-DD** had this to say:

I break down the topics into teachable units that can be covered per day and to ensure that there is teaching and learning taking place. Encourage teachers to make sure that each and every day the learners write something to do activity **(HOD-DD).**

The HODs' views were in support of the notion of doing activities in the classroom. This is in line with document of Schools Act and Employment of Educators Act (No. 76 of 1998). These documents stipulate that the HODs are to co-ordinate assessment, check homework, and written assignments, all the subjects in that department should be check. Motala & Pampallis (2001) suggest a need of foreground learning and teaching. Further says that the achievement of a quality education, progress to be a huge challenge in South Africa. Renovation of a culture of learning and teaching becomes increasingly urgent (Motala & Pampallis, 2001).

Information provided during interviews was confirmed by the review of document kept by the HODs. For instance, out of four HODs, two of them (HODs-BB and DD) produced evidence in the form of tests records, assignment, group work and pairs work records. Bush (2008) concludes that, if SMTs works together successfully, they have great possibility to improve classroom practice through for example, the HODs discusses ideas with teachers can develop a staff relationship, and this can lead to the school-wide policies and enacting consistent practice throughout the schools. Department of Education (2011) emphasises the importance of ensuring quality education to all learners in South Africa.

The data from the HODs was also corroborated by the interviews with the teachers. Each of the four teachers was asked to share their experiences regarding the manner in which their HODs assisted them in planning teaching and learning activities. They confirmed that their HODs were involved in their curriculum planning in their respective departments. Three out of four gave positive responses. One of them highlighted that the HODs were involved in planning by making

copies of the master file which contained all the necessary details about this matter. The second one emphasised that the HOD accepted inputs from the teacher. The third highlighted the fact that the HODs largely displayed positive attitudes in the way they did their work. The following extracts capture to views of some of the teachers. For instance, Teacher-1 had this to say:

> *When it comes to planning, I just follow a working programme from Department of Education. I am the one who prepares lesson plans, doing memorandums; I can say HOD just put a school stamp and make copies of the file (***Teacher- 1).**

The following extract is somewhat negative towards the role played by the HODs in planning learning activities. The third educators mentioned that the HODs had little or no support at all; this is what this teacher had to say:

> *To be honest I cannot recall anything as assistance from my HOD. He accept what you provide, actually he appreciates what you give* **(Teacher-3).**

The message that the teachers in the study seemed to convey is that, actually, the HODs did not play meaningful role in planning learner's activities. They based their views on the fact that they were the ones who attended workshops therefore they owned the subjects. Therefore, they viewed the HOD's role to be too superficial comprising only putting a school stamp or rubber stamp on what they as teachers had done.

The scenario that is painted by teachers suggests that the situation is really dire, and if that picture is true, it would mean that the learners are not adequately supported in their learning. In this regard, various scholars are against such a reality. Clarkson (2011) for instance, says that the School Management Team and the teachers who are not clear about their tasks become defensive when those who know more begin to assist them. Clarkson (2011) further says that they resented other members in a team, hide new information from them, became aggressive and regarded assistance from other team members as interference and tended to be critical of each other. Support is therefore necessary, in order to cope with the difficulties of the curriculum. This was found to be lacking in the HODs. To prevent this, Onn (2010) highlights the significance of continuous professional development of the HODs in order to be able to deal with challenges brought by education system. Therefore HODs should continue to develop themselves so that issues brought by education system can be resolved effectively.

4.3.3 Challenges in the performance of curriculum management

HODs were clear about their roles and indicated how they performed them, they also pointed out that there were challenges. In the two themes discussed above, teachers were more critical of the role played by the HODs. Some accused their HODs of not doing their work well and that they did not have sufficient subject content knowledge that would assist them provide guidance. However, when I interviewed the HODs regarding the challenges they faced in supporting teaching and learning, it transpired that the teachers were not co- operative. The HODs were unanimous in criticising the teachers for their lack of cooperation. For instance, when asked to submit their files, they were reluctant to do this. Some hardly attended meetings organised for their departments. In many instances, failure to attend meetings is due to chronic teacher absenteeism. In that regard, one of the HODs had this to say:

> *Teachers are expected to submit their work for check-ups before that task is given to learners. Teachers do not submit these tasks; if they do submit these tasks, you will find that they have already given learners the task before it has been approved* **(HOD-AA).**

A similar view was shared with HOD- BB had this to say:

> *Challenges are many for instance teachers do not like to attend our monthly meetings; some of the teachers view the HOD as a person who likes to interfere in the work progress, some teachers not doing teaching according to the working programme* **(HOD-BB).**

A similar voice came from HOD-CC who expressed his was unhappy about poor attendance of meetings by some teachers, and had this to say:

> *Teachers most of the time do not attend the meeting of the department. Take meetings for granted, this makes it difficult to control and discuss about department issues or changes* **(HOD-CC).**

The fourth HOD expressed the same sentiments from the other three HODs. This is what he had to say:

Some educators hate monitoring and do not take the supervision as a way of ensuring quality of teaching and learning but as a faulty finding exercise, some educators do not even want to submit their files or documents for monitoring and also do not attend departmental meetings, because of absenteeism **(HOD-DD).**

The four HODs have expressed common challenges regarding the curriculum management. The organisation/ school should be a welcoming place where knowledge is attained, spread and accessed. Teachers are the ones who are expected to disseminate knowledge to learners as supposed to be (Onn, 2010). Onn (2010) further says that the atmosphere should be conducive where knowledge is the core asset; education is and will continue to be the key vehicle to growth and development. Therefore, the HODs need to continue to learn professionally. The HODs are expected to participate in departmental and professional committees, seminars and courses in order to contribute to and /or update ones professional views/ standard (Schools Act and Employment of Educators Act No. 76 of 1998). One can emphasise a point of learning from each other working collegial with colleagues with an aim of ensuring quality teaching and learning. Such challenge of pointing one another should have a way forward such, as applying skills or understanding each other, so that teachers and HODs can work collegial. This paragraph is connected to the above paragraphs because it's developing the argument presented by other above paragraphs.

4.3.4 Teacher absenteeism as a factor in teaching and learning

Teacher's absenteeism emerged as one of the factors that mitigated effective curriculum delivery. The HODs were unanimous in highlighting teacher absenteeism as a negative factor they said that most of the time teachers do not avail themselves at school. Consequently, teachers were not up to date with their work programmes. In that regard, HOD- AA had this to say:

Teachers absent themselves from work for many days that has a negative impact on learner progress, because the process of teaching and learning does not happen **(HOD-AA).**

Expressing a similar view, HOD- BB asserted that:

*...Because of absenteeism, some teachers do not attend moderations, as an HOD, I will be forced now to attend on their behalf (***HOD-BB).**

Similarly, the fourth HOD emphasised that teacher absenteeism played a huge role in failing to complete the working programme on time, and expressed his view by saying that:

Some of the educators have gaps in the execution of their duties, working programmes are not completed on time because of the fact that they do not come to school on regular basis **(HOD-DD).**

Absenteeism plays a huge role in hindering the quality of education to learners, and it also negatively affects the work of the HODs as they are expected to manage the work of the teachers and the pupils in each department. The primary function of the school is to provide teaching and learning. More details in this regard are given in chapter two. The role of HODs is very important in promoting education needs. HODs are seen as engine room of change and a repository of expert with up -to- date knowledge capable of transforming and energising teaching, learning and able to develop successful department (Onn, 2010).

While HODs on one hand blamed the teachers for the lack of co-operation and commitment to the school, mainly due to chronic absenteeism, the teachers on the other, complained about the lack of resources as the main contributing factor for the lack of effective curriculum delivery. The first educator had this to say:

...the lack of resources, lack of co-operation from other fellow educators, too much paper work, lack of commitment by learners, you know what even these...meetings disturb the lessons **(Teacher-1).**

Similarly, the other teacher shifted the blame to the HODs by emphasising that self- knowledge was needed and that to always wait for the HODs to come and assist was both unwelcome and unsustainable. To that end, this is what she had to say:

I do not have a problem in planning lessons because, I have content and secondly, I have teaching strategies of which become a great help in judging in what, and why should I teach learners what I teach them **(Teacher-4).**

Clearly, the voices of the educators bring a contradictory explanation for all the challenges facing the HODs in performing their duties as expected. Even when they call meetings, other educators feel that the timing is not suitable because meeting disturb their lessons. Similarly, to call a meeting without an agenda raises eyebrows regarding the motives for the meeting if the agenda is not available. On the other hand HOD blames teachers for absenting themselves at school, as the reason of non-submission of files.

What I have found is that the HODs did not have explicit initiatives that were aim to develop and support the teachers and themselves as managers of curriculum. They appear to be waiting for the Department of Education and district offices to initiate support. Khoza (2009) in her research says that HODs do not suggest programmes, actions, strategies or plans to address areas of weakness in teachers' practices so that they can be developed and guided in the right direction.

Transformational leadership theory can be useful in addressing the problems facing the HODs in this study. This is due to its primary focus on a common goal or shared vision (Burns, 2000). Burns (2000) further maintains that the purpose of leadership and followers can be stated out as separate but related when comes to decision making (Burns, 2000). Burns (2000) and Bass and Avolio (1994) are for the same view that transformational leadership is characterised by idealised influence or charisma as the way leadership behave resulting in the leader becoming a role model for the members of the organisation. Also Leithwood and Duke (1999) warn by saying that transformational leadership promotes the transcendence of self-interest by both the leader and the led.

In this theme, it has been shown that teacher absenteeism does not affect teaching and learning in a positive way, but it provides negativities to learners in terms of not receiving quality education.

4.3.5 Dealing with curriculum related problems that teachers faced.

In facilitating and supporting curriculum delivery at school level, learner behaviour dominated the discourse among the four HODs that were interviewed. Only one out of four HODs felt that the shortage of textbooks was a major problem that the teachers were faced within the school. They felt that learner behaviour was linked to their socio-economic background. Their views were that if the child was not exposed to, for instance, theft while growing up, it was unlikely that such a child will be troublesome at school. The fact that corporal punishment was banned

has compounded the problem as more learners are aware that they will not be subjected to any kind of pain when they misbehave. Such a reality deemed to be negatively affecting teaching and learning in the classroom.

The HODs cite the parents as not being helpful in dealing with learner discipline in the school. For example, HOD-AA mentioned that learner's background sometimes affected them in the classroom. Fighting, stealing and insulting others were some of the misdemeanours that were highlighted. This is what the HOD had to say:

> *We call on parties and try to find the solution to each problem, especially the problems that are related to learners' behaviour; since the corporal punishment was banished it is very hard to control handful learners, parents are not playing their role either* **(HOD-AA).**

Following on the similar line of thinking, HOD- BB mentioned that when the stakeholders who are involved are called to discuss the problem, they were not helpful in resolving the problem. This is what she had to say:

> *If a teacher/ learner report a problem to me, we discuss it, if the teacher is not happy the way we deal with the issue, we take it to the principal, school governing body then to our unions. Normally it depends on the weighting of the problem* **(HOD-BB).**

Similarly, the third HOD attributed learners' behavioural problems to the learners' poor background and parental' lack of support in bringing up their children. This HOD emphasised that learners lacked respect and that parents are no longer playing their roles as parents, instead, they tend to shift the blame to the teachers. This is what he had to say:

> *Learners of today do not respect teachers; some learners come to school late and bunk or leave school very early, if you call their parents, they will say, do what you are supposed to do as a teacher. Parents themselves do not punish their kids but want us as teachers to discipline their kids* **(HOD-CC).**

The views expressed by the three HODs in relation to their work and functions are in line with the provisions of the Schools Act and the Employment of Educators Act (No. 76 of 1998). Both policy documents stipulates that the HODs are expected to discuss with parents and negotiate

with them an achievement and behaviour of their children. It therefore surprises me if parents, as these HODs put it, are not working hand in hand with the school. The review of documents that are kept by various HODs revealed a contrasting and confusing picture. While the three HODs complained about the behaviours of the learners and that it negatively affected the teaching and learning process, there were no records in their files that pointed to that direction. Learners did not appear as posing any obstacle to teaching and learning situation. As can be expected, there was no evidence of any intervention with regards to the leaners with behavioural problems. Instead, it was the fourth HOD who kept records of learner behaviours but this HOD did not mention anything about this aspect. Instead, HOD-DD emphasised the lack of books as the main obstacle to effective teaching and learning. This raises questions about the nature of the threat posed by the learners' misbehaviour and the seriousness with which the HODs generally tackled the challenges posed by such misbehaviours by the learners. This is a one school with four departments but there was no evidence of them working collaboratively as colleagues. A study that was conducted by Khoza (2009) mention that HODs lead their departments in different approaches in their own spaces, because the HODs work in their own circles and groups and there is a feeling that one needs to be successful in his or her circle. These practices impact negatively on the learning of children because there are gaps in and learning.

Four educators were also asked about the manner in which the HODs dealt with curriculum problems that affect the teachers in teaching and learning. The data that was produced through semi-structured interviews was consistent with the views expressed by the three HODs. These teachers highlighted learner misbehaviour and the role played by the HODs in addressing the problem. According to these teachers, the HODs were trying to calm down the situation. Even though learners were misbehaving but HODs try to work out the situation. Out of the four teachers, three mentioned poor disciplinary measures that were used by the school and the lack of resources. The first teacher had this to say:

> *Even though workshops are there, but they present shallow information, not getting into detail, sometimes they confused us. I think also HODs are confused, because they are not sure what to say or to do as such because curriculum is so complex. Even textbooks are not enough in our school, I wonder why because our school falls under section 21. We*

acquire funds from government. When comes to learner behaviour, learners uses dagga especially after break, they behave very badly **(Teacher-1).**

While agreeing with the sentiments expressed by the first teacher, the second teacher focused on manner in which school management tried to address the problem. This is what the second teacher, had this to say:

She talks to those who are misbehaving or having a problem, if the problem persist, she report to the principal **(Teacher-2).**

Following on the similar trend, the third teacher also focused on the steps that were taken by the HOD in addressing the problem of learner indiscipline and had this to say:

The HOD calls people who are involved in a problem, sometimes discusses the issue with the parties concerned. If the issue is too huge it will be forwarded to a principal. If the issue is minor such as a learner that bunks a class, HOD will deal with him or her, sometimes other issues are ignored **(Teacher-3).**

The above extracts show that both learner behaviour and shortage of educational resources remain the two major challenges that threatened effective curriculum delivery. The lack of resources disturbs the quality of progress of teaching and learning in Zabalaza Secondary School. Therefore, if the teachers do not have enough resources the curriculum will not be managed effectively.

It is evident that the lack of resources undermines the culture of teaching and learning and thus curriculum management. In that regard Onn (2010) warns that the HODs are supposed to lead and influence the team. Supporting and monitoring is part of supervising the smooth running of teaching and learning. In order for HOD to maintain a high standard of teaching and learning should continue to develop them. The role of the HODs in supporting effective collaborative culture is important if the curriculum is to be managed successfully as this is the main function the HODs in the school.

4.3.5 Kind of support that HODs receive from their principals.

The issue of support that HODs expect from the principal emerged in the data as important. Support from the school principal was viewed as of absolute importance in order to ensure that curriculum management occurs and that it is effective (Majola, 2005). These views were ably captured by HOD-AA who regarded the principal as a person whose role is to check that everything is functioning smoothly in the school. To that end this is what this HOD had to say.

> *The principal is the oversee of the whole school, HODs report to him, only if there is something wrong for example, if a teacher does not want to attend the workshop or when continuous assessment marks are not submitted on time* **(HOD-AA).**

Following on the similar line of thinking is HOD- BB, had this to say:

> *The principal is the overseer of the whole school, sometimes he doesn't like to talk, he keeps quite but he wants the job done* **(HOD-BB).**

Similarly, the fourth HOD emphasised that the principal is useless when it comes to curriculum management, therefore there will be no help if the principal does not understand the rules of the game just playing.

> *Oh yes to be specific nothing about curriculum management, but he gives circulars from the DoE* **(HOD-DD).**

In this school there are clear roles that the HODs have to perform as these are spelt out in the departmental documents such as Employment of Educators Act School, especially secondary schools, operate within the frame of bureaucracy (Bush, 2003). The management responsibilities in a school are usually arranged hierarchically with the principal, the deputy principal and the HODs occupying managerial positions. Together they constitute what is known as the School Management Team (SMT). When we speak of the school organisation structure, systems and procedure, we usually think about positions and authority that goes which the position. Bush (2003) notes that a school structure may be arranged in a lateral, as well as vertical manner, and that a school is committed to a participatory decision –making would stress horizontal as well as a vertical communication channels, between the principal, the entire staff, learners and parents. It is within this context that the HODs look up the principal for support. They expect that the

principal needs to guide them so that they in turn can guide the teachers under their care. According to the HODs that participated in this study, the principal was not helpful. This may not come as a surprise at all, as we have seen in the previous sections where the four HODs did not show similar understanding regarding the roles they are expected to play in curriculum management.

The reviewing of documents kept in the school offices it did not show any evidence of any assistance from the principal. I did not see any file kept by the HOD that had been approved by the school principal. The literature that I consulted in Chapter Two showed that the organisational objective is to satisfy the clients. It was believed that such a purpose would provide answers which satisfy both the broader and the narrower definitions of the curriculum, namely, to create the atmosphere within which learning could take place (Jansen & Middlewood, 1997). Although curriculum management remains in the hands of the HODs, and they are expected to participate in various activities such as professional committees, seminars and courses, they do need the support from the school principal.

The data from the teacher interviews suggest that the HODs were in need of help. Each of the four teachers was asked as to how the HODs can develop their departments in order to manage curriculum effectively. The first teacher highlighted that the HODs should communicate with the principal. The second one emphasised that the workshops should be organised for all the HODs on the school. However, communication was revealed as one of the most important weakness to address.

Teacher-1 confirms that their department lacks communication in a number of ways. He had this to say:

> *HODs need to have a clear channel of communication with a principal apart of personal issues. This would bring a conducive learning environment; it will decrease the conflicts amongst SMT members* **(Teacher-1).**

While the above extract highlights communication or the lack thereof, another teacher highlighted the need for training for the HOD as important. The second teacher: he had this to say:

I wonder why these HODs don't organised workshop, or looking out for someone who can motivates, provide guidance and monitor their work. These HODs really need help especially with curriculum management **(Teacher-2)**.

These views were shared by third teacher who said that, he was unhappy the way HODs claim to know the job. This is what he had to say:

Education is the key to success, to have a position does not mean that you have it all. HODs must learn no matter how much they earn **(Teacher-3).**

These views by teachers, suggest that there is a room for improvement for HODs. One way in which improved conditions can come about is through the use of instructional leadership due to its focus on educating people and controlling the behaviour of staff and learners, to ensure that there is effective teaching and learning (Bush, 2003). HODs should bear in mind that they have responsibility of facilitating effective teaching and learning. They too require some assistance from the school principal. If the principal cannot personally provide the required support, outside assistance can be solicited.

4.3.6 Kind of support that HODs provide to the teachers

The HODs were asked to talk about their own understanding of the kind of support that they provided to the teachers as part of curriculum management. All four HODs regarded their supportive role as important in ensuring effective curriculum management. Two main elements of support to the teachers emerged after the interviews were analysed. The first one was to describe by some HODs as open door policy whereby teachers would visit their HODs at any time when they feel like discussing teaching work or personal life. The second emerged issue was that of attitude of teachers. The extracts that follow depict these two elements to the support that the HODs provided to the teachers. On the issue of open door policy, HOD-AA had this to say:

Some teachers want space; I should not interfere with their interest. Therefore I do have an open door policy; everyone is welcome in my office **(HOD-AA).**

Following on the similar line of thinking HOD BB, this is what she had to say:

..Not easy to provide support to teachers, especially if they don't tell anything, my door is always open for those who like to talk **(HOD-BB).**

Nevertheless, one might not be surprised by this development given that this particular HOD was unhappy with the way teachers treat them as HODs. Her views were that some teachers had a tendency of seeing problem even when there in none. Such sentiments were shared by another HOD who said:

Sometimes I encourage team teaching, although some feel very insecure or incompetent, you know teachers always think of the negative than positive aspects, but to solve an arising issue, teachers must feel openly to speak **(HOD-DD)**.

The above HODs emphasises an open door policy approach to supporting the teachers. In terms of this approach, teachers are welcome in their offices to talk about any issue or topic that arises. However, when I reviewed some documents kept by the HODs, I was surprised to note that their files did not contain any form of evidence indicating that the HODs were supporting teachers in teaching and, as discussed in chapter two. It surprises if the HODs are not helping Post Level One educators because the HODs are expected to develop teachers as mentioned in chapter two.

The records in HODs files indicated shows that the HODs were not supporting the teachers at least in any substantive ways. This is because there was no evidence which supported, for instance, the claims made by the HODs that they allowed the teachers to talk about personal issues. Instead, the data that was produced by interviews with the teachers contradicted the claims made by the HODs: in fact it suggested that the HODs were not doing good work as they had indicated in the conversation. Each of the four teachers was asked about how their HODs were involved in their managing of the curriculum in their respective departments. Three out of four teachers gave negative responses. The first one highlighted that the HOD provided work schedules and departmental policies but lacked the content knowledge. Despite such negative responses, the second teacher was less critical by emphasising that although the HODs motivated them to put more effort to their work, they did not give direction. The third teacher also expressed negative views about the way the HODs did their work such as telling them about workshops dates and moderation dates with no help when it comes to subject content. Expressing negative views about the HODs' lack of subject content knowledge, Teacher-1 had this to say:

He gives me work schedule, departmental policies, even calling meetings. But when it comes to curriculum, I am not sure what is doing because he just stamp and signs. There are no new techniques or teaching methods **(Teacher-1).**

Similarly, teacher two emphasised that HOD were not hands on when it comes to curriculum management; the HOD can talk about other things. This is what he had to say:

He used to say must work an extra mile, assisting learners to get a good marks, but I cannot recall anything when it comes to assistance of lesson plans or choosing text books or setting exam paper, I do everything on my own **(Teacher-2)**.

Nevertheless, one might not be surprised by the above utterances especially if you consider that this particularly Educator, talks only of moderation, but not about the core basic needs of teaching and learning such as textbooks and other resources.   What was said by teacher-2 was congruent with the views of other teachers such as teacher -3. For instance, echoing the sentiments expressed by Teacher-2, the third teacher had this to say:

For instance telling me about the date of workshop, moderations and any circulars from Department of Education, either than that there is no support **(Teacher-3).**

After the interviews with the four HODs, the gaps between theory and practice became more visible; it was evident that there was no collegiality in the manner in which the HODs operated in the school. In order for the curriculum to be effectively managed, the teachers and the HODs need to work together as colleagues (Bush, 2003).

4.4 Chapter summary

This chapter has presented the findings; these findings were generated from interview schedules and observation schedules. The documents were also reviewed as part of generating data. The Heads of Departments and teachers were role players in this discussion. The following chapter shall discuss the closing conclusions based on these findings.

CHAPTER FIVE

ANALYSIS, FINDINGS AND RECOMMENDATIONS

5.1   Introduction

In this study, the role of heads of departments in managing curriculum at a secondary school in Ixopo Circuit was explored. Chapter Four presented and discussed the data that was generated through the use of semi-structured interviews and review of documents as well as structured observation. This chapter presents the findings and makes recommendations to various stakeholders. In presenting the findings, I have made use of research questions.

5.2 Study summary

The first chapter has provided an overview of the study. The overview included outlining the background and rational for the study; statement of the objectives; the three research questions as well as the methodology that guided the study. The chapter also provided a brief discussion of some key concepts, theoretical and the structure of the study.

The second chapter provided a review of related the literature. It focused on the roles of the HODs and how such roles contributed to the quality of learning and teaching in the organisation. As part of review of related literature, relevant research projects that were conducted in different parts of the world were discussed.

The third chapter provided a detailed explanation of the research design and methodology that was applied this study. The methods that were used to analyses the data, trustworthiness, as well as ethical consideration were also described. The fourth chapter described how the data that was generated presented. Various themes emerged from the data were presented as well as discussed in chapter five.

5.3 Research questions re-stated:

The study was made out of three critical questions. These critical or research questions are posed below as well as answers to these question study.

5.3.1   What is the role of the HODs in curriculum management at a secondary school?

This study is about the role that HODs played in a secondary school in the Ixopo circuit. To that end, the findings show that the HODs understand their role to be that of overseeing teaching and learning process in the school. The HODs believed that to be an overseer of teaching and learning progress is a fundamentally function of their job. One of them (HOD-AA) put clearly that "my role in curriculum management is to oversee the progress of teaching and learning in school, teachers expected to teach in class according to the curriculum specification" other HODs expressed similar view and that is in line with Thurlow (2003) when he says that the understanding of influencing is concerned with execution, planning, organising and deploying.

The findings also show that the process of overseeing teaching and learning entailed a number of activities such as assessing and checking the progress, implementing departmental policies, holding department meetings with their staff members and also supervising learner activities. To check the process served to ensure that teaching and learning was taking place. "Recording is a process during which the teacher indicates learner progress towards the achievement of knowledge, as prescribed in the" (Department of Basic Education, 2011, p. 8). "Moderation ensures that the assessment tasks are fair, valid and reliable" (Department of Basic Education, 2011, p.9). "Moderation ensures that the assessment tasks are fair, valid and reliable" (Department of Basic Education, 2011, p.9). "Records of a learners' performance provide evidence of the learners conceptual progression within a grade, as well as his or her readiness to move or promoted to the next grade" (Department of Basic Education, 2011, p.9). "Records of learner performance should also be used to verify the progress made by teachers and learners in achieving goal of education. Moderation should be implemented as school, district, provincial and national level, comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessment" (DoE, 2004,p. 18). More details on this issue can be found in **Section 4.3.1 of Chapter Four.**

The HODs also understood their role to be implementers of departmental policies. Their policies were drawn from Department of Education, for instance Grade 11 teacher for 2013 were expected to apply CAPS principles in their respective classrooms. The HODs would ensure that textbooks, study guides that were provided to the learners in each classroom were compliant with CAPS document. It is very important that one is knowledgeable and has expertise in this or her

job in order to perform the work efficiently and effectively (Taylor, 2006). If the HOD is well vested with knowledge he or she will be able to implement policies because he or she will have an understanding of what is expected and how to do it.

Since the education system in South Africa keeps on changing all the time, it is important that the HODs should be transformational leaders so that they are able to improve the performance. A detailed discussion on this is found in **Section 2.1.4.2 of Chapter Two.** HOD-AA argued that the *"allocation of classes as well as issuing of their departmental policies, to ensure teachers have enough resources"* formed part of their duties. A detailed discussion of this aspect is presented in **Section 4.3.1 of Chapter Four.**

Meetings are important in the school, especially the departmental meetings because teachers are able to talk and be heard by the HOD. The HODs expressed complaints about the teachers, saying that teachers did not like to attend these departmental meetings. On the other hand the teachers revealed that the HODs liked to call meetings during teaching and learning time, also that such meetings normally have no agendas. Instead of attending meetings, the teachers decided to be absent from school, so that they will not be part and parcel of any decision that were taken.

5.3.2 How do the HODs manage the curriculum in a secondary school in Ixopo?

The findings on how the HODs manage the curriculum in a secondary school show firstly, that they believed that it was there to oversee the work of the teacher as has been highlighted in the previous section. In managing the curriculum, the HODs engage in a number of activities which included checking on files that educators used to record their work, controlling the absenteeism of teachers; to manage and to control learner behaviour and to deal with the shortage of textbooks.

Teachers are expected to submit their teaching files to immediate supervisors and in the context of school, these supervisors are the HODs. These findings indicate that this aspect was not happening as smoothly as it is supposed to be. The HODs expressed frustrations in that the teachers seemed to be reluctant to make submissions. The HODs did not receive teachers file on time and sometimes, there was no submission at all. There is evidence that misunderstanding between the teachers and the HODs existed and this had contributed to a lack of collaboration

between the two stakeholders. While the HODs complained about reluctance on the part of the teachers to submit their files for control, the teachers expressed that they felt intimidated when their files were checked. The HOD checked the work of the teachers and gave emphasis on lesson plans analysis. From, the teachers' perspectives, this was done without involving the staff in developing the criteria for monitoring. More details on this issue are provided in **Sections 4.3.3 of Chapter Four.**

5.3.3 Why do the HODs manage the curriculum at secondary school the way they do?

This is the difficult question to attempt to answer, in previous two questions the discussions have shown the kind of role that the HODs play and how they manage the curriculum. A number of activities that the HODs engage in were explained. However, providing an explanation about why the HODs did what they did could not be clearly done.

The findings have shown that the HODs had difficulty working with the teachers, especially when it comes to monitoring their work through examination of their files. The teachers have accused their HODs of dictatorial tendencies and claimed that they were hardly consulted when decisions about their work were made. The HODs have also highlighted that the principal was not providing them with any tangible support. In short, guidance from the principal as lacking and therefore, disharmony that existed between them and the teachers was not shared by the SMT as a whole. That could provide some clues about why the HODs did not provide any comprehensive approach to leadership in their respective department.

In view of the relationship between the HODs and the teachers, it is not surprising that accusations and encounter-accusations existed. The HODs claimed that teachers had negative attitudes towards them. This negative attitude towards the HODs could be linked to the perceptions by the teachers that the manner in which the HODs managed curriculum was controlling dictatorial. Onn (2010) says that unwillingness to change may be caused by ambiguity and lack of understanding about the new curriculum among teachers and also because the HODs lack the capacity to motivate teachers to respond positively to change. This statement corresponds with what the teachers were doing, and it was characterised by chronic absenteeism, not submitting their work on time and all this caused by negative attitude. Sayed & Jansen (2001) say that these attitudes may be attributed to the confusion about what to do in classroom

and inadequate planning, thus resulting in frustration of teachers. The connection with the study is that HODs manages the curriculum in their way because it is how they understand curriculum management, therefore their practices is formed by their beliefs.

5.4 Recommendations

Only one recommendation that was made in the study, it is directed at HODs and SMTs in the school.

5.4.1 Recommendations directed at secondary school HODs

The findings have shown that the HODs managed the curriculum by engaging in a number of activities. The findings have also indicated that there is lack of cooperation between the HODs and the teachers under their care. It is therefore recommended that the SMT should develop a coherent policy regarding supervision of the teacher's file, handling of classes when teachers are absent from work. The other recommendation directed at the HODs is that the HODs should adopt clear leadership (transformational leadership theory) and management (collegial management theory) styles that will not undermine teacher's potentials and obstruct their participation in curriculum decision making process. If HODs come up with new styles maybe teachers can be influence and start to work as colleagues with an aim of improving teaching and learning.

5.4.2 Limitations of the study

More research is needed that is going to study things that take place in the classroom setting. Since a role of the HODs is to ensure that effective teaching and learning takes place it has been highlighted in the literature, more research is needed in this area. We need to know exactly what it is that the HODs do that makes their departments succeed and what is it that makes other departments experience less success. This study uses one secondary school of Ixopo. Also there were only four HODs and four teachers who participated in this study. Therefore I will urge other researchers to research more about the role of HODs in the curriculum management.

5.5 Chapter summary

This study had discussed the role of HODs in curriculum management as a fundamental task through which the HODs can improve the quality of teaching and learning in their departments and in the whole school, build the expectations for student learning and ensuring that all staff members strive to meet expectations by working collegial with them. Using a qualitative case study of one secondary school HODs in Ixopo Circuit, the study found out that these HODs were understood their core duties directly and indirectly working collegially with teachers in the department. The main reason for working with teachers was to improve the quality of teaching and learning in the school. Schools exist for one purpose to do teaching and learning other activities such as sport form part of secondary purpose.

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Appendix A. A letter requesting permission from the principal to conduct research

Zabalaza Secondary School

P.O. Box 961

Ixopo

3276

20 November 2013

Dear Principal

Letter of request to the principal

I am currently doing a Master's Degree in Education with the University of KwaZulu-Natal (Edgewood Campus). My student number is 204505108. The topic of my study is: To explore the role of heads of department in curriculum management at secondary school. This study aims to explore the role that heads of department play in managing the curriculum. Your school has been chosen for this purpose. I therefore appeal to you to give me permission to conduct research in your school. Only the heads of departments and teachers that will be interviewed in this study.

I request your permission to conduct research at your school. Educators will be requested to participate in a semi-structured interview at the place and time that is convenient to them. I promise that all the information gathered will be used only for this study and will be treated with strictest confidentiality. Your school name will not be mentioned.

Participation is voluntary and the participants will be free to withdraw at any point without any negative consequences. These interviews would be recorded using a digital voice recorder.

For more information and any questions about this study, you may contact me at cell: 083 6092001/ dlaminiandile475@yahoo.co.za. You may also contact my supervisor: Dr T.T. Bhengu. Tel no: 031 260 3534 or bhengutt@ukzn.ac.za. Or cell: 083 9475321. Or contact: HSSREC Research Office (UKZN), Ms. P. Ximba. Tel: 031 260 3587 or e-mail: ximbap@ukzn.ac.za.

Thanking you

Yours in Education_____

A.L.Z. Dlamini.

Appendix B: Declaration by the principal

Appendix C. A letter requesting permission from HODs

Zabalaza Secondary school

P.O.Box 796

Ixopo

3276

25 November 2013

Dear Sir/ Madam (Head of Department)

Letter of consent for participation

I am currently doing a Master's Degree in Education with the University of Kwa-Zulu Natal (Edgewood Campus). My student number is 204505108. The topic of my study is: To explore the role of heads of department in curriculum management at secondary school. This study aims to explore the role that heads of department play in managing the curriculum. As a head of department you have been chosen for the purpose of this study.

I promise that all the information gathered will be used only for this study and will be treated with strictest confidentiality. Your school name and your name will not be mentioned; also you may withdraw from the study if you wish to do so.

For more information and any questions about this study, you may contact me at cell:083 6092001/ dlaminiandile475@yahoo.co.za. You may also contact my supervisor: Dr T.T. Bhengu. Tel no: 031 260 3534 or bhengutt@ukzn.ac.za. Or cell: 083 9475321. Or contact: HSSREC Research Office (UKZN), Ms. P. Ximba. Tel: 031 260 3587 or e-mail: ximbap@ukzn.ac.za.

Your positive response in this regard will be highly appreciated.

Thanking you in advance.

Yours sincerely

A.L.Z. Dlamini (Ms)_____

 Appendix D. Declaration of the informed consent

DECLARATION OF INFORMED CONSENT

I……………………………………..understand that:

•   My name will not be mentioned.

•   I may withdraw form study if I wish to do so.

•   The interviews will be tape recorded.

I therefore give consent/ do not give consent to Andile Dlamini as a participant in her research.

Signature:…………………………   Date:………………………

Appendix E. Letter requesting permission from teachers

Zabalaza Secondary school

P.O.Box 796

Ixopo

3276

25 November 2013

Dear educator

Interview: the exploration of the role of heads of departments in curriculum management at a secondary school.

At present, I am engaged in a research project towards a Master's Degree in Education at the University of Kwa- Zulu Natal. I am required to do a mini dissertation as part of studies. My research will focus on the roles of heads of departments in managing curriculum at a secondary school.

I have taken the liberty of writing to you, as one of the participants, in order to seek your assistance in acquiring information about your experiences. Your information is needed in this study. I humbly seek your permission to interview you and audio tape our discussion at a time and place convenient to you. Confidentiality for this study and your anonymity is assured. Your voluntarily participation will be very much appreciated and you have the right to withdraw at any point at any time without any negative or undesirable consequences, should you wish to do so. There are neither any foreseeable direct benefits nor direct risks associated with you in this study.

For more information and any questions about this study, you may contact me at cell: 083 6092001/ dlaminiandile475@yahoo.co.za. You may also contact my supervisor: Dr T.T. Bhengu. Tel no: 031 260 3534 or bhengutt@ukzn.ac.za. Or cell: 083 9475321. Or contact: HSSREC Research Office (UKZN), Ms. P. Ximba. Tel: 031 260 3587 or e-mail: ximbap@ukzn.ac.za.

Yours faithfully

AL Dlamini (Ms)_____

Student number: 204505108

Appendix F: Declaration of the informed consent

DECLARATION OF INFORMED CONSENT

I…………………………………….understand that:

•   My name will not be mentioned.

•   I may withdraw form study if I wish to do so.

•   The interviews will be tape recorded.

I therefore give consent/ do not give consent to Andile Dlamini as a participant in her research.

Signature:…………………………   Date:…………………………..

Appendix G: Interview guide for school HODs

Interview schedule for Heads of Department

Name of study: To explore the role of Heads of Department in curriculum management.

Researcher's name: Andile Dlamini

Student number: 204505108

Institution: University of Kwa-Zulu Natal (Edgewood campus)

1.   As an HOD what do you understand as your role in curriculum management?

2.   How do you plan for teaching and learning in your department?

3.   What are some of the challenges that you encounter in the performance of your role as

a curriculum manager?

4. How do you ensure that there is effective teaching and learning taking place?

5.   How do you deal with curriculum related problem that teachers faced during teaching and learning?

6.   What kind of support do you receive from the principal in curriculum management?

7. What kind of support do you give to teachers (post level one)?

Appendix H: Interview guide for teachers

Interview schedule for teachers

Name of study: To explore the role of Heads of Department in curriculum management at a secondary school.

Researcher's name: Andile Dlamini

Student number: 204505108

Institution: University of Kwa-Zulu Natal (Edgewood campus)

1. How is the Head of Department involved in managing the curriculum?
2. How does HOD assist in planning of teaching and learning?
3. Which problems do you face in planning your lessons?
4. How does the HOD deal with curriculum problems that affect teachers in teaching and learning?
5. Do you think HODs needs help from the principal, if yes why or if no why?
6. What kind of support do you receive from your HOD?

Appendix I: Turn it in