

**EXPLORING PRINCIPALS' ORIENTATION SPEECHES: SENSITISING
STUDENT TEACHERS TO SCHOOL CONTEXTS.**

BY

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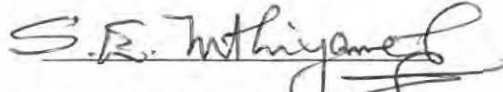
DEDICATION

I would like to dedicate this work to the following people:

- (i) My husband, Terence, who has been my pillar of strength during my studies. Thank you for your love, understanding and assistance.
I could not have achieved this milestone without you at my side.
- (ii) My sons, Demaine and Darien. I hope that you are inspired to do your best in all that you attempt in your lives.
- (iii) My parents, sisters, and late brother-in-law, Krish.
- (iv) My late brother, Siva, who has encouraged me to study further.


SUPERVISOR'S STATEMENT

This dissertation has been submitted with/~~without~~ my approval.



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Dr Nyna Amin (Co-supervisor)

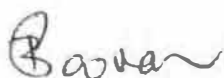
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DECLARATION

I, Devakumari Poovan, declare that:

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- (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, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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Date: 01 December 2011

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ABSTRACT

The purpose of the study is to analyse the speeches that principals deliver in their orientation speeches to visiting student teachers. In the new teaching scenario in South Africa, there are various contexts that the new teacher may be exposed to in the first year of teaching. Due to the disparities of the past, first year teachers may have not been exposed to contexts other than their own schooling contexts. Thus it is argued by Amin and Ramrathan (2009) that exposing student teachers to diverse contexts may prepare them for the new South African teaching contexts.

The study is framed by two theories: McGregor's theory X and Y and Amin and Ramrathan's learning to teach approach. Amin and Ramrathan (2009) have conducted a study on the preparedness of student teachers to teach in the new contexts in South African schools. The findings of this study suggest a framework of four interventions: reframing memory, disrupting experience, destabilising learning and reconstructing uncertainty which will be used in the secondary analysis of the principal's discourse.

It is deemed that the principal is the most important link between the world of the school and the world of the university. S/he is therefore ideally placed to provide first-hand, the challenges and expectations of the new teaching world that may be demanded of a new teacher. Thus his/her orientation speech to the student teachers is important as the message contained therein will inform the student teachers about what awaits them in their careers as new teachers. The principal's speech is also important as it will initiate the student teachers into the expectations and challenges of different contexts, so that upon entering such a context they may be prepared to take on the challenges of that particular context.

The study hoped to discover what messages the principals give to the student teachers as they deliver their orientation speeches and how the contexts in which they are placed determine what is contained in the speeches. This study is a qualitative case study of two schools situated in the disadvantaged context. The purpose is to discover what it is that the principals say to the student teachers in a disadvantaged context. The messages that are inherent in the speeches are examined for elements that will either encourage or discourage the student teachers by giving them a positive or negative view of the profession. It was explored whether their speeches demonstrated bureaucratic or democratic elements.

The findings reflected several messages that the principals transmitted to the student teachers. These included the global picture of the school contexts that were presented to the student teachers; the contextual realities of working in disadvantaged schools and the ramifications for school improvement. The study concludes that student teachers were made aware of the financial constraints, as well as the lack of physical and human resources in disadvantaged schools. The student teachers were also made aware of the scope for professional development and growth in the disadvantaged school.

The study recommends that the principal, who has valuable expertise, knowledge and experience, be used to forge closer links between schools and the universities in training prospective teachers. It also recommends that bus tours to schools be continued as part of the Learning to Teach Programme. The study might also have relevance in the development of course materials to train principals to orientate prospective teachers.

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CHAPTER ONE

STUDYING PRINCIPALS' SPEECHES: AN OVERVIEW

1.0 Introduction

This chapter outlines the study and the manner in which the research is conducted. The background and an orientation to the study are provided. The focus of the study, a statement of the problem and a rationale for the study are included. The significance of the study, key research questions and a brief overview of the study and the organisation of the dissertation are also discussed.

The South African education landscape is fraught with challenges for the modern teacher (Jansen, 1998; Cross, 2002). There are problems relating to poor results in schools and lack of teacher professionalism. There are questions surrounding teacher learning and teacher development, and there are issues in the area of student teacher education regarding the quality of preparation that is provided to them to become good teachers (Stuart & Thurlow, 2000; Stokking, *et al.*, 2003). The scores in the TIMS studies show that internationally, South Africa is at the bottom of the poll in reading and mathematics (Barro & Lee, 2000; Fleish, 2008). In addition, teacher absenteeism and teacher attrition rates are high (Arends & Phurutse, 2009).

Due to these problems in the country, there is a huge concern with educational matters. The Department of Education (DoE) has tried several measures such as introducing new kinds of curriculum, and new teaching approaches to address these issues (Amin & Ramrathan, 2009). There has been the implementation of new management approaches which foster democratic leadership strategies, social justice practices and the DoE has also tried to upgrade teachers in an attempt to improve education (Stuart & Thurlow, 2000; Bush, 2007). Thus there has been much effort put into the improvement of education in the country.

Universities are also contributing to the enhancement of education in the country by incorporating new approaches such as the learning to teach approach (Amin & Ramrathan, 2009) into the curriculum. This study is one such effort to improve education. This new approach to teaching practice engages first year students in school visits. It is suggested that context is an important issue in education, and that

school contexts are not the same throughout South Africa. When teachers qualify and are placed in schools, it is felt that every school is not the same. Each school is unique (Amin & Ramrathan, 2009). With this in mind, this new teaching practice approach aims to make students aware of context and how it impacts on teacher professionalism and teachers' work. My study is one such effort to improve education. It is embedded in the learning to teach approach which exposes first year student teachers to diverse contexts to prepare them for the variety of school contexts in which they may be placed when they qualify as teachers.

1.1 Background and orientation

This study is conducted at the University of Kwazulu-Natal (UKZN) which offers education modules from the B.Ed Degree to the Ph.D levels. Advanced Certificates in Education, and post graduate programmes are also offered. Thus the university produces a wide range of qualifications in education.

This study is conducted in the B.Ed. programme for first year students. The B.Ed Degree students do not have teaching practice in schools instead it has campus-based teaching practice. Students first complete one module on the basics of teaching and learning. Upon completion of this module, they proceed with visits to schools. This is where my study is located. After the visits to schools, students engage in two weeks of intensive classroom technology, which includes making resources, lesson planning and record keeping, amongst others. Students are also required to compile a portfolio. Thereafter, the students participate in the campus-based teaching practice activity. The groups that are engaged in the teaching practice sessions are small, comprising of twelve students per group.

This study is part of the project TP120 which focused on context as a means of preparing student teachers for their future role as teachers in the classroom. It involved a bus trip excursion to different school contexts to acquaint the first year student teachers with the different school contexts that exist in South Africa since 1994.

My study is only concerned with the bus tour segment of the course. I have accompanied the first year student teachers on this bus trip and was involved in gathering data by recording the principals' orientation speeches that were delivered.

This study is a direct result of this visit and of the transcripts of the principals' orientation speeches. I have subjected these transcripts to a discourse analysis, with the intention of discovering the messages inherent in these speeches. I wanted to discover what it is that the principals, in the modern, post apartheid South Africa, say to the prospective teachers of the future South Africa.

1.2 The focus of the study

The study focuses on the orientation speeches of two principals in the disadvantaged school context, and what they have to say to the student teachers who are visiting the schools. The focus is only on the oral content of the speeches. There are no interviews conducted, but the study is interested in the espoused views of the principals and not the enacted ones.

1.3 Statement of the problem

After 1994, the changing South African landscape changed in terms of education. For the first time learners who were previously disadvantaged, had access to the previously advantaged schools (Govender, 2004) and gradually the demographics of schools changed. Teachers now had to teach a diversity of learners. This has many implications for teacher-training in South Africa. In preparing student teachers to teach in the "complicated contextual landscape of South Africa," teachers now have to be trained to teach in diverse, de-racialised, desegregated contexts (Amin & Ramrathan, 2009, p. 76).

Stuart and Thurlow (2000) suggest that student teachers believe that undergraduate education does not adequately prepare them for the teaching experience. It is hoped that the practice aspect of teacher training, will be taken care of by the teaching practice sessions held at the training institutions, as well as the school visits that the student teachers engage in for a few weeks. Amin and Ramrathan (2009) argue that teaching practice at the universities do not adequately equip the student teachers to cope with the reality of a classroom situation. This is because the teaching practice sessions are campus-based, where student teachers teach their peers. There are different circumstances prevailing at schools with younger learners who are vastly different in terms of ability levels, culture and socio-economic status.

In addition, the South African schooling environment has changed, with the DoE implementing policies that affect the way the schools are run and increasing the demands on teachers (Steyn & Van Niekerk, 2002). There are the increased workloads, extra-curricular activities and new policies to implement. Howey (1999, p. 32) believes that student teachers need to “have a rich repertoire of teaching abilities”, but acknowledges that there is only that much that can be done in pre-service training. Thus due to insufficient preparation from universities to deal with the changes in the school environment, student teachers experience “practice shock” (Stokking, *et al.*, 2003, p. 337) and leave the profession.

Literature (Amin & Ramrathan, 2009; Hopper and Sanford, 2004; Howey, 1999; Steyn & Van Niekerk, 2002) does not tap into the role that school leaders play in the preparation of student teachers for the world of teaching. School leaders usually speak at career fairs to their own learners or give inspiring speeches at vocation workshops. The speeches are normally directed to the learner population or the staff within the school for the purpose of school improvement (Ball, 1993; Hallinger & Heck, 1998). Speeches are also directed to the community at parent-teacher meetings so that better relations are fostered between the school and the home (Keogh, 1997).

It is not often that principals are asked to address large numbers of students who are teachers-to-be, particularly those in their first year of study. In this instance the principals have the opportunity to address first year student teachers who visit the schools. This gives the researcher the opportunity to discover what exactly it is that principals say to the student teachers. This is especially relevant because the principals are not given any brief on what to say to the student teachers. The principals are free to express their own values, understandings and theories of education, teaching and schooling.

1.4 Rationale

As a new student teacher in my first year in college, I was required to go to schools to ‘practice-teach.’ The principal addressed all the student teachers in his office. His speech filled me with apprehension as he listed out what awaited me in my career as a teacher. He was autocratic, bureaucratic and focused on policies, administration and duties. Power exuded from his speech.

In the current situation at my school, new teachers are ill-equipped to cope with the demands of the job. They cannot manage the classroom discipline; keep records; plan lessons; plan assessments or cope with the marking loads. Many had decided within the first six months, that teaching was not the career that they wished to pursue, and have left the profession. My school has a very large staff turnover.

This project interested me because I would like to see what the modern principal's speech contains. The study that I have chosen to embark on analyses the discourse of principals to first year student teachers in disadvantaged school contexts. There seems to be a shift from hard management styles which focuses on personnel management practices and regards people as commodities, to softer management styles, which focuses on human resource management styles (Steyn & Van Niekerk, 2002). Hard management styles of leadership assume that the leader is bureaucratic and believes in a top-down approach to personnel, whilst soft management styles presuppose that teachers are valuable assets in schools and are regarded as human resource (Steyn & Van Niekerk, 2002).

I was interested to discover what it is that principals say to prospective teachers who wish to enter the profession. I wanted to investigate whether the principals' speeches to visiting student teachers contain positive views of teaching, or views which will fill the student teachers with apprehension. I also wanted to ascertain whether these speeches are autocratic and bureaucratic, or largely democratic, collegial and participative, in keeping with the new management styles propagated by the DoE.

In the new teaching scenario, the teaching world has changed to infuse new democratic principles which embrace the country as a whole. Democracy has also opened the doors to create changes for which the prospective teacher may not be prepared (Cross, 2002). Therefore it is vital that the universities churn out good teachers who will be equipped for the new challenges that they will face. Contextual issues that will challenge the new teacher have been explored in literature (Bridge & Watson, 2002; Meyer, Parsons, & Dunne, 1990; Lupton, 2004). Amin & Ramrathan (2009) have proposed that student teachers be exposed to a variety of contexts during their teaching practice sessions. Thus principals need to "orientate" them well so that they can cope with the new challenges of the teaching world. This is a sound reasoning because education is the backbone of this nation and contributes to the development of the nation, ensuring the prosperity of the country and its people.

1.5 Significance of the study

The focus of the study is the principals' orientation speeches and how they speak to the visiting student teachers. The purpose of the study is to analyse the discourse of the principals' orientation speeches to visiting student teachers. The speeches were transcribed and subjected to analysis to explore what is being said.

Although there is much research in the field of student teachers (Amin & Ramrathan, 2009; Hopper and Sanford, 2004; Howey, 1999; Steyn & Van Niekerk, 2002) there is not much research material focussing on principals' speeches and the elements contained therein, in imparting what awaits the student teacher upon entering the field of teaching. Thus a gap in the literature will be addressed in the study. This research might have relevance for the development of course material to train would-be principals to orientate prospective teachers. This will also contribute to the literature on whether principals practise hard or soft management styles.

1.6 Key research questions

This study was underpinned by the following research questions:

1. What do the principals say in their orientation speeches to visiting student teachers?
2. How does the context influence the principals' messages to the visiting student teachers?

From the principals' speeches, it is gauged what messages they, as leaders, give to student teachers about what awaits them when they join the teaching fraternity. It is inferred from their speeches what ideas they give the student teachers about the careers they are entering. The messages that are inherent in their speeches are examined for elements that either encourage or discourage the student teachers by giving them a positive view of the profession or a negative one. It will be explored whether their speeches demonstrate bureaucratic or democratic elements.

1.7 A brief overview of the study

This study is about a visit by student teachers to two schools in which two principals delivered orientation speeches. The group consisted of sixty student teachers who were in their first year of study. They were taken on a bus trip to different school contexts. They were expected to listen to the orientation speeches of the principals, interview teachers, observe how teaching is conducted in the disadvantaged context and immerse themselves in the context for a period of approximately two to three hours.

My study is set in the interpretive paradigm and uses the discourse analysis of Terre Blanche, *et al.*, (2006) to analyse transcripts of the principals' speeches.

1.8 Organisation of the dissertation

Chapter One outlines the background and introduces the study. The focus, rationale, research questions and a brief overview of the study are discussed. It concludes with the organisation of the study.

Chapter Two reviews the literature and theoretical frameworks that are relevant to the study. This chapter provides a detailed discussion of the inadequate teacher training of student teachers, the exposure of student teachers to diverse contexts, student teachers' beliefs and their teaching practices, the disadvantaged school context and the role of the principal in this context, the importance of the principal to practice effective communicative skills in the school and the two theoretical frameworks that are relevant to the study.

Chapter Three describes the research design and methodology of the study. In this chapter there is a discussion of the methodology that is relevant to the study. The study is embedded in the interpretive paradigm using a qualitative methodology. A single case study is used due to the fact that two speeches of principals of two disadvantaged schools are used as data. The data collection procedures, a detailed data collection plan and data analysis is discussed. The speeches of the principals are transcribed and subjected to a discourse analysis. A detailed description of discourse analysis for data analysis is given. The issues of validity and limitations of the study are discussed. Ethical issues are also discussed, including informed consent and

withdrawal of the participant for any reason that the participant deemed fit. The issue of confidentiality and anonymity is also discussed.

Chapter Four deals with a detailed analysis of the data gathered from the principals' orientation speeches that were delivered to the student teachers when they visited the schools. The analysis does not infer how the student teachers received the messages delivered by the principals. It entails inferences on what messages the principals are imparting to the student teachers. In this chapter I have discussed nine themes that were derived from the data gathered from the principals' speeches. The principals' messages were inferred from the data and discussed.

Chapter Five focuses on the findings derived from the data and the conclusions from the findings. The conclusion of the thesis is included in chapter five.

1.9 Summary

This chapter has introduced the study and has provided the background and an orientation to the study. The focus of the study, a statement of the problem and a rationale for the study has been included. The significance of the study, key research questions, and a brief overview of the study and the organisation of the dissertation has been included.

The next chapter reviews the literature and the theoretical frameworks that are relevant to the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

The previous chapter dealt with an overview of the study. This chapter reviews the literature and theoretical frameworks that are relevant to the study. The focus of my study is on student teachers and the orientation speeches that they receive from the principals when they visit schools during their practice teaching stint. It is important for student teachers to be exposed to a variety of contexts so that they are made aware that they could teach in contexts which are unfamiliar. This is now a reality in present day South Africa, as schools are places of constant change (Fullan, 1999). The student teachers would be teaching in contexts vastly different to those in which they have spent their school days (Amin & Ramrathan, 2009). Their expectations of pre-apartheid schools with homogenous demographics are a far cry from present day reality. Thus student teachers need to be exposed to the reality of the teaching world which they are to enter.

Student teachers also have a set of beliefs that influence the way in which they conduct their classroom activities. These are formed due to the fact that they have spent many years in the school which is now also their prospective place of work. The student teachers have to change their mindsets from learner in the classroom to teacher in the classroom (Feiman-Nemser, 2001).

There is a tremendous amount of literature (Hargreaves & Fullan, 2000; Hudson, 2004; Millwater, 2004) that deals with the induction of student teachers and student teacher mentoring programmes and the scope of the study does not allow me to delve into that aspect of the literature. Thus I will focus on the issues of student teachers, the disadvantaged school context, and the role of the principal in the disadvantaged school context.

2.1 Inadequate teacher training of student teachers

Stuart and Thurlow (2000) suggest that student teachers believe that undergraduate education does not adequately prepare them for the teaching experience. The practice

aspect of teacher training, it is hoped, will be taken care of by the teaching practice sessions held at the training institutions, as well as the school visits that the student teachers engage in for a few weeks. Amin and Ramrathan (2009) declare that these teaching practice sessions at the universities, do not adequately equip the student teachers to cope with the reality of a classroom situation. This is because the teaching practice sessions are held on campus, where student teachers teach their peers. This is vastly different from the circumstances present at a school with younger learners of differing abilities, cultures and socio-economic status.

Stokking, *et al.*, (2003) state that student teachers have false expectations from teaching because they have been learners for many years which is different from experiencing teaching from a teacher's perspective. As teachers-to be they now have to assume the role of the adult rather than the learner and this demands a different set of skills. Furthermore in South Africa, the schooling environment has changed, with the DoE implementing policies that affect the way the school is run and increasing the stress and anxiety on the teacher (Steyn & Van Niekerk, 2002). The increased burdens include greater workload, extra-curricular activities and new policies to implement. Fullan (1999) sums it up very succinctly when he indicates that before one policy can be properly implemented successfully, the next one is imposed upon the school. The modern teacher does not just have to teach in the classroom, but has to enact a myriad of roles. Naylor (2001, p. 6) sums it up when he points out that the teacher has to be:

“counsellor, social worker, nurse, chauffeur, fund-raiser, mediator, public relations officer, entertainer...the list of roles that teachers are called upon to perform on behalf of their students, schools and communities, is lengthy and diverse”.

Thus the universities and teacher training institutions cannot rely on contrived teaching practice situations to prepare student teachers for the reality of the classroom.

Howey (1999, p. 32) believes that student teachers need to “have a rich repertoire of teaching abilities,” but acknowledges that pre-service training can only offer a limited range. Thus due to insufficient preparation from universities to deal with the changes in the school environment, student teachers experience “practice shock” (Stokking, *et al.*, 2003, p. 337) and leave the profession. Kim (2008) believes that when student

teachers enter the schools, they are expected to have learnt everything in their pre-service education. Student teachers thus have to deal with the disparity between academic knowledge and practice (Kim, 2008). They have the theoretical knowledge but find it difficult to apply it in practice. Kim (2008, p. 119) indicates that student teachers do not receive specific training for their job “relevant to the characteristics of the institution.” Because every school context is different, one cannot train for a specific school context, but student teachers can be exposed to a diverse range of school contexts to raise their awareness that there is a variety of contexts in which they may be expected to teach upon completion of their teacher training.

The findings of the study of Stokking, *et al.*, (2003, p. 337) show that “incorporating intensive practice” into university training will neutralise the effects of practice shock to a large extent. Howey (1999, p. 32) also feels that “positive enculturation should continue for novice teachers in the early years, building directly on their pre-service training.” Stokking, *et al.*, (2003, p. 330) believe that teacher training institutions should focus on measures that ensure a “smooth transition from training to practice.” The study also indicates that some student teachers drop out at teacher training level due to the false expectations that they have had of the teaching profession (Stokking, *et al.*, 2003).

2.2 Exposure of student teachers to diverse contexts

International literature (Berry, Rasberry & McDonald, 2006; Howey, 1999; Santoro, 2009) on student teachers indicate that exposure to a variety of contexts is important. For example, Santoro (2009) also argues for the exposure of student teachers to diverse contexts. Changing demographics present new and different challenges. Many schools were previously homogenous and are for the first time experiencing cultural diversity and teachers have little experience on how to work in multicultural contexts (Santoro, 2009). She claims that student teachers have simplistic notions of what their learners’ culture entails (Santoro, 2009). Santoro (2009, P. 33) believes that the student teacher must have knowledge about the “ethnic self” and the “other self”, in order to develop “multicultural pedagogies”. Student teachers have a limited knowledge about their learners’ cultural values, practices and traditions (Santoro, 2009). She believes that teacher training should focus on “critical reflection” of the

student teachers so that they can develop an understanding of the differences in “privilege, relations of power and learner oppression” (Santoro, 2009, p. 41).

Howey (1999, p. 31) suggests that “enculturation” should be developed as part of the student teacher training programmes in the inner city schools. He claims that student teachers do not understand these out of school conditions and do not know how to respond to these effectively in schools (Howey, 1999). To immerse new teachers into these settings in which they are unfamiliar and with minimal preparation at teacher training level, for the “culture shock” that they will experience when they encounter differences they are not prepared for, is unfair and irresponsible (Howey, 1999, p. 32). Thus the case for student teachers to experience various contexts within the ambit of their teacher training is a strong argument indeed.

Berry, *et al.*, (2006) also agree that teacher training needs to be broader than that offered at present. New teachers who encounter disadvantaged schools are ill-prepared, have no knowledge of the customs and beliefs and tend to shy away from these schools because they have a poor reputation and are less prestigious (Berry, *et al.*, 2006). Hopper and Sanford (2004, p. 65) attempted a study to integrate “practicum and campus experience” by hosting “fledgling student teachers” at schools, without grades being attached to the course. They encouraged the idea that student teachers see themselves as “change agents” (Hopper & Sanford, 2004, p. 65). During this period student teachers were able to feel safe to share ideas, concerns and fears, and this enabled them to feel like teachers teaching content that they were well acquainted with. The assessment-free experience of being at the school, helped the student teachers to see, without stress, classroom environments as prospective teachers. They were asked to do journal reflections which helped them “disrupt old ideas” and deal with “uncertainty” (Hopper & Sanford, 2004, p. 65). The student teachers began to question long held unchallenged assumptions and moved away from “simplistic notions of being a teacher” and pre-conceived ideas of teaching learners who have educational experiences and socio-economic backgrounds that are different from their own (Hopper & Sanford, 2004, p. 65). The study indicated that there was a movement away from student thinking to teacher thinking (Hopper & Sanford, 2004). Wood (2000) focuses on the idea that student teachers should develop different ways of experiencing their professional world thus creating an awareness of the reality of the world of teaching prior to their entry into it.

In addition, Hopper and Sanford (2004) indicate that the experience released the student teachers from the naïve and unrealistic sense of what teaching was all about. They began to see learners not as objects to be taught, but as learners, especially in the disadvantaged contexts, who will receive love and care only from their teachers, due to the harsh circumstances of their lives (Hopper & Sanford, 2004). The student teachers were able to develop a personal sense of teacher identity without the constraints of a grading system (Hopper & Sanford, 2004).

After 1994, the changing South African landscape changed in terms of education. For the first time learners who were previously disadvantaged, had access to the previously advantaged schools (Govender, 2004) and gradually the demographics of schools changed. Teachers now had to teach a diversity of learners. This had many implications for teacher training in South Africa. In preparing student teachers to teach in the “complicated contextual landscape of South Africa,” teachers now had to be trained to teach in diverse, de-racialised, desegregated contexts (Amin & Ramrathan, 2009, p. 76). Sosu, Mtika, and Colucci-Gray (2010) also argue for student teachers to begin to think about their role as teachers who teach children, irrespective of backgrounds and social circumstances.

In South Africa, Amin and Ramrathan (2009, p. 76) suggest that exposing student teachers to diverse contexts prepare them adequately, to work in a range of contexts to cope with “situations of inequity, adversity and diversity.” Their study reveals that teachers are ill-equipped to function in post apartheid South African schools due to the fact that they had not experienced “the full range of diverse school contexts” (Amin & Ramrathan, 2009, p. 69). They argued that student teachers would be better prepared to teach in South African schools if they were exposed to diverse contexts whilst they are still in the universities. Consequently, first year student teachers are taken to schools of diverse contexts to see how they differ in terms of resources, human capital, learning materials and buildings and structures (Amin & Ramrathan, 2009). The study indicated that the student teachers’ awareness of contextual diversity was visible in the resources that they designed for the varying contexts after they returned from the visit, and practised teaching to their peers in small groups (micro-teaching).

2.3 Student teachers' beliefs and their teaching practice

One of the trends that I have discovered in the texts (Inoue, 2009; Randall & Maeda, 2010) is that student teachers' previous knowledge of the schooling world prejudices them in their jobs as teachers. Randall and Maeda (2010) suggest that student teachers' beliefs about teaching and what teachers do are formulated several years before they even "internalize the culture" of the teaching profession (Randall & Maeda, 2010, p. 21). Pooley (1975, p. 99) calls this "professional socialisation." Feiman-Nemser (2001) believes that student teachers imitate their teachers and thus perpetuate the *status quo*. Zanting, Verloop and Vermunt (2001) also find that student teachers copied their mentors and later engaged in rethinking the planning of lessons.

The finding of Randall and Maeda (2010) also show that past beliefs can influence current views of student teachers, can shape how they will teach, and in the absence of adequate formal training, they will not have much choice but to reflect on their past experiences for ideas on how to teach. Inoue (2009, p. 48) also indicates that student teachers tend to rely on "personal and/or previous educational experiences" and focuses on the question of how to free student teachers from their past learning experiences that generate problematic beliefs about learning. Stuart and Thurlow (2000, p. 113) indicate that "preparing teachers as change agents, begins with beliefs that underlie teacher decision-making." These beliefs translate into classroom practice thus it is imperative that student teachers be exposed to a variety of contexts so that their pre-conceived ideas of teaching may be challenged and "disrupted" (Amin & Ramrathan, 2009, p. 74).

Amin and Ramrathan's South African study (2009, p. 76) reveals that the past experiences of the student teacher prevents them from coping in the new "desegregated, de-racialised" schools. The research shows that student teachers are actually disadvantaged because it limits opportunities to work in certain contexts. The research findings shows that the student teachers need to be exposed to "diverse contexts" (Amin & Ramrathan, 2009, p. 71) so that they can gain the skills to cope with the new South African schools. Moodley (2009) supports this because the finding of the study reveals that student teachers entered the profession with certain expectations and often experience a gap between the reality of teaching practice and their ideals. Moodley (2009) also states that although management and leadership

played a meaningful role in the orientation of student teachers, there is still much that they can do to improve on this aspect.

2.4 The disadvantaged school context

According to the DoE, schools are rated according to a system of quintile ranking. Schools are classed into five categories: quintiles 1 to 5, depending on the poverty indicators used by the DoE to determine the quintile rank. These poverty indicators are: “income, unemployment rates and the level of education from the community” (Sayed & Motala, 2009, p. 2). These are weighted and a poverty score is assigned to the community and the school. A criticism of the quintile system is that in some provinces “some schools formerly deemed poor, now find themselves located in the ‘less poor’ quintile” (Sayed & Motala, 2009, p. 4). The study of Sayed and Motala (2009) indicates that in Gauteng many of the learners come from the informal settlements from the surrounding areas and very few from the actual area where the school is located. Thus the quintile ranking of the community is not reflective of the learners that attend the school. Schools in quintiles 3 and 4 have thus questioned their status because they now receive less funding from the state (Sayed & Motala, 2009).

To assist poor communities, the DoE had declared “no-fee schools” in 2006 (Hall & Monson, 2006, p. 46). Forty percent of schools in South Africa, named the poorest two-fifths, determined by poverty indicators were declared no-fee schools (Sayed & Motala, 2009). In addition, learners in schools that are fee paying have access to the exemption of fees from that school, according to the South African Schools Act No. 84 of 1996 (SASA). However, research by Hall and Monson (2006) shows that schools are not compensated by the government for loss of income due to these exemptions. There is no monitoring of how these schools cope with this loss of income due to this policy, such as how to maintain buildings, or purchase furniture and books (Hall & Monson, 2006). Thus schools that are incorrectly ranked have to deal with further loss of income due to this policy. Disadvantaged schools in quintiles 1 and 2 are also provided with nutrition schemes by the DoE (Hall & Monson, 2006).

Kellaghan (2001, p. 3) defines a disadvantaged school in term of the “discontinuities between the competencies and dispositions” valued in schools and factors

conceptualised in terms of “economic” capital, “cultural” capital and “social” capital. Weir (2001) also feels that children may be disadvantaged if they enter a school with deficiencies in knowledge, skills and attitudes due to socio-economic reasons, which makes it difficult for them to adjust and impedes their learning. Tatel (1999, p. 37) associates a disadvantaged school with “serving the economically poor” learners with “heightened academic problems, operating without optimal materials or facilities.” Howey (1999, p. 32) adds that these schools are characterised by “poverty, drug usage, violence and behavioural norms and beliefs among many youngsters that are in opposition to those associated with academic success”. Santoro (2009) declares that these schools are hard to staff and have a large number of staff seeking transfers out of the school. Kamper (2008, p. 2) feels that poverty provides obstacles to quality educational performance which include the fact that “learners are often hungry, do not have proper clothing, lack study facilities, lack parental support, study motivation, self-esteem and often, language proficiency.”

Moloi’s (2010, p. 621) focus of study was schools working under “difficult, ill-resourced contexts.” The disadvantaged schools were characterised by elevated levels of poverty among school communities, excessive levels of illiteracy and unemployment and high mortality rates that increase the number of child-headed households. Most disadvantaged schools had no libraries, electricity, computers or internet facilities (Moloi, 2010).

It is thus clear that disadvantaged schools require much assistance to survive in order to achieve even a measure of success.

2.5 The role of the principal in the disadvantaged school

It is against this backdrop that principals have to function and attempt to lead their schools to success. Principals are expected to achieve results that compete with the better resourced schools and receive very little help from the DoE (Sayed & Motala, 2009). They have the daunting task of staffing their schools and attempting to attract skilled and experienced teachers, who prefer to serve more well-resourced schools, rather than those in disadvantaged contexts.

Although it is assumed that the disadvantaged school is a low-performing school academically, this is not always the case. Pattillo (2010) has done a study of a

severely disadvantaged school in KwaZulu-Natal and found that this school was a high-performing school despite the disadvantaged circumstances. It fits all the characteristics of a disadvantaged school, except that the school received between ninety to a hundred percent pass rate in five consecutive years. She states that the difference between this disadvantaged school and the other disadvantaged schools was its effervescent leader who made a huge difference to the ethos of the school (Pattillo, 2010).

Swanepoel (2009, p. 463) indicates that the “principal sets the tone and ethos of the school, influences the educators’ sense of job satisfaction, morale, loyalty to the organisation and level of motivation to do well”. Patillo (2010) indicates that transformative leadership qualities are necessary to improve disadvantaged schools in South Africa. In the study, Patillo (2010) attributes the success of the school to the strong leadership of the principal, his/her relationship with the teachers within the disadvantaged school, and despite the lack of finances and resources, his/her leadership enabled the teachers to become more effective. Patillo (2010) believes that the principal is responsible for creating the kind of environment that makes teachers stay, and that a movement away from financial and physical resources, to the notion of human resource skills, is necessary for disadvantaged schools to succeed. Phurutse (2005) argues that it is the culture created within the school and the way resources are used that make the difference, not the overall amount of resources that are available, that is important.

Arends and Phurutse (2009, p. 37) identified factors in their study such as “more incentives, working environment (class size, workload), drastic educational changes (curriculum changes), resources for teaching and learning and a supportive and caring management,” which determine whether teachers will remain or leave the teaching profession. Sailors, Hoffman and Matthee (2007, p. 376) state that a safe environment, strong leadership, excellent teachers, “shared competence, pride and purpose and community involvement” are what will retain teachers in a disadvantaged school. Principals need to pay attention to intangible factors such as high “expectations, feedback and recognition of individual staff member’s needs” to motivate teachers in a disadvantaged school (Swanepoel, 2009, p. 462). Prew (2007) suggests that the principal should use the community and surrounds to foster community involvement through community-based fundraising activities and

collaboration from the surrounding schools to create a network of support structures for school improvement. Huber (2004) also indicates that the principal must be able to establish networks and learning communities, co-operation among teachers, and co-operation between the school and other educational institutions within the community. Thus, the principal will develop a large contingent of assistance to build up the resources of the school.

It is clear that it is the principal who is instrumental to the success of a school, especially a disadvantaged school. Patillo (2010) suggests that a principal's leadership style should be invitational and participative, and s/he should communicate to the teachers that s/he is able, responsible and committed to the improvement of the school. This style of leadership opens the lines of communication between the leader and the staff. The teachers felt that the principal listens to what they are saying, abides by the decisions made with the staff, is transparent and gets people to discuss things. The principal encourages frank discussions about the challenges and strengths of the school and leads by example (Patillo, 2010). Bush (2007, p. 397) suggests that "the burdens of leadership will be less if leadership functions and roles are shared." This allows various role players to take ownership of the school as they work towards their shared goals. This model of leadership, according to Bush (2007), is in keeping with the democratic values of South Africa.

Kamper (2008, p. 4) suggests that the "principal's passion" for the upliftment of the poor and his/her "unshakeable belief in the potential of the high-poverty learners to excel" should be demonstrated to the teachers. S/he should provide pastoral care for the teachers and learners, build team spirit and pride, have the ability to think in a visionary way, set and maintain high standards and norms, and inspire, not only motivate (Patillo, 2010). Kamper's study (2008, p.10) attributes the success of a principal to inspire commitment in his teachers, to placing the "welfare and effectiveness of his teachers as top priority." In return, teachers are highly committed, are willing to work extra hours, even on weekends, accept the close monitoring of their work as a form of development rather than judgment, and are prepared to go the extra mile for the learners (Kamper, 2008).

Mampuru (2003) carried out a case study of disadvantaged schools in the Gauteng Province and arrived at a list of determinants for success in a disadvantaged school. The author states that “success of leaders lie in their ability to make activity meaningful, teamwork, interactive communication, parental involvement, reflective teaching and consultative leadership” (Mampuru, 2003, p. 10). Patillo’s (2010) findings in a study of a disadvantaged school show that the principal and the senior management staff also teach matric classes. This enabled the principal to better understand the problems and challenges that the subordinate teachers are experiencing in the classroom, and come up with solutions in consultation with the staff. The teachers valued that the principal was not just sitting in his/her office, but was able to gather information about the school via his/her classroom interaction with the learners (Patillo, 2010).

The principal, in order to attract the best teachers to his/her disadvantaged school must focus on the strengths of his/her school. If new teachers see a dynamic leader, a helpful and lively parent community and a committed teacher component, then they will be inspired to join such an environment (Berry, *et al.*, 2006). In their study, Berry, *et al.*, (2006) state that teachers felt that there is a need to let the teaching fraternity know that teaching in these disadvantaged schools is a wonderful opportunity to grow professionally. In order to entice good teachers to disadvantaged schools principals should focus on these sentiments.

Thus the above research has indicated that it is quite possible to attract the best teachers to the disadvantaged school context, despite the challenging circumstances. It takes a good leader who is inspirational and invitational and who practises a participative, democratic and collegial leadership style, to make the difference.

2.6 Communication – character trait of an effective principal in a disadvantaged school

Communication is the key to a successful organisation. Littlejohn and Foss (2007, p. 3) state that although it is not easy to define the term communication, it could refer to “those situations in which a source transmits a message to a receiver with conscious intent to affect the latter’s behaviour.” Schirato and Yell (1997, p. 183) believe that communication refers to “the practice of producing and negotiating meanings which

always takes place under specific social and political conditions.” Littlejohn and Foss (2007, p. 4) believe further that it is “the verbal interchange of ideas” and that “communication is central to human experience.” Thus communication refers to the negotiating of meaning between people under specific social circumstances and contexts.

In the arena of teaching, communication is a powerful tool which can be used to motivate staff and influence them to buy into the goals of the organisation. Patillo (2010) emphasises the importance of the principal in the success of a disadvantaged school. With this in mind it is imperative that the principal should communicate to the staff that s/he has a “charismatic vision” and displays behaviour that “inspires others to follow” (Hay, 2006, p. 4). S/he must indicate that s/he inspires trust and has confidence in the staff. Hay (2006) suggests that a leader, who displays confidence, lays the foundation for acceptance of his/her ideas. Hay (2006, p. 5) further suggests that the principal should portray that s/he is a leader who is a “role model that followers seek to emulate.” The way that a principal can do this is to allow teachers to communicate freely with him/her so that there can be a sharing of ideas which would lead to the improvement of the school. Sargent (2003, p. 45) suggests that teachers want the “freedom to take risks.” Teachers would also feel that they have ownership of the school and strive for its improvement. Anhorn (2008, p. 16) shares the sentiment that “new teachers want to work in an environment in which they feel they belong.” Hay (2006, p. 6) believes that the principal should “express words of thanks, gratitude and praise” for work that is well executed.

Erven (2008, p. 1) believes that communication “influences the effectiveness of hiring and training employees.” In the context of the school it would refer to attracting suitably qualified teachers into a disadvantaged school despite the challenges. This suggests that the principal must highlight the fact that the disadvantaged school need not necessarily be an underperforming school. This is of utmost importance because s/he will have to compete with other school contexts for qualified teachers. Communication involves verbal cues which may involve all five senses, and non-verbal cues which include body language and relies on seeing rather than listening (Erven, 2008). This implies that the principal has to focus on convincing the student teachers that teaching in a disadvantaged context is worthwhile. Erven (2008, p. 4) suggests that the “new employee needs to be taught the language” of the profession.

This has several implications and responsibilities for the principal as s/he orientates the new recruits into the world of teaching.

The approach the principals use to introduce student teachers, and the first year teachers into the teaching world, will determine whether they will be encouraged to pursue teaching as a career. Anhorn (2008) states that teacher attrition is high and most teachers choose to leave the profession during the early years of teaching. Anhorn's (2008, p. 19) findings reveal that there are several reasons for teacher attrition such as isolation, lack of mentoring and support, but the most important reason is a "poor relationship with the principal." These factors can be prevented by the principal by the demonstration of effective communication strategies. Quinn and D'Amato Andrews (2004, p. 164) indicate that the "principal's support of first year teachers is a key factor in their overall perception of support at school level." It is imperative for the principal to possess effective communication skills in order to prevent teachers from leaving the profession. The onus is on the principal to give the student teachers and first year teachers a view of the teaching world that will encourage them to continue with teaching as a career and prevent drop-out during the teacher training years or early in their careers due to practice shock (Stokking, *et al.*, 2003).

The manner in which the principal communicates with the staff must also "promote inspirational motivation" (Hay, 2006, p. 5). It must be visible to the teachers that s/he offers the staff the opportunity to "see the meaning of their work" (Hay, 2006, p. 5). The principal should display enthusiasm and highlight the positive aspects of the school. S/he must show that s/he embraces teamwork and creates a stimulating environment in which to work (Hay, 2006). Bolden, *et al.*, (2003) also believe that teamwork and team leadership is important. These characteristics indicate a transformational leader who will inspire the staff to evolve from "workers to working managers" (Erven, 2008, p. 1). The principal who embraces team leadership "values differences amongst staff, seeks talent, and is not threatened by people with special abilities, and develops colleagues' growth of personal strengths" (Bolden, *et al.*, 2003, p. 14).

Communication between the principal and staff will encourage the staff to become innovative, approach old problems in new ways, encourage creativity and empowers the staff (Hay, 2006). Effective communication will indicate that the person at the

helm of the institution has “integrity, objectivity, competence performance and courtesy” (Bolden, *et al.*, 2003, p. 36). Thus effective communication should demonstrate to the staff that to work with such a leader will only serve to enrich them and empower them as teachers and future leaders of schools.

Finally, the principals must demonstrate that the skill of listening is of utmost importance. Fougler (2004, p. 7) states that “one of the most important things we can do to improve our communication is to learn how to listen.” Listening is an art that enhances communication and ensures that the principal actually hears what the teachers are saying. In this way s/he can suggest improvements that are relevant to the school. The teachers will react positively to these improvements as they will be assured that the principal is listening to their suggestions and ideas. One has to be alert to the nuances underlying the words, as it can trigger early intervention of a serious problem. Erven (2008, p. 6) suggests: “When taking stock of how well you are doing as a manager, first ask yourself and others how well you are doing as a communicator.” This is relevant to all teachers because they are the managers of their own classrooms.

The way in which the principal can attract suitably qualified teachers to his/her school in a disadvantaged context is via the orientation speech s/he delivers to the visiting student teachers. S/he must impart to them the importance of and the need for qualified, dedicated teachers in the disadvantaged school context, since disadvantaged schools are hard to staff (Santoro, 2009). The onus is on the principal to give the student teachers a view of the teaching world that will “appeal to higher order needs – to love, loyalty and to leave a legacy” (Hay, 2008, p. 2). Principals should instil in the teachers the idea that “there is no greater calling than to teach young people” and that the purpose of “education is to identify and develop the range of gifts and talents that God has placed” in all learners (Chapman, 2009, p. 1). These words will indicate to the teachers that the principal is a powerful communicator and that s/he is very passionate about the education of the learners in the disadvantaged school.

2.7 Instructional Leadership

The main purpose of the school is to produce effective teaching and learning so that the learners can benefit. Smith and Andrews (1989) believe that educators have a

great moral, ethical and legal obligation to create schools where all learners can achieve their full potential and receive an equal opportunity to succeed in society. Hoerr (1996, p. 1) states that "all principals know that teachers are the most important factor in the educational equation." To this end, Southworth (2002, p. 73) believes that "interaction is the heart of effective leadership with good instructional leaders realizing that most teachers expand their teaching range only with carefully designed support and assistance." Thus, Hallinger (2005, p. 4) views instructional leaders as "strong directive leaders, culture builders, goal-orientated with (learner) academic outcomes at the heart of the teaching and learning situation, focused on leading and managing, 'hip-deep in curriculum' and working directly with teachers."

Hallinger (2003) states that school contexts do have an effect on the type of instructional leadership exercised by the principal. Hallinger (2003, p. 345) suggests that "schools 'at risk' may initially need a leader with a 'top-down' approach focused on the improvement of teaching and learning. The instructional leader would set clear academic goals that are to be accomplished within a specific time frame and take a more 'hands-on' role in the organisation of instructional duties (Hallinger, 2003, p. 345), and later engage with teachers to accomplish teaching and learning goals. Marks and Printy (2003) believed that the instructional leadership style conflicted with the new restructuring of the schools which empowered teachers to participate in the management of the school. Thus, Marks and Printy (2003, p. 371) suggest the idea of "shared instructional leadership which involves active collaboration of principal and teachers on curriculum, instruction and assessment."

Blasé and Blasé (1999) indicate that there are five character traits of an instructional leader. The first involves "making suggestions" (Blasé & Blasé, 1999, p. 133). These suggestions must be seen as non-threatening and involves "listening, sharing experience, using examples and demonstrating, giving teachers choice, encouraging risk taking, offering professional literature and recognising teachers' strengths" (Blasé & Blasé, 1999, p. 133). The study indicates that the teachers reported positive effects on "motivation, satisfaction, self-esteem, efficacy and a sense of security and feelings of support" (Blasé & Blasé, 1999, p. 133).

The second character trait according to Blasé and Blasé (1999, p. 133) is "giving feedback." The principal should engage in discussions with teachers about their work, observe teachers in the classroom, show caring and interest, establish problem-solving

workshops and be available for follow up discussions. Cotton (2003) concurs that visibility and accessibility are factors that contribute to a positive and supportive school climate. Marks and Printy (2003) feel that the principal as instructional leader should engage teachers in the decision-making of the school.

The third character trait is “modeling” (Blasé & Blasé, 1999, p. 133). Here the principal demonstrates teaching techniques in the classroom and during conferences and models positive interactions with learners. This motivates the teachers and encourages them to reflect on their teaching practices (Blasé & Blasé). The authors state that this is the best method to coach and mentor teachers (Blasé & Blasé, 1999). Southworth (2002) also feels that effective organisational conditions for instructional leadership include collaboration with teachers, and there should be opportunities created for professional development of teachers

The fourth trait is “using inquiry and soliciting advice or opinions” (Blasé & Blasé, 1999, p. 133). The principal should use a questioning approach to teachers and ask for advice on instructional matters. Marks and Printy (2003) suggest that the principal as instructional leader should use the expertise of the teachers in instructional matters and implement these for the improvement of the school. The principal then is not the “sole leader, but the leader of instructional leaders” (Marks & Printy, 2003, p. 376).

The fifth trait is “giving praise” (Blasé & Blasé, 1999, p. 133). This affected the teachers’ self-worth, confidence, influenced teachers to think reflectively and improved teaching strategies (Blasé & Blasé, 1999). Further, Blasé and Blasé (1999) indicate that the principal should recognise that teachers should collaborate and network so they can share successful teaching strategies as it models teamwork and inspires teachers to take risks to create variety in teaching techniques in their classrooms.

Hallinger (2003, p. 334) describes the principal’s role as an “impossible dream” because in the secondary school it is sometimes found that the teachers who were supervised by the principal were more experienced than the principal. Hoerr (1996) suggests that teachers should be empowered to take on some of the leadership tasks. This means that the principal will share power, and implies “leadership teams” where teachers will play a part in determining school procedures and work together towards attaining the school goals. It means teachers will view their roles from a “school-wide

rather than a classroom perspective” (Hoerr, 1996, p. 1). Marks and Printy (2003, p. 376) suggest that the principal then becomes a “facilitator of teacher growth” rather than being judgmental of their work.

It is clear then that the instructional leader in the current teaching scenario has to develop collaboration with the staff to maintain a high standard of teaching and learning at his/her school. This type of leadership is particularly important in the disadvantaged school context where all stakeholders are needed to work collaboratively, to make the school a successful teaching and learning environment.

2.8 The gap in the literature

The focus of my study deals with the orientation speeches of two principals to student teachers visiting two disadvantaged schools. Although there is a vast amount of literature (Bush & West-Burnham, 1994; Steyn & Van Niekerk, 2002) on student teachers’ induction, motivation and mentoring programmes, there is a gap in the literature about the orientation speeches that principals deliver to student teachers. For this reason, I believe that my focus of research will address this gap in the literature.

2.9 Theoretical and conceptual frameworks

The study is framed by two theories: McGregor’s theory X and Y and Amin and Ramrathan’s (2009) learning to teach approach.

2.9.1 Theory X

Theory X presupposes that “people generally avoid work and must be coerced by managers to be productive” in the workplace (Middlewood & Lumby, 1998, p. 45). Gibson, Ivancevich and Donnelly Jr. (1997, p. 57) believe that Theory X workers are “irresponsible and unwilling to work and must be persuaded to perform their obligations.” Theory X is based on the assumptions that most people dislike work and will do whatever it is that is necessary to avoid it; most people must be forced with threat of punishment to work towards organisational objectives; most people prefer to be directed to avoid responsibility; most people are not ambitious and want security

above all else (Chance & Chance, 2002; Hellriegel, *et al.*, 2006; Landman, 1997; Steyn & Van Niekerk, 2002).

This has several implications for managers in the workplace if they are to motivate staff to perform at their maximum potential. The manager must adopt a management style that closely supervises the staff, rewards good performance and punishes poor performance (Gibson, *et al.*, 1997). This approach indicates that the leader is autocratic, as well as bureaucratic and “puts strong emphasis on control and direction” (Steyn & Van Niekerk, 2002, p. 151). Hierarchical structures which reflect authoritative patterns of relationships are used as a “means of control for leaders over staff” (Ndlovu-Mamba, 2006, p. 27). These managers, according to Hellriegel, *et al.*, 2006), believe that workers are motivated by money, are lazy and have poor work habits. Managers will have to tell them what is expected of them, instruct them on how to do their jobs, and insist that they meet the standards of the organisation (Hellriegel, *et al.*, 2006). Steyn and Van Niekerk (2002, p. 150) also suggest that Theory X managers view their workers as having “limited abilities” and see themselves as “superior” and fear that staff members will “take advantage.” Therefore there is much control and direction over the workers. Research done by Megginson, Mosley and Pietri, Jr. (1989, p.463) suggest that staff under managers who practice close supervision, display characteristics of job-centeredness, have lower morale and lower productivity. Megginson *et al.*, (1989) believe that these managers do not trust their workers and believe that workers must be closely monitored.

At school level a Theory X principal will be concerned with the teacher’s administrative duties such as lesson plans and classroom management. Such a principal assumes that the “school’s operation, curriculum and instructional philosophy are made at the administrative level” (Chance & Chance, 2002, p. 88) with no input from the teachers. They are expected to comply with and conform to the decisions made by the management of the school. If teachers do not comply they are punished by poor evaluations or dismissal. Those who do comply will be rewarded by less intervention by the principal (Chance & Chance, 2002).

2.9.2 Theory Y

Theory Y is closely linked to Maslow's higher-level needs of self-actualisation (Cole, 2004). The assumptions underlining Theory Y are that employees do not have to be coerced or forced to work because they like to work provided that the conditions are favourable, and they are committed to the organisation's goals (Chance & Chance, 2002). Workers accept and seek responsibility, are creative and able to "exercise ingenuity at work" (Cole, 2004, p. 37). People want to take responsibility, be self-directed and reach self-actualisation (Middlewood & Lumby, 1998, p. 45). Staff members will display "self-control and self-direction" and do not require control and close supervision (Steyn and Van Niekerk, 2002, p. 150).

The leader in this case views staff as an asset and that they have the capacity for growth, development, creativity and will accept responsibility if opportunities are provided (Steyn & Van Niekerk, 2002). This type of leader will assist people to reach self-actualisation by giving them opportunities for development (Middlewood & Lumby, 1998). Steyn and Van Niekerk (2002) believe that it is the manager's task to create an environment that is conducive for every staff member's potential to be tapped. Human relations and the development of workers is emphasised, thus Theory Y managers are said to be "employee-centered" (Megginson, *et al.*, 1989, p. 463). Such managers delegate tasks so that the workers are empowered and develop skills and training, much of their time is spent on planning and organising, and they are accessible to discuss work or personal problems experienced by the employees (Megginson, *et al.*, 1989, p. 463). A participative leadership style is used by managers as they consult, seek opinions of the workers and encourage them to become involved in the decision-making of the institution. Leaders believe that people, who want to make a positive contribution, do take pride in their work and seek opportunities for self-development (Hellriegel, *et al.*, 2006).

A Theory Y principal would engage the teachers in the decision-making of the school and ensure that decisions are the result of collaboration between staff. Principals believe that teachers are intrinsically motivated, creative, innovative, and that teachers strive for self-development (Chance & Chance, 2002). The leader would encourage new creative classroom management styles and approaches to learning that would benefit the learners.

Despite the fact that Theory X and Theory Y seem to be on opposite ends of the spectrum, researchers believe that a blend of the two theories is “the best prescription for effective management” (Cole, 2004, p. 37). An example would be in the instance of a teacher not performing well. The principal can initially provide close supervision (Theory X) and as the teacher develops, control is relinquished gradually, and the teacher can be given more opportunities for self-direction and responsibility (Theory Y) (Steyn & Van Niekerk, 2002).

2.10 Amin and Ramrathan’s learning to teach approach

Amin and Ramrathan (2009) have conducted a study on the preparedness of student teachers to teach in the new contexts in South African schools. The findings of this study suggest a framework of four interventions: reframing memory, disrupting experience, destabilising learning and reconstructing uncertainty, which I utilise in the secondary analysis of the principal’s discourse (Amin & Ramrathan, 2009).

2.10.1 Reframing memory

Reframing memory refers to the fact that student teachers have to make the transition from being a learner in the classroom to that of being a teacher on the other side of the desk (Amin & Ramrathan, 2009). They have to begin to reframe their thoughts from learner to that of “thinkers on teaching and learning” (Amin & Ramrathan, 2009, p. 73). Randall and Maeda (2010) indicate that student teachers’ beliefs about what teachers do are formulated several years before they even begin a teacher education programme. Due to their many years of being socialised as learners into the workings of school life, the student teachers have to “displace their memories of school with a new frame” (Amin & Ramrathan, 2009, p. 74). This will disturb their ingrained memories of their own school contexts and also embrace possibilities of how to teach effectively in settings that are different from those in which they were socialised (Amin & Ramrathan, 2009).

Thus, the principals, in their orientation speeches will have to challenge these pre-conceived ideas that the student teachers have so that they can reframe their memories about what exactly it is that teaching as a career entails. To do this, they may also have to draw upon their own memories as student teachers. In reframing memory I

infer from their speeches whether the principals are drawing from their own experiences of their memories of being a student teacher where management was largely bureaucratic and dictatorial, and thus pass on “hegemonic thinking based on dominant memories” (Amin & Ramrathan, 2009, p. 74).

2.10.2 Disrupting experience

Placing first year student teachers in school settings that are very different from the school contexts in which they were socialised “disrupted” (Amin & Ramrathan, 2009, p. 74) their experiences and beliefs of what school and teaching really entailed. They encountered new challenges that were in stark contrast to their past experiences (Amin & Ramrathan, 2009). This disruption may not necessarily be bad. The student teachers may be inspired to teach in contexts that are vastly different from their own. These experiences may re-orientate the student teachers and provide new insights into the career of teaching. Stuart and Thurlow (2000) believe that the student teachers may be left with a “clearer understanding of the beliefs that will drive their classroom practices” and they may develop a sharpened sense of how powerfully these experiences impact on student teacher learning.

To this end in California, Ladson-Billings (1999) has immersed student teachers into new settings which they have never before experienced. The aim was to allow them the opportunity to experience realistically the various contexts in which they may eventually teach. The learning to teach approach introduced by Amin and Ramrathan (2009) also allows first year student teachers to visit schools of different contexts. The intention is for the young recruits to obtain a taste of the variety of school contexts in which they may teach, so that they may be prepared and encouraged to want to service different school contexts from those which they experienced as learners (Amin and Ramrathan 2009).

Stuart and Thurlow (2000) also argue that if student teachers do not bring their beliefs to the conscious level, the *status quo* will be perpetuated and change in this country will be stunted. Randall and Maeda (2010) also feel that prior beliefs need to change so that the student teachers prior experiences do not influence future positive ideals.

In the disrupting experience phase, I analyse whether the principals’ speeches have elements that draw from their other experiences and attempt to “halt existing frames

of reference” to re-adjust the student teachers’ understanding of the teaching world (Amin & Ramrathan, 2009, p. 74) by pointing out to the student teachers the difference between being a learner and a teacher. The focus will be on whether the speeches lean towards policy issues as bureaucratic academic leaders or as participative leaders who see the teachers as an integral part of managing the school.

2.10.3 Destabilising learning

The student teachers in Amin and Ramrathan’s study (2009) indicate that they had to develop skills to teach in a variety of school contexts that may or may not have resources. This did not mean that if there was limited resource materials that no proper teaching could take place. Destabilisation did not mean “unsettling the student teachers”, but to prevent “knee jerk reactions to planning to teach (Amin & Ramrathan, 2009, p. 75). In this way, Amin and Ramrathan (2009) believe that the dimensions of content, context and pedagogical approach, is widened. The study by Randall and Maeda (2010, p. 29) indicates that engagement in reflective practices, such as reflective writing or reflective thinking, revealed that past beliefs had an effect on practices of the present. The study by Zanting, *et al.*, (2001, p. 60) reveals that beliefs focus on the “how” of teaching rather than the “why” of teaching which is a pre-condition for understanding teaching. This will assist the student teacher when teaching in different contexts.

The destabilising learning phase will focus on what the principals say that will “destabilise the notions” (Amin & Ramrathan, 2009, p. 75) of the student teachers so that their expectations of teachers’ work is made more explicit to them. I will analyse whether the principals present their schools in a favourable light by bringing to the fore the organisational hierarchical structures of the school or the integration of staff input in the organisation of the school.

2.10.4 Reconstructing uncertainty

Amin and Ramrathan (2009, p. 75) argue that student teachers’ practise teaching on campus to their peers is an “uncertain reconstruction of a regular school.” The study of Amin and Ramrathan (2009) exposed student teachers to a variety of contexts and focused on the preparation of resources and teaching strategies for diverse contexts.

Zanting, *et al.*, (2001, p. 82) indicate that “reflection leads to new ideas.” Stuart and Thurlow (2000, p. 119) found that when student teachers shared and reflected on their personal beliefs, they managed to “successfully re-evaluate and change their beliefs.” It was further found that students recognised the critical link between an examination of their own beliefs and the improvement of their own teaching practices (Stuart & Thurlow, 2000).

In reconstructing uncertainty, the contextual factors of the school will be focused on to determine how the principals conceptualise the school. From this it can be inferred how they manage the school and how they think and talk about the school.

From the principals’ speeches it will be gauged what messages they, as leaders, are giving to student teachers about what awaits them when they join the teaching fraternity. It will be inferred from their speeches what ideas they are giving the student teachers about the job into which they are entering. The messages that are inherent in their speeches are examined for elements that will either encourage or discourage the student teachers by giving them a positive view of the profession or a negative one. It will explore whether their speeches demonstrate bureaucratic or democratic elements.

The study of Amin and Ramathan (2009) has not focused on leadership. My study would therefore fill in this gap as I will focus on the type of leadership that the principals reveal in their discourses to visiting student teachers.

The school context in this study focuses on the disadvantaged school. The characteristics of such a school involve poverty, unemployment within the community, alcohol and drug usage and rampant crime. The principals, through their speeches, inform the learners that they can rise above these circumstances and become successful citizens of society. Instructional leadership emphasises teaching and learning at a school. The principals indicate, through their speeches, that the learners may be poor and from a disadvantaged background, but they can still rise to the top. The quality of teaching has an impact on the learners and their competency to rise above their poverty stricken circumstances. The principals emphasise the fact that learners have to learn and teachers must teach.

The key messages from the principals instil the idea in the minds of the student teachers that they are instrumental in motivating the learners to aspire to greatness so

that they can remove themselves from their cycle of poverty. The principals indicate that it is necessary for the student teachers to understand the context and teach from a position of knowledge. They need to understand that the learners are poor, but this does not mean that they are condemned to a life of poverty; they can extricate themselves from these circumstances. Through the principals' speeches, it is discovered what teachers in the disadvantaged school context have to do to make a difference in the lives of the learners.

2.11 Summary

This chapter has provided a detailed discussion of the inadequate teacher training of student teachers; the exposure of student teachers to diverse contexts; student teachers' beliefs and their teaching practice; the disadvantaged school context and the role of the principal in this context; the importance of the principal to practice effective communicative skills in the school and the two theoretical frameworks that are relevant to the study.

The next chapter discusses the research design and methodology that will be used in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The previous chapter discussed the literature and theoretical frameworks relevant to the study. This chapter describes the research design and methodology of the study.

3.1 Research design

Data collection and the process of research are guided by the research design. Terre Blanche, Durrheim and Painter, (2006) compare the designing of a research study to the designing of a building. The research design provides a step by step plan indicating how the study should be executed. Terre Blanche, *et al.*, (2006, p. 33) further state that a research design is a “strategic framework” for the researcher to act upon and serves as a “bridge” between the research questions and the implementation of the research. The research design links the data to be collected and the conclusion(s) to be drawn, to the initial questions from the study. It provides a conceptual framework and action plan for getting from the questions to the set of conclusions (Yin, 1994).

3.2 Methodology of the study

Strauss and Corbin (1998, p. 3) define the term methodology as “a way of thinking and studying social reality.” The methodology of a study is important as it “provides a sense of vision,” and it indicates the process the analyst follows in the study (Strauss & Corbin, 1998, p. 3). It represents the theoretical framework that guides how the study proceeds (Van Manan, 1998). In my research I embraced the interpretive paradigm using a qualitative approach.

Qualitative research is involved with words and entails “detailed, rich, thick (empathic) description” (Johnson & Onwuegbuzie, 2004, p. 14). The underlying assumption in qualitative research is that the researcher has to be immersed in the research setting in order to gain the maximum benefit, to explore a phenomenon in

intricate detail and provide depth and insight into the study (Cohen, Manion & Morrison, 2008; Maree, 2007; Weinreich, 2006). The researcher addresses the process of interaction amongst individuals in order to understand the historical and cultural settings of the participants (Creswell 2009). Data collection methods include observation, interviews and discourse analysis (Trochim, 2006). The researcher serves as the instrument of data collection. Creswell (1998, p. 15) suggests that the goal of a qualitative study is to build a complex, "holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting."

Methodology makes sense if one understands that it is the lens that one uses to shape the study. In research the lens is often referred to as a paradigm.

3.3 Paradigms and research understanding

When a researcher writes an article, it is imperative for him/her to situate himself/herself in a particular frame of thought. It is this frame of thought that shapes the argument and thus the research data. Mackenzie and Knipe (2006) indicate that this frame of thought is in fact, a paradigm. They define a paradigm as a theoretical framework which influences the way knowledge is studied and interpreted (Mackenzie and Knipe, 2006). It may also be defined as "a loose collection of logically related assumptions, concepts, or propositions that orient thinking and research" (Bogden & Biklen, 1998, p.22). Cohen, *et al.*, (2008) suggest that a paradigm is a basic set of beliefs that guide action.

These definitions indicate that a researcher must have a guiding framework that dictates the direction of his/her research. A paradigm provides this framework to collect, analyse and interpret data. Terre Blanche, *et al.*, (2006, p. 40) indicate that a paradigm commits the researcher to particular methods of "data collection, observation and interpretation" of the data. Cohen, *et al.*, (2008) discuss three major paradigms: Positivism, Interpretivism and Critical Theory. Creswell (2009) discusses the forth: Pragmatism. I discuss each briefly in this section.

3.3.1 Positivism

Positivism has the ontological stance that true reality is objective, governed by unchangeable cause-effect laws, consists of stable pre-existing patterns that can be discovered, reality is not time or context bound and reality can be generalized (Cohen, *et al.*, 2008). Knowledge developed through this lens is based on observation and measurement, and can be described in a systematic way. Knowledge consists of hypotheses regarded as fact, and is accurate and certain. The researcher “begins with a theory, collects data that either supports or refutes the theory, and then makes the necessary revisions before additional tests are made” (Creswell, 2009, p. 7). Usually this paradigm embraces the quantitative approach with empirical methods which are structured, replicable, experimental and measurable. Survey studies, statistical analyses and quantitative descriptive studies are used.

3.3.2 Critical paradigm

The Critical paradigm focuses on issues of reality being governed by conflicting underlying structures – social, political, cultural, economic and gender. Knowledge is made up of the lived experiences and the social relations that structure these experiences. The role of research is to break down institutional ideologies that perpetuate oppressive patterns and shift the balance of power. It is concerned with the empowerment of the disenfranchised and the marginalised members of society (Creswell, 2009). This research has to do with reform so that the lives of the participants are changed.

3.3.3 Interpretivism

Knowledge is based on observable phenomena, subjective beliefs and values, and the way in which people make meaning in their lives (Cohen, *et al.*, 2008). This paradigm embraces the qualitative approach where the researcher seeks to understand the context by becoming immersed in the setting (Creswell, 2009). Theories are built from multiple realities and are shaped by social and cultural contexts.

3.3.4 Pragmatism

The Pragmatic world view arises out of “actions, situations, and consequences” rather than “antecedent conditions” (Creswell, 2009, p. 10). There is a concern with what works and with solutions to problems. The researcher uses the mixed methods approach using both quantitative and qualitative methods because it is believed that they work to provide the “best understanding” of the research problem (Creswell, 2009, p. 11).

3.4 Paradigmatic orientation for this study: Interpretivism

My study is based on the interpretive paradigm using a qualitative case study in a disadvantaged school. The interpretive paradigm is the lens for the study. Because my study is embedded in the interpretive paradigm, I have discussed it in detail in terms of its ontology, epistemology, and the rationale for using the interpretive paradigm.

In the interpretive view the ontological stance is that the world is complex and dynamic, and is constructed, interpreted and experienced by people in their interactions with each other (Creswell, 2009). Reality is subjective and what people see, think or feel, is important (Voce, 2004). Language plays an important role in how people perceive their reality since language defines a particular reality (Cohen, *et al.*, 2008). Trochim (2006) indicates that there is no single unitary reality apart from people’s perceptions. Each person experiences reality in his/her own way. People are social beings who “create meaning and who constantly make sense of their world, thus they possess an internally experienced sense of reality” (Voce, 2004, p. 2). Reality is thus “socially constructed” (Mertens, 2005, p. 12).

Knowledge is based not only on observable phenomena, but also on subjective beliefs, values, reasons and understandings (Voce, 2004; Cohen, *et al.*, 2008). Knowledge is about the way people create meaning in their lives (Voce, 2004). Theories are “revisable,” are “sensitive to context” and are “shaped by social and cultural context” (Voce, 2004, p. 3). Theories are constructed from multiple realities and the researcher must study the social and cultural experiences to understand why people behave in a certain way (Voce, 2004, p. 3).

Creswell (2009) points out that the researcher’s intent is to make sense or interpret the meanings others have about the world. Qualitative researchers believe that the best

way to understand any phenomenon is to view it in its context (Trochim, 2006). In this study the context is the disadvantaged schools that the first year student teachers and I visited. Inductive reasoning is used to interpret data (Creswell, 2009). In my study the messages were inferred from the data in the transcripts. In this study I recorded two principals' speeches from two disadvantaged schools. The principals' speeches were transcribed and I conducted a discourse analysis of the texts. Inferences were made from the transcripts. Observations that I made from the school visits were also used to support the inferences made from the data.

Strauss and Corbin (1998, p. 11) state that a "valid reason" for choosing this paradigm is "the nature" of the research study. In this study I aimed to discover what messages the principals from the context of disadvantaged schools, transmitted to the visiting student teachers via their orientation speeches. Thus it is prudent to place the study within the ambit of the interpretive paradigm. The interpretive paradigm embraces the qualitative approach.

Corson (1995, p. 3-5) indicates that "language is the vehicle for identifying, manipulating and changing power relations between people," can "perpetuate existing differences" and reinforce hegemonies. My study uncovers what messages the principals transmitted to the student teachers via their speeches and whether bureaucratic and/or democratic elements were embedded therein.

3.5 A Case Study approach to research

A case study is defined as an exploration of a bounded system which refers to a group, individual, setting, event, phenomenon or process (Brantlinger, *et al.*, 2005; Stake, 1995). My study is set in the disadvantaged school context.

Most of the literature (Moodley, 2009; Patillo, 2010) that I had read on case study had used the interpretive paradigm and qualitative methodology due to the need to understand the phenomena under study. In this study, I engaged in a case study that involves two principals utilising discourse analysis to collect data from the transcripts of the principals' speeches. Murray and Beglar (2009, p. 48) define a case study as the "intensive, in-depth study of a specific individual or specific context or situation." Cohen, *et al.*, (2008), and Eisenhardt (1989), further indicate that the focus of a case study is to understand the dynamics present within single settings within

contemporary, real life contexts and thus requires in-depth investigation. The settings may be physical, social, historical and/or economic for the case. ●rum, Feagin and Sjoberg (1991, p. 6) indicate that case study allows the researcher to ground the observations and concepts about social structures in natural, settings “studied close at hand.”

The rationale for using a case study is that the “lessons learned” (Yin, 2003, p. 41) from this case study is assumed to be “informative” about the experiences of the participants, and captures the circumstances of everyday or commonplace situations. My study was set in the disadvantaged school context and the purpose was to discover the messages that the principals of the disadvantaged schools transmitted to the visiting student teachers.

There are various types of case studies namely, exploratory case studies where fieldwork is necessary; explanatory case studies, where causal studies are undertaken; and descriptive case studies which usually begin with a descriptive theory and are used in education and investigative studies (Tellis, 1997). The questions in case study work usually deal with the “How” and “Why” questions as these help to focus on the goals of the study (Telis, 1997, p. 1). Analysis strategies involve reliance on the theoretical framework of the study (Tellis, 1997). Flyvbjerg (2000, p. 219) indicates that case studies produce “context-dependent knowledge.” In this study the knowledge generated from the data was based on the disadvantaged school context.

3.6. Sampling

Terre Blanche, *et al.*, (2006, p. 49) state that sampling refers to a “selection of research participants” from a population. The main concern is representativeness of the population, and the size of the sample depends on the type of study (Terre Blanche, *et al.*, 2006). In qualitative research there is the use of purposeful sampling where a “few information-rich” cases are selected (Terre Blanche, *et al.*, 2006, p. 49). Cases are selected for “theoretical reasons” which purport to be “good examples of the phenomenon” under study (Terre Blanche, *et al.*, 2006, p. 51).

I researched two orientation speeches of two principals from two disadvantaged schools with the intention of discovering exactly what it is that the principals say to the visiting student teachers, how they delivered the messages and why they chose to

do it in this particular way. Purposeful sampling was done as the schools were pre-selected (by the project TP 120) to yield the richest data.

3.7 The context of the study

I am part of the Project TP120 which focuses on the issue of context and the preparedness of student teachers to teach in a variety of contexts upon completion of their studies. The project had arranged for first year student teachers to visit many schools in different contexts such as the well-resourced context, the under-resourced context, the high-performing school context, amongst others, so that they are exposed to different contexts in their first year of study.

The TP120 project seeks to expose the first year student teachers to diverse contexts, to prepare them to teach in the new post-apartheid contexts in South African schools. The learning to teach approach suggests a framework of four interventions: reframing memory - refers to the fact that student teachers have to make the transition from being a learner in the classroom to that of being a teacher on the other side of the desk; disrupting experience - placing first year student teachers in school settings that are very different from the school contexts in which they were socialised disturbed their experiences and beliefs of what school and teaching really entails; destabilising learning - the student teachers had to develop skills to teach in a variety of contexts that may or may not have resources; and reconstructing uncertainty - the study exposed student teachers to a variety of contexts and focused on the preparation of resources and teaching strategies for diverse contexts (Amin & Ramrathan, 2009).

A bus tour was arranged to take the student teachers to the various schools representing a variety of contexts. The student teachers were in their first year of study and most were barely out of school. They were a mixture of male and female students with ages ranging from 17 to 30 years of age. The tour took place at the beginning of April 2011 just three months after the student teachers were out of school. I accompanied a group of student teachers on the tour to the disadvantaged school context. There were about 60 student teachers on the trip, a very large number that surprised the principals as this was the first time that such a large group of student teachers visited their schools. The student teachers were addressed by the principals of the schools. Orientation speeches were delivered to the visiting student teachers,

informing them of what teaching in a school in this particular context entailed. This was the opportunistic data that accompanied the school visits. We visited two schools. Both schools were in the disadvantaged context and both were primary schools.

The student teachers were divided into three groups to facilitate the visit as this was a large contingent of student teachers to take on excursion to a school. At the school all student teachers were expected to listen to the principals' speeches, followed by a walk around the campus to observe the surroundings and to visit the classrooms and experience the way teachers teach in this context. They were also expected to interview Heads of Department, teachers and learners. They had to observe in detail how teaching was accomplished to obtain an idea of what it was like to teach in this context. They spent approximately two to three hours at each school and were immersed in the disadvantaged context. This was to give them a very short experience of a context that they might not have experienced before, although there may have been some in the group that did.

The purpose of the bus tour that was organised for the first year student teachers was to enlighten them about the realities of the current teaching world. The principals were not given any guidelines as to what they should say to the student teachers. They were free to say what they thought would be important for the student teachers to know as prospective teachers entering the profession. It was important for the realities of the current teaching world to be communicated to the student teachers to prepare them for what awaits them as prospective teachers. The principal, as head of the school, is in a powerful position to enlighten the student teachers about the expectations of the teaching world. Given that no guidelines were provided by the university, and that the principals' speeches would reflect how leaders understand the work roles and demands of teaching, made it a compelling reason to analyse their speeches.

The following discussion details the backgrounds of the two disadvantaged schools and the observations that I made when I visited the disadvantaged schools with the cohort of first year student teachers. I have named the schools Thebes Primary School and Ramses Primary School as pseudonyms.

3.7.1 Thebes primary school

It was very difficult to access the school as it is not visible from the main street. We had to be escorted by a passing resident to the entrance of the school. The entrance of the school for the learners is via a pathway situated on a busy street where the library and post office are located. The path is narrow and sandy, not too well structured, runs near an undeveloped piece of land and leads to the school. The school is fenced with locked gates with a guard placed at the entrance. One cannot easily gain access to the school. One has to sign in to gain entry into the school.

The buildings are old and rather dilapidated and are approximately 50 years old. One can see that it was not built to function as a school, and it was once used as an army base. The classrooms in the building are situated downstairs with a small hallway between them. Upstairs there are the principal and deputy principals' offices. There is no room set aside for teachers to use as a staffroom. A small landing serves as a makeshift staffroom and clerk's office. It is sparsely furnished with just one table and a few chairs. One wonders how so many teachers use this small space as a staffroom with the clerk's workstation situated in its midst. During lunch time it was obvious that teachers do not use this room. Some remained in their classrooms to have lunch whilst the majority of the teachers were outside on the playground with the learners. I learned that three quarters of the staff are on duty every day on a rotational basis, to take care of the learners on the public ground which serves as a playground.

The classrooms are adequate and teachers have tried to brighten up the walls with hand-made educational aids such as posters and wall charts. The junior primary learners are situated in the pre-fabricated building which is rather old. One Gemini hut houses the other junior primary class. These are small spaces but over 40 learners are cramped in there.

The school does not have a playground attached to it and there is very little space around the buildings. The learners, during the lunch break, use the vacant ground adjacent to the school as a playground. The playground also serves as a thoroughfare for the residents of the area, who pass by the school. This can be very dangerous for both the teachers and learners because it is a space that is used by the delinquents of the area, and members of the public as a park, or an area in which to loiter. Teachers have to be vigilant during this time so that the learners do not mingle with the public.

After the break, the guard allows the teachers and learners back into the schoolyard, and locks the gate between the playground and the school.

The school campus is cramped and there is no space for an extension of the buildings except for the adjacent vacant ground which is used as a playground during the lunch breaks. Most of the space has been taken up for classrooms to house the learners. The space is so tight that the principal had no other place to meet the student teachers. S/he met and addressed the student teachers outside, in the small pathway between the locked gates and the school building. The student teachers had to stand whilst the principal addressed them. There was no audio or public address system so the student teachers had to strain to hear what the principal was saying. Whilst the speech was being delivered, pedestrian traffic passed by the school gates and curiously wondered who the visitors at the school were. The school has very few facilities and the main priority is the housing of the learners so that they could be accommodated at the school.

3.7.2 Ramses primary school

The school is situated in the midst of a busy suburb. As you enter the school, the first thing observed is the garden with its beautiful flowers in bloom. The grass is somewhat overgrown, but there is still an air of well cared for grounds. The school has a playground which is also a soccer field and volleyball court, as there are no facilities for these sports. There is also no space on the campus to provide these facilities. The grounds are not grassed and are very sandy. However it is visible that it is well used.

The buildings are very old but seem to be well kept in terms of cleanliness. The school is approximately 40 years old and one can see that the classrooms are small. Each classroom houses approximately 40 to 50 learners. All classrooms are brick-walled, but there are window panes that are broken in several of the classrooms. Each classroom has a security gate, which is locked during the period when learners are in the classroom. The gates are locked because people from the area and vandals enter the premises during the school day and rob teachers and learners.

The school has a library and computer room (which are not in use). These are not fully equipped specialist rooms, but makeshift facilities which have been adapted to

serve these functions. There are some renovations in progress. The renovations are part of the community initiative to raise funds by hiring out the facilities to the community. Two classrooms which are situated side by side have the walls between them broken down. This will serve as a mini-hall for the school to hold functions. The principal and Governing Body of the school envisage hiring this venue out to various religious groups and committees in the area, to raise funds for the school.

The principal welcomed the student teachers in the library. He had a set programme for the student teachers and an orientation speech was prepared for them. There was evidence of well organised arrangements and a well thought out preparation for the student teachers' visit in the form of escorts into the premises, handouts detailing the programme for the day and refreshments laid out in the staffroom. Prefects were waiting at the gates to welcome the student teachers. These young learners escorted the student teachers to the library. The public announcement system that was set up was old and malfunctioned a little, but it was evident that detailed preparation and much thought went into these arrangements.

The library was arranged with seating plans for the student teachers. There were handouts given to the student teachers detailing the agenda to be followed by the principal and management of the school. The principal even handed out a short review of the book he discussed with the student teachers on how to be an excellent teacher. The management team acted as hosts who took the student teachers on a tour of the school. The student teachers appreciated the efforts made by the principal and staff and mentioned this during the feedback session.

Whilst the student teachers toured the schools, the principal escorted me on a walkabout to every classroom to meet the teachers and learners. I observed that the principal, upon introducing each teacher, seemed to know the strengths of every teacher on his staff. For example, he said, "This is Mrs X. She is my event's organiser. Whenever we have a function to host in the school, she is ready to participate, lead and organise the function," or, "This is Mr Y. He is one of my most valued teachers on the staff. He has a Master's Degree and is an extension of my school leadership team. The learners adore him and he is an excellent teacher." So it went on with every teacher- he appeared to know every teacher very well. I observed that the teachers did not seem to be surprised by the comments of the principal, but accepted them as part of an ordinary introduction. I concluded that the principal

showed his appreciation to the staff, so they were quite comfortable and did not consider it as flattery to gain approval. (I noted that there was no negative body language such as rolling of the eyes or discomfort at the principal's words).

I observed that the classrooms were overcrowded with many learners sitting on the floor. There was an average of 40 to 50 learners in the classroom. They greeted me when I entered the classroom.

The teachers taught with the aid of charts made by hand and many of these were placed on the walls around the classroom. The classrooms were small for the large numbers of learners. Despite the overcrowded classrooms, the teachers accommodated the student teachers and answered their questions on a variety of topics.

The learners in the school are largely Black learners from the neighbouring informal settlements, but seem to be eager to learn. This places further constraints on the school because the informal settlement is known for the problems of unemployment, crime and substance abuse. However, the principal seemed to care for the well being of the learners and educators and he mentioned this in his orientation speech to the student teachers. It was noted that the learners were hard at work and there was a sense that work was a priority at the school. It seemed to be a place where teaching and learning was thriving despite the difficulties and constraints.

Finally, the school does have broken equipment, overgrown grass, broken gutters and down pipes, but it is evident that the premises are clean and an attempt has been made to maintain the campus within the constraints of the school's financial situation.

3.8 Data collection procedures

In qualitative research, the researcher "collects data in the form of written or spoken language" (Terre Blanche, *et al.*, 2006, p. 47). This allows the researcher to study "selected issues in depth and in detail" (Terre Blanche, *et al.*, 2006, p. 47).

The data was recorded as the principal delivered his speech. This ensured that the exact words were captured. Coleman and Briggs (2002, p. 182) contend that audio taping "is more user- friendly," but non-verbal cues may be lost which could be used as observations to support the data. The principals' speeches were recorded,

transcribed and subjected to discourse analysis. Coleman and Briggs (2002) indicate that this may be a time-consuming task and recording the speech may be intrusive for those being observed. To circumvent this, I stood at the back of the room so that I was not conspicuous by my presence. I obtained prior permission from the principals to record their speeches. I accompanied the student teachers, since I was part of the teaching practice research project (TP 120) of the University of KZN, and I was also engaged in listening to, and recording the principals' speeches. This is the opportunistic data that accompanied the programme which was arranged for the student teachers.

I also used the data collection method of direct observation where I observed details of the campus, the buildings and the facilities. This kind of observation, according to Cohen, *et al.*, (2008), provides a rich description of the situation or context under observation. Trochim (2006, p. 1) believes that direct observation involves a more "detached perspective," and appears to be more focused than participant observation, because the observer is watching rather than taking part. The researcher using direct observation is observing sampled situations or people rather than becoming immersed in the entire context (Trochim, 2006, p.1). On walkabout with the principals, I observed the facilities, the campus and the surroundings. Cohen, *et al.*, (2008, p. 397) indicate that data gathered via observation is "sensitive to contexts and demonstrates strong ecological validity." I have also video recorded the surroundings so that I would be able to capture the data accurately after the visit and would not have to rely on memory alone.

The data collection plan as adapted from Vithal and Jansen (2010), that has been produced in the next section includes the rationale for the choice of instrument, the source of information and the feasibility of the plan for the study.

3.9 Data collection plan

The study is underpinned by the following critical questions:

1. What do the principals say in their orientation speeches to visiting student teachers?
2. How does the context influence the messages the principals convey to the visiting student teachers?

QUESTIONS	DATA COLLECTION PLAN	
	Question 1	Question 2
Why is the data being collected?	To record what the principals are actually saying in their orientation speeches to the visiting student teachers.	
Who (or what) will be the source(s) of data?	The principals' speeches that will be transcribed will be the source of data.	
How many of the data sources will be accessed?	One speech per principal from two disadvantaged schools will be subjected to discourse analysis.	
How often will the data be collected?	The data will be collected only once when the principals of the disadvantaged schools address the visiting student teachers.	
How will the data be collected?	Student teachers and the researcher will visit the disadvantaged school in Durban where the principals' orientation speeches will be tape recorded and later transcribed by the researcher.	Inferences will be made from the transcription from the manner and tone that is used in the speeches. From the choice of words the ideological underpinnings of the speeches will be inferred.
Justify the plan for data collection. (Why is this the best way of collecting data for this critical question)	Since the focus is to study what the principals of two disadvantaged schools are saying to visiting student teachers, the recording of their speeches is the best way to collect data as the intonation and manner of the speeches can be captured, and one cannot rely on one's memory to remember everything that is said. It is necessary to transcribe the speeches to subject it to discourse analysis so that the researcher can gauge what messages the principals are actually conveying to the student teachers. The schools are situated in formerly racially segregated areas in Durban. The researcher only needs to collect one speech per principal because this is a case study of only two disadvantaged schools.	

(Adapted from Vithal & Jansen, 2010)

3.10 Ethical issues

Full ethical approval has already been received for the project from the University of Kwazulu-Natal (Reference No. HSS/1155/010). Informed consent was obtained prior to the commencement of the study. I obtained consent from the gatekeepers of Education- the Kwazulu-Natal Department of Education. Written consent was also sought from the schools to allow the researcher to accompany student teachers to the campus. Permission was obtained from the principals to record and use their speeches in the research. The principals were informed that their participation is purely voluntary and that they could withdraw at any time. They were assured that the anonymity of their schools and their own identities would be protected at all times in the study. Pseudonyms were given to their schools so that they would not be

identified. The principal was referred to by his/her title (Principal) in the data. The transcripts were modified to remove all statements that could reveal the names of the schools. Copies of the transcripts of the speeches were made available to the principals to verify their messages. The findings of the study were also made available to them.

3.11 Data analysis procedures

Coleman and Briggs (2002) contend that documents are texts that are derived from specific contexts. The researcher understands these from the perspective of the “teller” and thus acquires an “inside view” and an “outside view” (Coleman and Briggs, 2002, p. 210). The data was inferred from the transcribed speeches of the principals. Thus the analysis of the principals’ speeches yielded data that indicates the “locutionary aspect – what is being said, and the performatory content – what is being done or achieved through the utterance” (Cohen, *et al.*, 2008, p. 389). In this way, rich, thick data that is a characteristic of a case study research is derived from the discourse analysis of the principals’ speeches. Data analysis is based on values and meanings that the participants attribute to their world (Maree, 2007).

3.11.1 Discourse analysis

The transcripts of the principals’ speeches were subjected to discourse analysis. Discourse analysis was used only to analyse the content of the principals’ speeches to discover what messages they transmitted to the student teachers. This was the most appropriate method to use to gain a thorough understanding of the principals’ messages since the focus was on the principals’ messages to the student teachers. The use of discourse analysis was also the most appropriate way to obtain the answers to the questions that the study posed. The thematic approach was used to analyse the data. The content of the principal’s speeches was divided into themes so that the messages could be analysed. Terre Blanche, *et al.*, (2006, p. 338) call this “thematizing”, where the researcher identifies recurrent themes or categories. The aim is to show how the subject and objects are constructed in the text and to interrogate the effects of these constructions (Terre Blanche, *et al.*, 2006).

The term “discourse” can be used in different senses. This indicates the “fluid quality of what is being analysed” (Terre Blanche, *et al.*, 2006, p. 328). Corson (1995, p. 262) states that the manner in which texts are produced and interpreted is reliant upon the social practices in which they are embedded; the type of text; the stylistic properties which indicate its “traces” of its process of production, and the “cues” for the way it should be interpreted.

Discourses are “broad pattern of talk” or “systems of statements” from speeches or conversations, (Terre Blanche, *et al.*, 2006, p. 328). The speeches were transcribed, and formed the text and materials which were closely read, and from which the analysis was done. Flick (2006, p. 249) suggests that these should not be used as ‘information containers.’ They should be seen and analysed as methodologically created communication devices from which versions of events can be constructed (Terre Blanche, *et al.*, 2006). The authors (Terre Blanche, *et al.*, 2006) indicate that there are no fixed methods of doing discourse analysis. However, due to the researcher’s immersion in a particular culture, discourse analysis provides a way of reading the texts to provide a rich tapestry of data.

Terre Blanche, *et al.*, (2006, p. 331) suggest a few tricks that the researcher can use for textual analysis such as identifying “binary oppositions”, “recurrent phrases and metaphors” within the text; take into account the human subjects that are spoken about in the texts; and finally, think about the “author and the listener” of the text. Discourse analysis is not concerned with “veracity of the texts... but are examined for its effects” (Terre Blanche, *et al.*, 2006, p. 333). The text is also set within a context. The context of the principals’ speeches is the disadvantaged schools.

The data was divided into themes and the principals’ messages to the student teachers were derived from the themes. There is the “micro-context” where the researcher is concerned with the “conversational context” to understand the meaning of the speeches in terms of where the speeches are leading, what opportunities have been created for interpretation of the data, and what has been closed down (Terre Blanche, *et al.*, 2006, p. 337). Gray (2004, p. 342) states that analysis becomes focused on recognising the regularities in language in terms of “patterns and repertoire.” These repertoires (constructs) do not emanate from the individual as such but are embedded in culturally constructed situations. Vanderstoep and Johnson (2009, p. 213) believe that discourse analysis provides a “window” to understanding a particular social

group, or phenomenon, through the detailed analysis of conversation and stories. Their understanding is that the underlying assumption of discourse analysis is that meanings are created and sustained through communication (Vanderstoep and Johnson, 2009).

3.12 Validity

Validity refers to the trustworthiness and authenticity of the study. Authenticity can be addressed through honesty, depth, richness and scope of the data achieved and the objectivity of the researcher (Ambert, *et al.*, 1995; Cohen, *et al.*, 2008; Whittemore, Chase & Mandle, 2001). Literature (Cohen, *et al.*, 2008; Maxwell, 1992) suggests further that the inferences drawn from the data are important. The results are seen as “representations” of reality instead of “reproductions” of it (Hammersley, 1992, p. 50). I have attempted to produce a deep thick description of the data from the inferences made from the principals’ speeches.

The purpose of this study was to analyse the discourse of the principals’ orientation speeches. In such a case the researcher has no measuring instruments, but is concerned with analysis of the transcribed speeches which served as the data. The validity issue emanating from this is that the data was inferred from the transcribed speeches and there was no real certainty about whether the principals really meant what the researcher inferred from their speeches.

Caeli, Ray and Mills (2003, p. 7) state, that qualitative research must be “rigorous.” Literature (Caeli, *et al.*, 2003; Shenton, 2004) suggests that the researcher return to the participants to review, clarify or verify the tentative findings. In my study the modified transcript of the principals’ speeches were sent to the principals to ensure that the content of the speeches reflected what they intended to say to the student teachers. Shenton (2004) also suggests that inferences and findings should be returned to participants for verification. The tentative findings of my study were also made available to the principals.

Maxwell (1992) is concerned with the accuracy of the reportage or descriptive validity of the data. Lincoln and Guba (1985) suggest that there must be credibility in the study which reflects the experience of the participants and the context in a believable way. Shenton (2004) agrees that it should be demonstrated that a true

picture of the phenomenon under study is being presented. Confidence must be established in the interpretation of the data. In my study, the speeches of the principals were recorded electronically on both video and voice recorder. Transcripts of the speeches were derived from these recordings. Shenton (2004) indicates that the researcher should ensure that articulations from the tape recordings are accurately captured. To further validate the data, the transcripts were sent to the principals for verification.

Shenton (2004, p. 72) recommends that there should be “confirmability” of the inferences where the researcher takes steps to demonstrate that the findings emerge from the data and are not conjecture or the researchers’ own pre-dispositions. Whittmore, *et al.*, (2001, p. 531) maintain that to ensure that interpretation is valid, it should be “grounded” within the data. Whittmore, *et al.*, (2001) state that there should be thoroughness in terms of the connection between the themes; and a full development of the ideas should be undertaken. The data in my study is organised in themes. In my analysis I have supported the inferences with evidence from the transcripts. Observations that I made from the school visits were also used to support the inferences made from the data.

3.13 Limitations of the study

The limitations were that there was no follow up to see the effects or to deduce the impact of the speeches on the student teachers. Only two disadvantaged schools were studied and the findings applied to these schools in the disadvantaged context. Flick (2006, p. 326) states that “methodological suggestions on how to carry out discourse analysis remains rather imprecise and implicit in most literature.”

3.14 Summary

In this chapter there has been a discussion of the methodology that was relevant to the study. The study is embedded in the interpretive paradigm using a qualitative methodology. A single case study is used due to the fact that two speeches of two principals of two disadvantaged schools were used as data.

The data collection procedures, a detailed data collection plan and data analysis was discussed. The speech of the principal was transcribed and subjected to a discourse analysis. A detailed description of discourse analysis for analysis and interpretation of the data was given. The issues of validity, trustworthiness and authenticity, and the limitations of the study were discussed. Ethical issues were also discussed, including informed consent and withdrawal of the participant for any reason that the participant deemed fit. The issues of confidentiality and anonymity had also been discussed.

The next chapter will present and discuss data from the field.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The previous chapter dealt with the research design and methodology of the study. This chapter deals with a detailed analysis of the data gathered from the principals' orientation speeches that were delivered to the student teachers when they visited the schools. The analysis will not be inferring how the student teachers received the messages delivered by the principals. It entails inferences on what messages the principals are imparting to the student teachers. The data has been numbered in paragraphs which may seem artificial, but this has been done to facilitate the process of analysis. The paragraphs are labelled as T or R which reflects the pseudonyms given to the schools, namely, Thebes primary and Ramses primary schools.

This chapter is organised in themes according to the data inferred from the principals' speeches. There are nine themes that I have focused on in this chapter namely: the changing use of the buildings; the work of teachers; successful teaching practices; contextual realities; resources; back to basics; community involvement; recruitment and job satisfaction and the principal as leader in the disadvantaged school context.

4.1 Changing use of the buildings

In this theme the principal attempted to discuss the historical use of the buildings prior to its use as a state school. He described the structure of the buildings which has been in existence for the past 50 years. He traces the uses of the building and discusses how its functions have changed over the years to suit the community. The building has primarily served five purposes over its fifty years of existence.

“As you can see Thebes Primary is not built as a school. It was a building that was used by the army in the Second World War, so you are not going to get the ideal classroom.” [T1]

“It was used as a trade school- to teach plumbing, metalwork and carpentry and typing - many years ago.” [T1]

“Due to the shortage of schools in the area, it was then established as a primary school for all children of school-going age.” [T1]

“We have classes where teachers taught till 12 o’ clock and then the next group would come from 12 to 4 o’ clock in the afternoon from one of the schools in the area. Fortunately you’ll never have that again.” [T1]

“It started as a foundation phase school and then continued to increase at other grades.” [T2]

From the principal’s speech the student teachers get the idea about how the buildings took on different functions over a period of time. The buildings were not meant to be used as a school but were buildings that were adapted for use as a school structure. The context had originally been used as a military compound. It was used by the army and this explains the grey brickwork and unusual setting as a school. It was not built to function as a school, but to serve the purposes of the army. Rooms are thus smaller than normal classroom size.

After World War 2, the building served as a trade school where the members of the community were trained in the various technical skills that were required post World War 2. The classes were held by the government to train people for jobs that became available during the post war period. The trades such as plumbing, metalwork, typing and carpentry, amongst others, were offered to the community. These trades were expected to develop the community and fill the available job market during that time. The student teachers get the message that these buildings were an integral part of the community for the past fifty years and it still has significance in the present day since it functions as a school.

The third use of the building was as a government school for the primary school learners. At this time, the principal explained, the government deemed it necessary that all children of school going age should attend school. During this time, due to the shortage of schools and classrooms and the large numbers of children of school going age, the buildings were insufficient to house the large numbers of learners.

The fourth use of the buildings involved the platoon school system. It can be deduced that the platoon system of schooling was introduced to maximise the use of the building as a school. The platoon system involved a two layered time schedule to the

school day. A first group of learners would begin school at about 7h30 in the morning and continue till 12h00. A second group would begin school at 12h00 till 16h00 in the afternoon to use the available classroom space. Thus the platoon system housed two sets of school times for two sets of learners.

Reading, Lee and Welner (2004), state that this was a common response to economic use of the school. There was a rearrangement of school schedules so that all learners were not in the building at the same time. The authors indicate that some schools operated “split day schedules where two shifts of students attended the same school” on the same day (Reading, *et al.*, 2004, p. 1999).

Finally, as the learners progressed up the grades, the buildings began to be used as a primary school which housed the foundation phase learners up to grade 7 learners, as it is used in the present day.

However, these are not ideal structures for a school to function at optimum level in the 21st century since the buildings are not designed to be used as a school. These are old buildings, not wired for the technology of the 21st century, with a façade that is very dull and resembles a barracks. The classrooms are small and can barely sustain the number of learners that the school contains. The old pre-fabricated buildings are placed on bricks which suffice as stilts for the buildings’ foundation. Although the buildings still looks sturdy, it is problematic in terms of its plumbing and wiring.

The message is that the student teachers could be placed in non-ideal circumstances. Their own schooling experiences may give them the impression that when they enter school as a new teacher they may encounter similar structures, buildings and contexts. Student teachers will have to realise that buildings that were adapted from about 50 years ago would be housing learners and they, as teachers, will be expected to teach in these building, within these constraints. This view is supported by Heitor (2010) who indicates that buildings were designed with their own functional and technical requirements. There was no provision made for the adaptability of the buildings for future use. Thus there will be a shortage of basic necessities such as electricity and plumbing with which student teachers would expect the school to be equipped.

This is concurrent with Amin and Ramrathan's South African study (2009) which reveals that student teachers are actually disadvantaged because of prior experiences of their own contexts only, since these limit opportunities to work in other contexts. Thus student teachers need to be exposed to "diverse contexts" (Amin & Ramrathan, 2009, p. 71) during their teaching practice stint so that they become aware that different contexts have different advantages and disadvantages that may affect their role functions as teachers.

This theme reflects on what message the principal is giving about the past uses of the building till the present day. The message given is that student teachers could be sent to schools that were not designed to function as schools, especially in the disadvantaged context. In the absence of proper government built school structures, buildings deemed to be suitable for the function of teaching are being used. In this case buildings were used by the army in World War 2. The principal's message reflects that when the student teachers go to a disadvantaged school, the classrooms are small, wiring and plumbing may not be functional and the reason for that is historical and may not be attributed solely to the socio-economic conditions that usually prevail in a disadvantaged school context.

4.2 The work of teachers

This theme describes the work of teachers in the disadvantaged context. In this section, I discuss the qualities of a good teacher, the challenges faced by teachers and the actual tasks that teachers are engaged in.

"What you have to do when you teach at disadvantaged school is to improvise." [T5]

In the disadvantaged school the teacher has to have the ability to improvise according to the circumstances present at that given time. In this context, resources are a scarce commodity. It is therefore imperative that in order to deliver the curricular matter, the teacher invents new ways to make learning meaningful. The teacher has to develop innovative and creative means to make use of the limited resources that are available

to the school. Due to lack of funds, the teacher will find that the disadvantaged school has only the basic resources at its disposal. This requires the teacher to be resourceful and to be able to adapt his/her teaching so that the learners are not further disadvantaged.

The principal states:

“One finds ways of doing things to better the lives of the children.” [T5]

“You are working with these little minds, and there’s nothing as good as working with those little people who love you unconditionally. You’re shaping them into better human beings. That is the most rewarding.” [T8]

The principal believes that one of the very important tasks of a teacher in the disadvantaged context is to improve the lives of the learners. The learners come from disadvantaged backgrounds where socio-economic problems and other social ills dominate their lives. The teacher is the person who is responsible for giving the learners the skills to be able to better their lives, so that they can improve their circumstances when they grow older. The teacher imparts the skills the learners need to make informed choices so that they succeed in life and improve their communities. The principal points out that the teacher should make the school a place where the learners will be encouraged to attend school. Hoerr (1996) indicates that principals should be aware that teachers are the key to the success of the school as they are at the forefront of the teaching and learning process.

“I think that you’re aware that learners with learning disabilities and physical challenges go into mainstream now. There are no special schools for them.” [T9]

There are several challenges that teachers have to face in the disadvantaged school context. The school has to now accommodate learners with mental and physical disabilities. Teachers are not equipped to teach children with these challenges. The Education White Paper 6 (2001) includes learners with disabilities in mainstream

schools. If schools turn these children away, they will have nowhere to go. Thus it can be deduced that the teachers will have to cope as best they can with learners with disabilities, although they are not trained or have specialised skills to teach these learners.

From my observation, it is clear that the school is also not structurally equipped to cope with learners with physical disabilities. There are no ramps or specialised equipment to make these children's lives easier. Teachers will once again have to improvise to cope with these challenges.

"Every once so often, every one of our students get off centre, as it may, and then we in the office, or the staff, have to now suddenly make what we call forced correction." [R22]

Teachers also have to deal with negative factors like poor discipline. Although the principal has tried to suggest that poor discipline was not a major problem, it is nonetheless a problem with which the teachers must cope.

Lack of discipline is common in the disadvantaged context due to the absence of proper parental supervision. Howey (1999) states that in disadvantaged schools there is poverty, drug usage, violence and behaviour that is not associated with academic success. Although the principal indicates that ill-disciplined learners are not a major issue in his school, poor discipline is a reality in the disadvantaged context.

"You are going to be facing up to indifference, to apathy." [R14]

The principal speaks of apathy and lack of interest on the part of parents, the DoE and the learners. It is also challenging to discipline learners who have parents who are not supportive of the school's efforts to discipline the learners. The parents are apathetic and do not care to provide reinforcement of the measures taken by the school to curb these problems. The principal mentions to the student teachers that they are going to face lack of interest on the part of the parents.

“You’ve got to be dealing with bureaucracy of the Department.” [R14]

This means that the student teachers should be prepared to deal with indifference of parents, as well as other role players such as the DoE, who do not see the problems of the school as urgent. Teaching can be hindered by problems that are not solved speedily. The disadvantaged context poses unique problems for the teacher. The principal indicates that there will be clashes with the bureaucratic structures due to several matters that require attention in the school. The wheels of the bureaucratic structures turn slowly, but in the disadvantaged school there are matters that need to be dealt with urgently and speedily. Thus it can be deduced that there will be frustration on the part of the teachers when needs are not met by the DoE.

“Education is a stressful job, teaching is a stressful job, but there are ways and means in which we can deal with stress.” [R14]

The principal states that despite the fact that teaching is a stressful job, with innovation, teaching can be a less stressful experience. Stress is caused by the many problems that the teachers have to deal with in the disadvantaged school. These problems include discipline problems, overcrowded classrooms, and the teaching of learners with special needs, amongst others, that cause stressful situations for the teachers. However, the principal suggests that these problems can be lessened by developing mechanisms to deal with them. The message conveyed is that the disadvantaged school context is accompanied by stress for the teachers, but strategies must be developed to lessen the impact of stress.

Naylor (2001) states that the top five causes of stress were unmet needs of learners, size of workload, class composition, attitudes of the education department, and the inclusion of learners with special needs. Thus Naylor (2001, p. 5) concludes that stress results from “high workload and diverse demands” of the school. Teaching is described as the “overworked profession” (Naylor, 2001, p. 13) and stress in the profession is responsible for teachers leaving the profession and impacts on recruitment (Naylor, 2001). The HSRC (2005) report on teacher workload indicates that teachers are expected to work 8 hours outside normal school time on school-related activities.

“With regard to sport- because we don’t have a playground, we don’t put everything aside. We offer sport that is soccer, netball, hockey and basketball which we’ve introduced this year.” [T6]

Sport is an issue that new teachers will face as it involves after hours work. The principal indicates that just because it is a disadvantaged school, does not mean that the lack of sporting equipment will result in sporting activities being abandoned. Sport will be a part of the role function of the teacher even if there is a need to work within the constraints of the resources available.

The message is that student teachers must be aware that they may be placed in schools where there may not be available equipment, but will still be required to engage in sporting activities. This means that the teacher has to be able to work without the necessary equipment and must once again improvise so that this important aspect of the teaching task may be achieved. There are several tasks that teachers in disadvantaged schools have to perform. Due to the constraints and limitations of the context, teachers have to find ways to make sure that the learners are not further disadvantaged by the lack of resource materials and equipment.

Smith and Andrews (1989) believe that educators have a great moral, ethical and legal obligation to create schools where all learners can achieve their full potential and receive an equal opportunity to succeed in society.

“You should know that the people that are in charge of the curriculum programme are the Heads of Department called ‘the custodians of the curriculum’ and they ensure that curriculum delivery takes place.” [R9]

Teaching and learning is the most important aspect of a teacher’s work. The delivery of the curriculum to the learners is of utmost importance. The learners learn and progress to the next grade by means of passing the examinations or tests set by the school. In the disadvantaged context, due to the problems of lack of resources, poor discipline, lack of parental interest and several other factors discussed earlier, the task of curriculum delivery becomes very difficult.

This is why the principal suggests that teachers in the disadvantaged school have to be able to improvise and be innovative in the absence of resources, funding or even proper classrooms. Teachers have to be prepared to work under poor conditions in the disadvantaged school.

Shulman (2004, p. 151) sums up teacher's work when he claims that teaching is an impossible task when one takes note of all that is expected of a teacher, and the "circumstances in which those activities are to be carried out, the sum makes greater demands than any individual can possibly fulfil."

Amin and Ramrathan's (2009, p. 76) theory makes much sense that student teachers should be trained to teach in the "complicated contextual landscape of South Africa," in our "diverse, de-racialised, desegregated contexts" (Amin & Ramrathan, 2009, p. 76). Sosu, Mtika, & Colucci-Gray (2010) also argue for student teachers to be prepared to teach children regardless of their backgrounds.

Naylor (2001, p. 6) suggests that the teacher has to be "counsellor, social worker, nurse, chauffer, fund-raiser, mediator, public relations officer, entertainer...the list of roles that teachers are called upon to perform on behalf of their students, schools and communities, is lengthy and diverse."

Thus the higher education institutions have a responsibility to prepare student teachers for the reality of the classroom, so that they may gain a realistic view of the real work of teachers.

The message given by the principal is that the work of teachers is burdened with problems such as extra-curricular activities with no facilities and equipment, and dealing with learners with disabilities. The message is that a teacher in the disadvantaged school has to learn to improvise so that the learners are not disadvantaged by the several problems experienced in the context. Problems involve dealing with disinterested parents, poor discipline, poverty, and dealing with slow bureaucratic structures. The main idea is to improvise because in the disadvantaged context the teacher is not going to find ideal resources with which to work.

4.3 Successful teaching practices in the disadvantaged context

This theme discusses the successful teaching practices of the teachers and the rewards that they gain from teaching in the disadvantaged context.

“You see yourself grow in many ways.” [T5]

The work of teachers in the disadvantaged school has much to do with teacher growth. It is suggested by the principal that in order to cope with the daily tasks, the teacher expands his/her strengths and develops as a person. It can be deduced that the teacher derives much satisfaction from improving and making a difference in the lives of the children. It can be inferred that in doing so, the teacher hones his/her strengths and develops as a caring human being. The message that is given to the student teachers is that teaching in the disadvantaged context, has benefits for the teachers as they grow and develop a mature understanding of the learners. Thus teacher growth has implications for the professional development of the teacher. Marks and Printy (2003) corroborate the idea that the professional growth of teachers should be facilitated by the principal by engaging them in the decision-making of the school. The principal becomes the “facilitator of teacher growth” (Marks & Printy, 2003, p. 376).

“I just want to say one more thing, teaching is fun. It is as fun as you make it out to be.” [R19]

This indicates that teaching in the disadvantaged school requires the teacher to be able to make the learning experience very exciting for the learners, so that the learner would want to be in school and will be interested in gaining knowledge as well. In this way teachers will be encouraging learners to come to school instead of seeking fun elsewhere. The principal also suggests that the teacher also derives satisfaction from the teaching experience when s/he notices the learners enjoying his/her lesson. Teachers in the disadvantaged context succeed, not by focusing on what the context does not have, but by focusing on what can be done with what is available to make a difference in the lives of the children. Phurutse (2005) argues

that the effective use of available resources in the disadvantaged school is important as it leads to successful teaching and learning.

"In 2006, the Development Bank in South Africa (DBSA) ran a survey into the teaching and learning habits in schools, and found that some of our ills can be watered down to just two things: one- punctuality, on time , two- being physically in the class. If you're on time and in the class, then you are going to promote teaching and learning." [R7]

A dedicated teacher will not allow herself/himself to detract from the commitment of being at school to educate her/his learners. The principal believes that teaching and learning is an important priority and to fulfil that task, a teacher has to be physically present at school. It is felt that the learners must not be further disadvantaged by poor attendance of teachers. The principal indicates that good teachers follow the basic rules of etiquette such as arriving on time, and being at school daily.

"These are 11 qualities that he found that works for him and other exceptional teachers: enthusiasm, adventure, creativity, reflection, balance, compassion, confidence, humour, common sense, appreciation and resilience." [R16]

"Teaching is a noble profession." [R20]

"They're confident, they're good at what they do, and they do it always to the best of their ability. Pass rates are very good." [T14]

"Excellent pass rate! Excellent pass rate! [T14]

The message that the principal gives to the student teachers is that in the disadvantaged school a teacher will have to display several qualities because of the circumstances that s/he will find himself/herself in. Teaching is described as a "noble profession" and has connotations of being of the highest moral character. The principal suggests that teaching may be a low paying job, but has rewards that extend far beyond monetary gain. A teacher in the disadvantaged school is providing a

service that improves the lives of learners and makes a difference to their lives. Good teachers display confidence in themselves and their work. This confidence is transferred to the learners. The teacher's confidence is demonstrated in the quality of work that the learners produce. The student teachers are given the message that they should have confidence in themselves when they teach in the disadvantaged context since they will be called upon to deal with many problems that will need their attention. Naylor (2001) corroborates this by describing the diverse roles that teachers embrace as part of their duties.

The principal reiterates that a disadvantaged school does not necessarily have to be low performing. A good teacher can make the difference to the cliché that a disadvantaged school ought to naturally be low performing. A good teacher can turn a low performing disadvantaged school into a high performing, yet disadvantaged school. The principal demonstrates his appreciation for the work of the teachers in his school.

Pattillo (2010) has conducted a study of a severely disadvantaged school in Kwazulu-Natal and found that this school was a high-performing school despite the disadvantaged circumstances. It fits all the characteristics of a disadvantaged school, except that the school received a 90 to 100 percent pass rate in five consecutive years. She states that the difference between this disadvantaged school and the others, was a leader who made a huge difference to the ethos of the school (Pattillo, 2010).

"Our attendance is also very good. Most of our learners come from Umlazi. What we do every week is to announce the 100% attendance. They get an incentive. Would you like to know what the incentive is? They're bought an ice-cream." [T15]

The principal points out that it takes very little to inspire the learners who appreciate every little thing that is done for them. S/he draws on the example of the incentive used for obtaining full attendance for a period of time. It is evident that the principal and staff derive much satisfaction from providing these incentives to these impoverished learners.

"I will say I am blessed to have folks like these as part of my school leadership team. So folks I hope that when you go to your schools you can boast of such a powerful management team, I like to call it a school leadership team, because they are part of the leadership team that we have at our school." [R5]

"We have here two evergreen young ladies who work timeously from the time they arrive to the time they leave." [R5]

The leadership team is used as an example of teacher excellence to display the work ethic to which the student teachers should aspire. There are many positive aspects to teaching in a disadvantaged school. The teachers are considered important stakeholders in the school context and they ensure that the school runs smoothly and efficiently. Each person has a role to play to ensure that the school achieves its goals. The principal cannot, on his/her own, achieve the mission and vision of the school. To ensure that the culture of teaching and learning is present in the school, the principal uses teamwork so that each person owns the process of running the school.

In this school the principal functions as a Chief Executive Officer (CEO) and acknowledges that teamwork in the school is essential to the smooth running of the school. Several times s/he emphasises the value s/he places on his/her school leadership team and declares that s/he needs and admires the skills of his/her team. S/he passes the message that the student teachers must be prepared to join a team when they begin their teaching careers and that a team effort is required to ensure a successful school. Bolden, *et al.*, (2003) state that teamwork and team leadership is important for the success of the school.

Mampuru's (2003, p. 10) findings reveal that the determinants for success in a disadvantaged school are "teamwork, interactive communication, parental involvement, reflective teaching and consultative leadership." Hay (2006) believes that teamwork creates a stimulating environment in which to work. Further, Blasé and Blasé (1999, p. 134) indicate that the principal should recognize that "collaborative networks" are vital if successful teaching and learning is to take place because it models teamwork and inspires teachers to take risks to improve their teaching practices.

".. but in the greater scheme of things, our children are angels, and I'm not saying that because I need to say it. We do not have a drug problem. In 14 years, 2 children smoked." [R22]

"We don't have bullying... Once in a while we will have a flare up here and there, but it's not something that takes all of our time. Our focus is on the right things, so we don't have a discipline problem, so we're blessed in that respect." [R23]

Surprisingly, the reality, according to the principal, is that the learners are "angels," willing to learn and there are few discipline issues to deal with. Student teachers may expect the disadvantaged school to be fraught with discipline problems and lack of teaching and learning activities because of stereotypical expectations, but this may not necessarily be true of all disadvantaged schools. The principal points out that this particular school does not have a serious discipline problem. Although this may be a disadvantaged school, there are few discipline problems to attend to as the majority of learners are committed to their studies.

The principal sums it up when s/he says:

"Now Mrs DP spoke about our lack of resources, but despite these impediments, we can still be seen as a centre of learning and adding value to the community and the learners." [R7]

The school is a centre of learning with the impact of the teachers' work being felt within the community. The principal declares that his/her broad objective is to improve the community. The message to the student teachers is that the job of a teacher in the disadvantaged school extends further than the education of the learners. The community benefits from the work done in the school by the school improving the lives of the learners. Parents who assist the school with their services feel a sense of worth in participating in the improvement of the school. This creates a tie between the community and the school. The principal declares that the disadvantaged school has "some educationally sound principles to offer." [R2]

Tatel (1999) associates a disadvantaged school with assisting the economically deprived learners. However, teachers also gain in the disadvantaged context in that they also grow and develop in character, and hone their improvisation skills. Successful practices in the disadvantaged context can improve academic performance of the learners in the school, and thus indirectly improve the community.

4.4 Contextual realities

In the first theme I discussed the historical use of the buildings over a time period of fifty years. In this theme the present reality of teaching in the disadvantaged context is discussed. The structure of the school, the resources, funding, class numbers, and the lack of text books are discussed.

“If any of you are going to go up to the Grade R classrooms, you will find that the room which the Grade R’s are using was a room that we converted.” [T4]

“The Grade R’s are supposed to have their own type of classroom with their own resources. We have purchased a Gemini Hut to accommodate the other Grade R class.” [T4]

From the principal’s speech the student teachers receive the message that there are several challenges that they will encounter in the disadvantaged school context. When student teachers begin their careers their circumstances may not be ideal in terms of resources and structure of the buildings. This disadvantaged school was firstly not structurally built to function as a mainstream school. It was used by the army in World War 2. It is now being used as a primary school but lacks the facilities that are essential to a primary school.

Classrooms are not available in some disadvantaged schools. The classrooms are not appropriate for the grade. Standard classrooms in which to house the learners are lacking. Makeshift classrooms had to be organised, such as converting the existing specialist rooms, purchasing a Gemini Hut or converting pre-fabricated buildings for learners to be accommodated. This is far from the ideal situation that a student teacher

will expect of a normal school scenario where classrooms are standard and can accommodate the learners. This school has severe constraints within which the teachers are expected to work.

The principal explains:

“We do not have any laboratories in the school because every room has been utilised.” [T4]

Specialist rooms are a luxury in a disadvantaged school – there are usually none to speak of. In Thebes Primary School these specialist rooms such as laboratories and computer rooms had to be converted to ordinary classrooms to accommodate the learners. Moloi (2010) indicates that in most disadvantaged schools there are no libraries or specialist rooms because these are underprivileged, poorly-resourced contexts.

“Land space is very limited and there is no place in the premises for the learners to play.” [T2]

“Our school does not have a playground. We utilised that area which is a thoroughfare for the residents which creates lots of problems because our children were mingling with people in the area. High school students that bunk school would come and hang around here because they could use it as a park.” [T2]

Even a school playground is a luxury in a disadvantaged school. The school has no playground. The school has improvised by using the adjacent vacant public grounds and has tried to ensure the safety of the learners by placing teachers on the playgrounds during the lunch breaks. I have observed from my visit that the school has also used a locked gate between the playground and the school buildings to ensure that outsiders using the vacant grounds during school day, do not gain access to the building and interrupt the functioning of the school. A guard is stationed at the gate to allow entry to visitors.

The teachers have to escort the learners to the public ground which was once used as a park by the public, but has now been incorporated into the school buildings. It is clearly not part of the school structure as it is still fenced out. The footpath running between the school and the playground is a public footpath. It is not safe to allow the learners to play alone on the playgrounds for fear of danger from the public in the form of delinquents and insalubrious characters from the area. Teachers have to be alert and on duty daily during the lunch breaks to care for the learners. This means that teachers have no free time during the lunch breaks. The student teachers gain the message that lunch breaks are not their free time, but they will have to serve ground duty to care for the learners.

"It's challenging when children come from different backgrounds, but when you're in the classroom, you try to adapt to suit each child's needs, no matter where they come from." [T9]

Teachers have to deal with diversity in the classroom. It is now expected that learners with disabilities join mainstream schools. Teachers now have to teach learners with physical and mental challenges within the normal classroom situation. Diversity also suggests learners who come from different socio-economic backgrounds and different race groups. This school accommodates learners who are from the surrounding informal settlements.

Kamper (2008) suggests that poverty provides obstacles to quality educational performance. Learners are often hungry; do not have proper clothing; do not have adequate study facilities; have no parental support; motivation and self-esteem are absent; and they often have problems regarding language proficiency.

Lupton (2004, p. 13) describes the disadvantaged environment as having "high levels of material poverty and additional learning needs." Meyer, Parsons and Dunne (1990,) include learners living in single parent families. Bridge and Watson (2002, p. 261) include "ghetto neighbourhoods", "welfare dependency," "joblessness," "serious crime" and "extended family networks."

The message to the student teachers is that they would have to deal with diversity in the disadvantaged context and teach learners from different socio-economic backgrounds; of different race groups; as well as learners who have disabilities.

“Do you know the schools are graded according to Quintiles? Quintile 1 to 5 will determine your allocation. Quintiles 1 to 3 are no-fee schools. I’m sure some of you will be aware of why they are called no-fee schools, because they can’t even pay ten rand school fees. Unfortunately for us, whatever the criteria it is that they’ve used, we are Quintile 5, which means that we are graded the same as a Model C and Private schools. Everybody’s still fighting this ranking simply because the criteria before was there’s a tarred road leading to the school, there’s a brick building, there’s water, there’s electricity. Hopefully, this will change as the Department has been looking into that. I don’t know if it was an election ploy, but they said that they won’t look at the buildings and structure, but they will actually look at the economic status of the learners in the school instead of the structures and buildings.” [T12]

The principal indicates to the student teachers that policies implemented by the DoE, have far-reaching consequences for teaching in a disadvantaged school. The student teachers will expect basic resources such as text books, to be freely available for use at the school. Due to the policy of the quintile ranking system, money at the school is a scarce commodity. The principal explains how funds are allocated to the school by the DoE.

The funding allocated to the school by the school by the DoE depends on the quintile ranking attributed to each school. Each school is rated according to the criteria set down by the DoE which includes the buildings and structure, ablution facilities, and tarred road access to the school. Schools are ranked from 1 to 5 and the higher the ranking, the lower the funding allocated to the school.

Some schools are ranked incorrectly and receive less funding from the DoE. Some disadvantaged schools are ranked in the same category as the former Model C schools which are deemed to be advantaged. The socio-economic status of the community surrounding the school, such as the informal settlements, from which the majority of

the learners come, is not taken into consideration. Thus the community in the immediate vicinity of the school may be middle class, but the socio-economic status of the learners who attend the school may be from areas such as the informal settlements. This causes a discrepancy in the ranking system. The school may have the facilities, but may not be in a position to maintain these as the learners cannot afford to pay school fees from which the majority of funds for the school are derived.

Sayed and Motala (2009, p. 4) corroborates the idea that according to the quintile system, in some provinces, some schools formerly deemed poor, now find themselves located in the "less poor" quintile. The study of Sayed and Motala (2009) indicates that in Gauteng many of the learners come from the informal settlements from the surrounding areas and very few from the actual area where the school is located. Thus the quintile ranking of the school is not reflective of the socio-economic status of the learners that attend the school. This seems to be the case in Thebes Primary where the school is placed in a ranking that is not concurrent with the economic status of the majority of the learners.

Schools in quintiles 4 and 5 have thus questioned their status because they now receive less funding from the state (Sayed & Motala, 2009). The principal of Thebes Primary has also questioned the status of the school so that the school may be re-classified according to the socio-economic status of the majority of the learners. This would mean that the school would qualify for more funds from the DoE. The message given is that policies that were designed to benefit poor schools actually disadvantage them when they are implemented incorrectly.

No-fee schools have been declared by the DoE (Hall and Monson, 2006) to assist poor schools in quintiles 1, 2 and 3 so that parents do not have to pay school fees. Research by Hall and Monson (2006) shows that schools are not compensated by the government for loss of income due to exemptions, made for no-fee learners who attend schools where fees are required. There is no monitoring of how these schools cope with this loss of income due to this policy, such as how to maintain buildings or purchase furniture and books (Hall & Monson, 2006). Thus schools that are incorrectly ranked have to deal with further loss of income due to the no-fee policy. This is true of Thebes primary school because the majority of the learners come from the informal settlements.

The message given by the principal to the **student** teachers is that they have to deal with the quintile ranking system which is **used** to **allocate** funding to the school. Schools are given funding according to **the** **quintile** ranking of that school. The principal is not in charge of the ranking of **the** **school** or **the** funding. The School Governing Body has a finance committee **which** is **charge** of the funds, and determines how the funds are spent and **what** **to** **prioritise**. **The** principal cannot just spend the money on the needs of the school **as** **he** **pleases**. The expenditure has to go through a process before money is spent (Heystek, 2006). **The** principal's message also reveals that to the student teachers that **policies** implemented by the DoE may have a negative impact on the disadvantaged **schools**. **Further** **constraints** are imposed upon the school by policies which, ironically, **were** **originally** meant to assist schools in the disadvantaged contexts.

"The grass has not been cut because of the **lawnmower** being broken. You know we can't just say that we have a broken **lawnmower**, phone Modern Mowers and just go and buy a lawnmower." [R25]

"Our lawnmower broke down. It cost R3600, **00** to repair. It's a mission now to get that approved for repair." [R25]

"We have gutters and down pipes- broken, and **cannot** **be** repaired right now." [R25]

The maintenance of the school is also problematic. **The** grass cannot be cut if the mower is broken. The principal emphasises his message about lack of funds by demonstrating that even a small thing like a broken lawnmower cannot be easily fixed. The principal delivers the message that he cannot just spend the money on urgent demands due to the protocol that has to be followed before money can be spent. Even a matter such as the fixing of the broken lawnmower or the purchase of a new one, is problematic. This demonstrates that the principal has no control over the funds in the school. He can prioritise and suggest, but ultimately, requires approval for the actual expenditure (Heystek, 2006).

The principal demonstrates that urgent structural damages cannot be repaired quickly due to the lack of funds. The student teacher is made aware that in the disadvantaged school the buildings may be in a state of disrepair but they will be expected to teach within these limitations. The message is that they will once again be exposed to non-ideal circumstances.

“Would you like to know what the average number of learners per class is? – Over 40. To maintain our staff establishment, we have to have a certain number of learners. [T2]

The student teachers may also have expectations of low class numbers as the National norms state that the ratio 1:35 should apply in terms of learner-teacher ratios. The reality is that the new teacher would walk into a classroom of over 40 to 50 learners in a disadvantaged school. This will impact on the teacher in terms of the efficient organisation of the class. The principal points out to the student teachers that there will be overcrowding of classes.

The teacher will be overburdened by the numbers and will not be able to address individual problems experienced by the learners. Large class numbers translates to more books to mark and a larger workload for the teacher. The message transmitted by the principal is that the teacher in the disadvantaged school will be overburdened by extra work due to large class numbers. Arends and Phurutse (2009) identified large class sizes and large workloads as factors that are characteristic of a disadvantaged school.

The finding of Moodley's (2009) study reveals that student teachers entered the profession with certain expectations and often experience a gap between the reality of teaching practice and their ideals. Berry, *et al.*, (2006) also state that new teachers who enter disadvantaged schools are ill-prepared, and do not want to teach in these schools because they are less prestigious and have a poor reputation.

Hopper and Sanford (2004) indicate that the experience of being in a disadvantaged school, released the student teachers from the naïve and unrealistic sense of what teaching was all about. The study of Stokking, *et al.*, (2003) indicates that some student teachers drop out at teacher training level due to the false expectations that

they have had of the teaching profession. To prevent this, teacher training institutions should focus on measures that ensure a “smooth transition from training to practice” and reduce practice shock (Stokking, *et al.*, 2003, p. 330).

In this theme I have discussed the issues of the realities of teaching in the disadvantaged context. There are many contextual realities that the student teacher may not be prepared for and may find daunting. Literature (Moodley, 2009; Stokking, *et al.*, 2003) indicates that new teachers do have false expectations of teaching and facing the reality of the demands of teaching may result in their early exit from the profession. The contextual realities in the disadvantaged school involve lack of funding; lack of resources - both human and material; overcrowding of classes and understaffing of the school; resulting in the extra workload of teachers; and difficulty to maintain the buildings.

4.5 Resources in disadvantaged schools

This theme deals with the resources that are available in the disadvantaged school. The lack of facilities has already been discussed in previous themes. The material resources and the human capital of the school will be discussed.

“Our school has many challenges: funding, lack of resources, adequate staff.” [R12]

“If you go into the classes you will see that we have chalkboards, we have chalk.” [T11]

That is all the equipment that the school has to offer. Only the basic requirements are available. This calls upon the teacher to use his/her skills and resourcefulness to overcome this shortcoming. The message the principal delivers is that at a disadvantaged school, things are not ideal. There are just the basic needs that the school can afford.

“We can’t buy textbooks for every grade from the allocation that we receive.” [T13]

“We will purchase the books for one grade and not purchase for the other grades, that’s how we work.” [T13]

Every year, textbooks cannot be purchased due to the other important priorities that must be met. Text books cannot be purchased every year for every grade due to lack of funds. To balance the finances, books are purchased for one grade in the year whilst the other grades do not get textbooks. The student teacher is made aware that teachers in the disadvantaged context must be patient until it is their turn to receive books.

The message is that student teachers will have to be aware that in the disadvantaged school the learners may not have sufficient textbooks to use for that year and teachers will have to rely on other sources. The skills of improvisation and innovation will have to be employed by the teacher to overcome this problem. This is one of the reasons the principal highlighted the quality of improvisation as an important trait in the disadvantaged school context.

“We asked parents for R5, 00 per month so we can pay the educator. We have about 500 learners. This should raise an amount of about R2000, 00. We ran it for about 2 or 3 months and then the whole thing collapsed, only 40 or 50 parents were paying.” [R24]

“Folks, we are a very, very, very poor school... we are hopelessly, hopelessly under-funded... funding is the issue.” [R25]

“We do not have laboratories.” [R24]

“We don’t have computer rooms. We did have, but we had to convert the room into a Grade R classroom.” [T7]

“To hire an educator to be a library assistant is impossible.” [R24]

“We have a makeshift computer room, but it is not functional due to insufficient funds to staff it.” [R24]

The community in the disadvantaged context cannot fulfil the various expectations of the school due to domestic, personal and financial difficulties. Parents do not have

sufficient funds to assist the school. To pay the minimum of school fees is a battle for the poverty stricken community. Moloi's (2010, p. 621) focus of study - schools working under "difficult, ill-resourced contexts" - proves that this is indeed true. The disadvantaged schools were characterised by excessive poverty levels, increased levels of illiteracy and unemployment and high mortality rates that create more child-headed households (Moloi, 2010).

The principal also indicates that specialist rooms are an unrealistic expectation in a disadvantaged school, as there are no funds to maintain these even if the school has such specialist rooms. If there is a library or computer room, lack of funding to provide staffing and equipment, poses problems in actually making use of these facilities. There were no funds to hire a librarian or a computer teacher to make use of the facilities.

Parents cannot be expected to make additional payments for these extra services because they cannot afford to pay even the bare minimum of school fees. The community is poor and fund raising activities by the school is an additional burden to them. The implication for the student teacher is that s/he may have to take on the role of the librarian even though s/he is not qualified to do so.

The message is that in a disadvantaged school, lack of funding is a perennial problem and the school has to engage in fundraising activities, and tax the already impoverished community. Moloi (2010) found that disadvantaged schools had no libraries, electricity, computers or internet facilities. Tatel (1999) associates a disadvantaged school with teaching poor learners with the availability of very few resources or equipment. From the principal's speech it is inferred that teachers will find that funding and resources are not easily acquired and that one needs to be resourceful and innovative in order to succeed in this context.

"A school like this allows for 18 teachers. We have 20 classes but 18 teachers." [R12]

"It has roughly 700 learners and 18 educators but 16 classrooms." [T2]

The principal mentions the staff shortage and its implications for teachers in the disadvantaged school. The student teachers are made aware that due to understaffing of the disadvantaged school, there will be overcrowding of classes as there will be more learners in a class than the ideal national norm. It may also mean that teachers may have to teach subjects that they are not qualified to teach, to compensate for the lack of staff in the school. Teachers may even have to teach specialised subjects like Computer Studies, even though they may not be trained to teach this subject. Santoro, (2009) states that it is inevitable that there will be a shortage of human resources in a disadvantaged school.

The fact that there are 20 classes and 18 teachers means that the school is understaffed by 2 teachers. This also implies that teachers will have to teach more hours within the school day than they usually would be expected to. Student teachers are made aware that they will have to add to their teaching loads to ensure that all learners receive tuition. Since there are 18 teachers and only 16 classrooms, it means that teachers will have to devise a plan to share their classrooms with each other. The platoon system for 2 classes may have to be used to solve this problem. Although the principal mentioned that student teachers will not be exposed to this system since it is outdated, circumstances may dictate that they resort to this system to accommodate the learners of the school.

The principal also indicates that the number of learners in the school determines the allocation of teachers to the school by the DoE. The DoE uses the national learner-teacher ratio, to allocate the number of teachers per school. Teachers are reluctant to be placed within the disadvantaged context and often, these schools are largely understaffed. The message delivered is that teachers will have to deal with the extra burden of large class numbers, as well as understaffing. Both these factors translate into the extra workload for the teacher in the disadvantaged school. Santoro (2009) affirms that it is difficult to maintain the staff complement in disadvantaged schools. Due to the heavy burdens, a large number of staff seek transfers out of the school.

The message is that in a disadvantaged school the situation is not going to be easy or ideal. The principal indicates that the teacher has to be innovative to make lessons successful and interesting for the learners in the absence of resources. This is corroborated by Phurutse (2005) who argues that it is the culture created within the

school and the way resources are used that makes the difference, not the overall amount of resources that are available, that is important.

I have discussed the limited resources that are available in the disadvantaged context. The student teachers will have to be aware that there will be a shortage of funds, textbooks, human resources such as specialist teachers and admin staff, lack of specialist rooms and shortage of equipment and maintenance items. Teachers will have to work within the constraints of these limitations in the disadvantaged context. The teachers will have to perform additional tasks that may not be within the ambit of their job description or may have to teach subjects that they are not trained to teach.

4.6 Back to basics

I will discuss in this theme, the idea of the principal's speech focusing on what s/he regards as the basics in education. This theme will deal with what student teachers can do when they begin their teaching careers to promote teaching and learning in the schools.

"Young men and women, let me stress this, you may or may not know this, that we as a province, we as a country, we as a continent, are way behind even other developing countries and continents in terms of literacy and numeracy. Now let me give you a few more startling facts. KZN is the lowest in South Africa. South Africa is at the bottom of the pile when compared to Africa. You think of war torn countries ravaged by strikes, poverty and illness, but yet they perform better than us in literacy and numeracy." [R10]

"Colleagues, we are going to give you the biggest challenge, your lecturers may or may not have emphasised it, but we are going to say: 'Go to basics' when you begin your career. The problem out there with literacy and numeracy is almost epidemic. So as young teachers you have to try and remedy this and make a difference." [R11]

The principal had an important suggestion to impart to the student teachers in that they have to go back to basics to ensure that the learners develop a firm foundation on

which to build more complex knowledge. S/he delved into research done on mathematics and science which indicated that as a country South Africa is at the bottom of the poll. As a province Kwazulu-Natal is at the bottom and as a continent, Africa is ranked at the bottom end.

S/he believes that if student teachers, when they begin their careers as teachers, go back to basics, and lay firm foundations in mathematics and science, then little by little, the country can progress and compete more favourably globally. Her/his message to the student teachers is that they have the responsibility to focus on developing the learners so that mathematics and science will be promoted in the schools. This in turn lends itself to the greater ideal of improving the country.

Osborne and Dillon (2008) state that most learners develop their interest in science before age fourteen, therefore greater effort should be placed on improving the quality of science education before this age. This corroborates what the principal says to the student teachers – that they have an important task to perform in getting learners interested in science and mathematics. Osborne and Dillon (2008, p. 9) believe further that “good quality teachers, with up to date knowledge and skills, are the foundation of any system of formal science education.”

“... The 3 L’s basically ... is Look, Listen and Learn. ... At our school we believe in the magic words for the children. The magic words are worth more than faith, it moves mountains. They are: Please, Excuse me, and Thank you.” [R8]

The principal indicates that the student teachers must remember to teach manners. In this way they will instil values in the learners. This is in keeping with the goals of the school in terms of developing a culture of learning. The message that can be inferred is that the principal believes that manners and respect are the cornerstones of the teaching and learning culture. S/he urges the student teachers to go back to basics, so that a firm foundation is laid for the learners. S/he also indicates that teachers should practice the 3 L’s, so that they become alert to the subtle nuances and the undercurrents permeating the disadvantaged context. Fougler (2004) indicates that the art of listening is most important in the teaching-learning situation. Teachers must

be aware that the learners are from a variety of backgrounds which affect the way they learn. Thus going back to basics is an important aspect of teaching in the disadvantaged school.

I have discussed the strategies that student teachers can utilise to promote teaching and learning and develop a firm foundation in the teaching of mathematics and science. The principal suggests that the teachers focus on the basics in the subject content, as well as the development of values such as manners. Learners must be taught the importance of gratitude and politeness so that they may be developed holistically.

4.7 Community involvement

This theme discusses the extent to which the community can become involved in the disadvantaged school.

“However, we’ve been fortunate in that our parents were very active.

After 13 years of writing to the authorities and requesting a playground, just before the elections they decided enough is enough. They put pressure on the municipality, so the playground now belongs to us. We are hoping to have it fenced shortly so that our children have a safe environment in which to learn.” [T3]

“Parental involvement is a perennial problem, but I think in our case, in the last 2 years in particular, we’ve been adequately compensated by the fact that we have an excellent Governing Body. We have a Chairperson, a very young man, absolutely interested in the affairs of this school. ..he has already contributed immeasurably to this school.” [R13]

“There is a church that provides sandwiches for the children on Mondays and Wednesdays. We also have the local Councillor that also provides sandwiches as well on the days when the church doesn’t provide. So we don’t really have meals at school to give out.” [T13]

“We do have sponsors for the grounds and we have sponsors who have offered to take care of the place for us. We do have people that try to assist us in different ways.” [T10]

Although parents may not be able to contribute to the coffers of the school, they may be able to contribute in other ways if they can. In Thebes Primary school they mobilised to get the park incorporated into the school as a playground for the learners.

In Ramses Primary school the principal praises the efforts of the Governing Body chairperson for his effort in assisting the school. It seems that the School Governing Body and the schools work well together for school improvement. There seems to be active community involvement in these schools.

Sponsors from the community have stepped in to ensure that the learners have sandwiches to eat during the school day. The principal has tapped into religious organisations for sponsorships for meals for the school.

The community also takes care of the grounds which they worked so hard to obtain for their children. Parents cannot give freely off their finances, but it seems that they are able to give their services to the school. The principal appears to have engaged the community to help improve the school in any way they can. This shows close ties between the school and the community. It seems that the principal has been able to create a network of community support around the school. This helps to create ownership of the school and will lead to the improvement of the community which is one of the goals of the principal.

Prew (2007) acknowledges that the principal should use the community and surrounds to foster community involvement through community-based fundraising activities and support from the surrounding schools to create a network of support structures for school improvement.

Huber (2004) also indicates that the principal must be able to establish networks and learning communities, co-operation among teachers, and co-operation between the school and other educational institutions within the community. Thus, the principal will develop a large contingent of assistance to build up the resources of the school.

The message that is delivered is that the new teacher will experience financial restrictions and limited community involvement in the disadvantaged school. The new teacher must not expect much financial assistance from the parents in the disadvantaged context as they have several problems of their own to deal with. Thus it makes the burden on the school much greater. However, parents do try to offer their

services to help improve the school in whatever way they can, within their limited capacity.

This theme has discussed how the community can assist the school. They can give limited help with regard to finances, but can offer their services to help maintain the school and do repairs. Shops and religious organisations can offer sponsorships in cash or kind such as the provision of sandwiches or meals for the children.

4.8 Recruitment and job satisfaction

This theme deals with the recruitment of personnel via the student teacher visits and the idea that the disadvantaged context can provide teachers with job satisfaction.

“I still feel the fire, the passion, the determination of a first year teacher. If I was given a chance to do it all over again, I would gladly be a first year teacher.” [R26]

“That is the best and most rewarding part of teaching in a disadvantaged school – seeing the appreciation and love in the eyes of the children.” [T5]

The principal uses his/her personal experiences to enlighten the student teachers about how s/he feels about teaching in the disadvantaged context. S/he indicates that s/he still feels the energy and enthusiasm of a first year teacher and will gladly choose the same path over again if s/he had to choose. The principal indicates that s/he derives immense satisfaction in teaching at a disadvantaged school. His/her sincerity and devotion to his/her job are displayed in his/her words.

The principal’s passion for teaching in the disadvantaged school has been grasped by the student teachers. His/her message to them is that it is a rewarding job and his/her efforts are appreciated by the learners. S/he feels that s/he is making a difference to the lives of the learners.

The student teachers voiced their opinions:

"You also seem to love what you are doing. I'd like to come and teach in a well run school such as this with an efficient principal who appreciates his staff." [R28]

From the comments made by the student teachers during the discussion session of the orientation speech, it can be inferred that the principal has succeeded in convincing the student teachers that teaching in a disadvantaged context is not something that they should avoid, but should aspire to teach in these schools and make a difference in the lives of the children. If new teachers see a robust and dedicated leader; an accommodating, energetic parent community, and a committed staff (Berry, *et al.*, 2006), then they will be inspired to join such an environment. In their study, Berry, *et al.*, (2006) state that teachers felt that there is a need to let the teaching fraternity know that teaching in these disadvantaged schools is an opportunity to grow professionally.

"It is heart-warming to hear you say that. I am glad you are inspired to teach in a school such as ours. You are welcome to teach here when you qualify." [R29]

The message that the principal delivered is that teaching at a disadvantaged school is a rewarding experience. This seems to fulfil the purpose of the student teachers' visits to schools in a variety of contexts, to prepare them to teach in such schools when they qualify. This also serves the purpose of recruitment.

"In all my years, and let me tell you, there have been quite a few, this is the first time that we have so many trainees come to us on one day, and we're so happy that so many of you young people are entering this profession." [R2]

The HOD indicates that in his/her many years of teaching, this is the first time that such a large number of student teachers visited the school on one day. It seems that

the school leader is gratified that a large number of students are choosing to be teachers. This suggests that leadership in schools are pleased that such a large group of students will qualify as teachers in the near future. Thus the principal showed his/her approval that a large contingent of student teachers visited his/her school. S/he took this opportunity to ensure that s/he passed on the message that disadvantaged schools were schools that needed teachers to improve the lives of the learners. Swanepoel (2009, p. 463) indicates that the "principal sets the tone and ethos of the school, influences the educators sense of job satisfaction, morale, loyalty to the organisation and level of motivation to do well."

The principal is responsible for giving the student teachers a view of the teaching world that encourages them to continue with teaching as a career and prevent drop-out during the teacher training years or early in their careers (Stokking, *et al.*, 2003). The intention of the visit to schools was for student teachers to be motivated and inspired by the principal to join the teaching force, rather than leave the profession. This is supported by Hay (2008, p. 2) when it is suggested that the onus is on the principal to give the student teachers a view of the teaching world that will "appeal to higher order needs – to love, loyalty and to leave a legacy" (Hay, 2008, p. 2).

Thus, in this theme, the student teachers receive the message that teaching in the disadvantaged context is really about teacher growth, innovation, tapping into one's strengths to better the lives of the children, and mostly, it is about job satisfaction.

4.9 The principal in the disadvantaged school

This theme discusses the role of the principal in the disadvantaged school. It deals with the tasks the principal performs, the character traits s/he displays and the impact s/he has on the school and the staff.

The principal begins his orientation speech by asking for the prayer to be delivered.

"I am going to ask the DP to lead us in prayer." [R1]

This suggests that the principal embraces spiritual ideals as part of the culture of the school. From the above, it may be assumed that the principal has created a school

culture that embraces spiritual values as one of its pillars. The principal often punctuates his/her speech by the words: "by the Grace of God" [R 22], and this appears to accentuate his/her spiritual leadership style. Sergiovani (1984, p. 10) indicates that schools have values and beliefs that take on "sacred or cultural characteristics." West-Burnam (1997, p. 239) also feels that an approach to leadership may be described as "spiritual." The focus should be on the "values, beliefs and ethics of leaders" (Bush, 2007, p. 400).

The message the principal transmits is that the school has a specific culture into which the student teachers must fit. Berry, *et al.*, (2006) declare that new teachers who enter disadvantaged schools, have no knowledge of their customs and beliefs and tend to shy away from these schools. The implication is that the school culture reflects its leadership practices and the student teachers must adapt to this environment.

"Mrs DP started her teaching career on 1 January 1969, 43 years this year...The interview panel had no choice but to select her as the DP. That was eleven years ago." [R3]

The principal, in his/her speech, acknowledges the long serving members of the management team and gives them credit for their service excellence. The principal's appreciation for his/her management team shows that s/he functions as a leader who believes in the devolution of power and embraces teamwork. It can be inferred that the principal values the efforts of long standing staff members who have faced the challenges of the school, but still choose to work in the disadvantaged context. It can be deduced that there must be something of value in this context to make teachers want to stay and teach in the disadvantaged school.

Bolden, *et al.*, (2003, p. 14) state that the principal who embraces team leadership, "values differences amongst staff, seeks talent, is not threatened by people with special abilities, and develops colleagues' growth of personal strengths." Hay (2006, p. 6) believes that the principal should express his/her appreciation and gratitude for work that is well executed. One of the traits of a good leader is the ability to give praise to the teachers. This affects the teachers' self-worth, confidence, promotes

reflection on the part of teachers and motivates them to improve their teaching strategies (Blasé & Blasé, 1999).

“If you are a teacher, the learners will be excited about learning. If you are eager and excited about teaching, the learners will be excited about learning. We must inspire and motivate children to want to learn, to have a desire to achieve, and to want to be the best that they can be. Passion is the fire in our hearts, and the determination in our minds to make a difference.” [R17]

In his/her speech the principal indicates that s/he shares knowledge and expertise. S/he quotes from the book by Ron Clarke in an attempt to inspire the teachers towards best practice. S/he has distributed two page reviews of the book to members of the staff to encourage them to read the book, which s/he considers to be excellent reading to improve teaching practice. This shows that the principal is willing to share his/her knowledge and keeps up with new literature to improve teaching and learning. Blasé & Blasé, (1999) mention that sharing professional literature is one of the characteristics of principals who are considered good leaders.

“Now I’m going to recommend 3 movies.” [R19]

“Look at the way Steve Harvey does things in *The Steve Harvey show*.”
[R19]

The principal demonstrates his/her innovative character by recommending new ideas such as watching television programmes and movies to make teaching exciting for the learners. S/he recommends movies to help inspire teachers to develop new teaching and learning techniques. The message is that the principal is there to assist the teacher to improve teaching and learning. He must motivate teachers and boost their morale. Hay (2006) suggests that the manner in which the principal communicates with the staff must also motivate and inspire them.

This shows that the principal is not afraid to think in a new way or to deviate from traditional practices. S/he welcomes new ways of doing things. S/he indicates that s/he is not afraid of innovation, adapting to new methods of teaching or

incorporating new ideas in the class and is willing to move away from outdated teaching practices. In this way s/he is a mentor and role model to the teachers who will emulate him/her without being afraid to use new ideas in their classes. Blasé and Blasé (1999, p. 133) calls this "modelling" where the principal is seen as someone to emulate.

The message given by the principal to the student teachers is that a principal's job in the disadvantaged school is not easy. It is filled with problems, but the principal must be innovative and embrace new ideas. S/he transmits the message that it is the principal who inspires the teachers towards success. Student teachers get the message that they should not be afraid to voice their opinions to the principal. If they have ideas that are new and innovative, they should communicate this to the principal so that these ideas can be used to improve school practice. The principal passes the message that s/he is prepared to learn and implement new trends in teaching.

In this theme I have discussed the role of the principal in the disadvantaged school. S/he is a leader who embraces change and inspires the staff to use innovative teaching techniques to improve teaching practice. His/her task is to motivate teachers and allow them to be part of the team which manages the school. S/he appreciates the strengths that the teachers bring to the school.

4.10 Summary

In this chapter I have discussed nine themes that were derived from the data gathered from the principals' speeches. The principals' messages were inferred from the data and discussed.

Theme one dealt with the historical use of the buildings and how the uses of the structures have changed over time to suit the needs of the community. Theme two discussed the work of teachers in the disadvantaged school. The third theme mentioned the successful practices, in the disadvantaged context. In theme four, the contextual realities of the disadvantaged context were discussed. Resources were dealt with in theme five. In theme six, the principal delved into the issue of going back to basics to ensure that the learners developed a firm foundation in mathematics and science. S/he also discussed the school culture of teaching and learning where morals

and values are instilled in the learners. Community involvement in the disadvantaged school context was discussed in theme seven. Recruitment and job satisfaction were dealt with in theme eight. Theme nine focused on the principal as a leader in the disadvantaged school. The tasks he performs and the role he plays in improving teaching practice were discussed.

In the principals' speeches, several messages were transmitted to the student teachers. It must be remembered that the aim of this study was to discover the messages that the principals transmitted to the student teachers, not how the student teachers received these messages. The principals have indicated that teaching in a disadvantaged context is interesting but demands much from the teacher which adds to the teacher's workload.

The next chapter will deal with the findings, conclusions and recommendations of the study.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter dealt with the analysis of the data. This chapter focuses on the findings derived from the data, the conclusions and the recommendations. The findings have been divided into five meta-themes.

5.1 The principals provided student teachers with a global picture of school contexts

The principals provided a global picture of their schools that included educational issues in terms of teaching and learning, contextual issues, school community involvement and the role of leadership in the disadvantaged context. A principal's speech is valuable because it gives a bird's eye view of the school because he is in charge of the school and can provide a comprehensive view of the school.

5.1.1 Teaching and learning in the disadvantaged context

The principal focused on the teaching and learning situation and the back to basics idea. He emphasised that fun should be brought back into the teaching and learning situation to stimulate the learners towards better achievement of results. He credits the teachers with hard work and commitment so that "excellent results" are produced. Teachers work as teams to overcome the difficulties of the disadvantaged school.

The value of this for the student teachers is that it disrupts their expectations of a disadvantaged context which they believe involves several problems, poor learner achievement and low teacher morale (Howey, 1999; Lupton, 2004). The student teachers get the message that teaching in a disadvantaged context is all about teamwork and cooperation amongst the staff. They understand that if they should be placed in a disadvantaged school context that they will have the support structures of the staff and the principal to assist them to overcome difficulties.

5.1.2 Contextual realities of the disadvantaged school

The speech focused on the current realities of teaching in the disadvantaged context. The principal destabilises learning by making the student teachers aware that the experiences of their schooling lives are different from the contextual realities of the post apartheid schools. As teachers in the disadvantaged context, there are several challenges to cope with, without parental or departmental support. The principal mentioned that bureaucracy is slow moving, and attention to problems by the DoE is a process that takes time. Principals are expected to achieve results that compete with the better resourced schools and receive very little help from the DoE (Sayed & Motala, 2009).

The student teachers learn that they have to teach and cope within the constraints of inadequate facilities and resources. The message to the student teachers is that the disadvantaged school has many problems, limitations and challenges. This is a stressful environment to work in and demands much from teachers.

The principal in Thebes Primary school recalled the past as he commented on the uses of the old buildings, which were once used as an army base fifty years ago. The principal pointed out to the student teachers that the use of the structure had changed with time and the needs of the community surrounding the school. Although the buildings are not wired or technologically suited for the 21st century needs of a school, the principal had been innovative in using the space efficiently. The principal engaged in reframing memory as he reflected on how the buildings had served several different functions through the years.

5.1.3 Community involvement

The speeches touched upon the notion of community involvement in the disadvantaged context. The principal further indicated that the school did not have a playground, but by working with the community, the school now boasts a playground. This indicates that the principal is innovative and has engaged the community to work with the school for school improvement. The principal emphasised the efforts of the community to incorporate the adjoining public park into the school to function as the school playground for the learners. This is in keeping with Prew's (2007) suggestion

that the principal should use the community and surrounds to foster community involvement to create a network of support structures for school improvement.

5.1.4 The role of the leader in the disadvantaged school

The speech focused on the role of the leader in the disadvantaged school. The principal portrayed the school in a manner that showed pride in the school. S/he believes that despite the problems, teaching in the disadvantaged school, can be rewarding. Swanepoel (2009, p. 463) indicates that the “principal sets the tone and ethos of the school, influences the educators sense of job satisfaction, morale, loyalty to the organization and level of motivation to do well”. Patillo (2010) indicates that transformative leadership qualities are necessary to improve disadvantaged schools in South Africa. Patillo (2010) attributes the success of the school to the strong leadership of the principal and his/her relationship with the teachers within the disadvantaged school. Despite the lack of financial resources, his/her leadership enabled the teachers to become more effective.

The student teachers derive the benefit of learning that although there is emotional stress due to the problems within this context teachers can grow in character, can make a difference in the lives of the learners and gain satisfaction. By portraying this message, the principal reconstructs the uncertainty of the student teachers.

The student teachers get the idea that the principal appears to be a motivator as s/he encourages teachers to further their knowledge by reading new literature. S/he also takes pride in the teaching and learning of the school as s/he embraces new techniques in teaching by using films and television programmes as lessons on how to handle difficult problems. S/he keeps up with the latest trends in teaching.

Principals need to pay attention to intangible factors such as having high expectations of the staff to succeed, recognition of different needs of individual staff members and providing feedback, so that teachers in a disadvantaged school may be motivated (Swanepoel, 2009). This impacts on the school as an organisation as teachers then take ownership of the school because they will feel part of the decision-making process. The principal displays appreciation for the work of the staff by giving praise for their work ethic.

5.1.5 The principal's leadership style

The speech also gave an indication of the kind of leadership style practiced by the principal. The principal has displayed qualities of a leader who values the human resources of the school. I observed that s/he seems to have taken the time to know the staff well, as s/he knew the strengths of each of the teachers. The leader in this case views staff as an asset and that they have the capacity for growth, development, creativity and will accept responsibility if opportunities are provided (Steyn & Van Niekerk, 2002). This type of leader will assist people to reach self actualisation by giving them opportunities for development (Middlewood & Lumby, 1998).

Steyn and Van Niekerk (2002) believe that it is the manager's task to create an environment that is conducive for every staff member's potential to be tapped. The human relations and the development of workers is emphasised, thus Theory Y managers are said to be "employee-centered" (Megginson, *et al.*, 1989, p. 463). Patillo (2010) believes that principals should give prominence to the human resource aspect to promote success of the schools. This indicates that the principal should focus on the positive aspects of the school, rather than on the negative aspects and deficiencies.

It is clear that it is the principal who is instrumental to the success of a school, especially a disadvantaged school. Patillo (2010) suggests that the principal's leadership style should be invitational and participative, and s/he should communicate to the teachers that s/he is able and responsible. This style of leadership opens the lines of communication as the teachers regarded the principal as someone who listened to what they were saying and implemented the decisions made with the staff. The principal encourages open, transparent discussions about the challenges and strengths of the school and leads by example (Patillo, 2010).

The above discussion suggests that the principal has a leadership style that is concomitant with Theory Y. Theory X suggests that people must be told what to do. The Theory Y leadership style sees people as motivated to progress. The leader in this case views staff as an asset and that they have the capacity to develop professionally, are creative and if opportunities are provided, they will accept the challenges and responsibilities that require them to participate in decision-making (Steyn & Van Niekerk, 2002). This type of leader creates opportunities for

professional development and assists teachers to reach their full potential (Middlewood & Lumby, 1998).

The message that the student teachers derive from this is that the principal in the disadvantaged school is instrumental in the motivation of the staff and promotes a successful teaching and learning environment.

5.2 Student teachers learnt about successful teachers in disadvantaged contexts

The principal in his/her speech focused quite intensively on the teachers in the disadvantaged school context. The aim of the student teacher visits was to acquaint them with the context of the disadvantaged school. It was also expected from these visits that the student teachers would be better prepared to teach in these contexts. The principal emphasised the idea that the teachers' main focus was to improve the lives of the learners. Learners come from homes that are typified by poverty, drug usage, violence and poor attitudes to work (Howey, 1999).

Teachers spend much time "mothering, caring and social work as well as teaching and learning" (Lupton, 2004, p. 10). Teachers are committed to work extra hours, even on weekends and are prepared to go the extra mile for the learners (Kamper, 2008). The student teachers get the message that teachers in the disadvantaged school have many challenges, but they must be focused on the main objective of finding ways and means to improve the lives of the learners,

The principal also emphasised the idea of improvisation to cope with the lack of resources for teaching and learning. The teacher has to be innovative to make learning effective for the learners. Resources are scarce in the disadvantaged school. Stringent financial constraints prevent the principal from providing resources to the teachers. Teachers have to be creative to be able to teach within these limitations.

Patillo (2010) believes that the principal is responsible for creating the kind of environment that makes teachers stay, and that a movement away from financial and physical resources, to the notion of human resource skills, is necessary for disadvantaged schools to succeed. Teachers also grow in character as they teach within the "unpredictable working environment" (Lupton, 2004, p. 12). The principal used himself/herself as an example to indicate that after 35 years in the profession,

s/he still feels passionate about the learners and teaching. S/he uses this to inspire the student teachers to pursue teaching as a worthy career.

Teacher excellence was one of the qualities that the principal mentioned that teachers would require. Principals need to pay attention to the intangible factors to motivate teachers in a disadvantaged school (Swanepoel, 2009). The principal of Ramses Primary school has focused on the qualities of a teacher. S/he drew from his/her own experiences to demonstrate what it is to be a committed teacher. S/he quoted his/her leave record to demonstrate that in 35 years of teaching, s/he has been absent from school for approximately 5 days. S/he pointed out that his/her work ethic was worthy of emulation by the student teachers.

The principal reframes memory to show the student teachers that s/he would choose to be a first year teacher again as it is a rewarding job. The benefit of this for the student teachers is that they learn that teachers have to be dedicated and committed to the task of teaching and learning in this context. To prepare student teachers for the reality of the disadvantaged context, the principal presented a view of teaching that provides job satisfaction. S/he portrayed the disadvantaged context as demanding, but inspiring. Teachers are faced with a context that is challenging but extends the teachers' capacity and builds character.

Kamper's study (2008, p.10) attributes the success of a principal to inspire commitment in his teachers, to placing the "welfare and effectiveness of his teachers as top priority." Thus the context of the schools influenced the principals to touch upon the value of teachers and the importance of the principal in directing the school community towards achievement of the goals of the school.

The message transmitted to the student teachers is that good teachers will turn a poor performing disadvantaged school into a high performing school - this is the goal of principals. Thus student teachers learn that teachers are very important assets in the disadvantaged context and they may aspire to teach in such a context.

The principal indicated that teaching in the disadvantaged context is really about teacher growth, teacher improvisation and tapping into one's strengths to better the lives of the learners. The principals' message is that teaching in the disadvantaged school is about job satisfaction. There are challenges in the disadvantaged context; the

student teachers benefit from the knowledge that they can develop themselves professionally.

5.3 Student teachers became aware of working in an under-resourced context

The stark reality of the disadvantaged context is that it is grossly under-resourced. At the outset it was evident that the school buildings were not ideal. The old army barracks functioned as a primary school without even a facelift or adaptation of the building to cater for the technology of the 21st century. There was no provision made for a playground for the learners. It took 13 years for the public ground to be included as part of the school surrounds.

Further, learners had to be housed in pre-fabricated buildings and Gemini huts due to the lack of space to house them. Specialist rooms were converted into classroom space to house the learners. Even though these measures were taken, there was still overcrowding of classrooms with large numbers of over 40 learners per class. The student teachers are made aware that they could be teaching in buildings that were not built for the purpose of functioning as a school. Nevertheless, they will be expected to educate the learners in these spaces.

Text books could not be purchased every year for every grade. There was no provision made for specialist rooms such as libraries, laboratories or computer rooms. If these were available, there were no funds to employ more teachers to man the library or the computer room. The poverty levels were so high that parents were unable to pay the minimum of school fees. The student teachers learn that resources will not be easily obtained and that they will have to draw upon their improvisational skills to compensate for these deficiencies.

The schools did not have sufficient teachers. This impacted on teachers who had to work extra hours on teaching and learning in those classes that did not have teachers. Under-staffing also had implications for the teachers who may have had to teach subjects that they were not trained to teach. This also resulted in the overcrowding of the classes. Overcrowding has implications for effective teaching and learning in the school. Teachers do not have enough time to give learners individual attention and the quality of teaching and learning is compromised. The student teachers are made aware that due to understaffing of the school, teachers' workloads will be increased.

Finances were so low that even simple maintenance of the plant was not possible. The quintile ranking system had an impact on the school in terms of receiving less funding from the DoE due to the incorrect classification. The school now finds itself in the “less poor quintile” (Sayed & Motala, 2009, p. 4).

5.4 Student teachers were sensitised to contextual ramifications for school improvement

The context in which the school is situated must be recognised when reform and change policies are planned and implemented. Schools in the disadvantaged context will find it daunting, if not impossible, to implement the policies successfully in the absence of resources, both material and human. Thus the DoE needs to take context into consideration prior to the implementation of policies.

The student teachers become aware that there should be special dispensations in place for the disadvantaged context to assist these schools to be on par with schools in better resourced areas. Schools in the disadvantaged contexts should be given priority in terms of resources and funding.

The context in which the learners are placed should be addressed when reform policies are instated. The policies put in place by the DoE may not work in the disadvantaged school because the circumstances in these areas are not ideal for the implementation of the policies which pre-suppose ideal conditions of teaching and learning. The contexts that are affected by the DoE policies have influenced the principals to talk about how schools are further disadvantaged due to poorly implemented policies. The quintile ranking system was instated to help these schools, however, it has, in some cases, made matters worse when incorrect classification denies them of well deserved funding. Policies should be geared towards altering the context through the granting of more funds and improving the school’s organisational capacity.

5.5 Conclusions of the study

There are several conclusions that were drawn from the findings. These will be discussed in this section.

It is concluded that the student teachers obtained the message that the principal is the central figure in the disadvantaged context because s/he has to motivate and inspire the teachers to work beyond the recommended job description, within limitations and contextual constraints.

The message the principal transmitted was that teachers can be placed in teaching situations where the buildings are not meant to function as school buildings, but this does not mean that teaching and learning cannot be effective in these spaces.

The principal gave the student teachers the message that the community may have come from a poor socio-economic background but they are willing to assist the school in ways that do not require financial involvement. They are willing to help in other ways such as lending their services to the school.

The student teachers became aware that there are many opportunities for the professional development of the teacher in the disadvantaged context. They also get the message that it is worthwhile to work in the disadvantaged context because there are intrinsic rewards and professional development opportunities for the teacher.

It is concluded that it is the principals' leadership style that influences the success of the school and the job satisfaction of the teachers. The principals embraced the Theory Y leadership style, as power is devolved to their management teams and the staff. There was appreciation for the teachers' work and they seemed to network well in the community. These are characteristics of democratic leaders who lead by allowing people to grow in the institution.

The student teachers learnt that the work of teachers in the disadvantaged school is difficult, but one gains satisfaction that one is making a difference in the lives of the learners.

It is concluded that the student teachers were conscious of the implications regarding the funding of schools which showed that the principals did not have the authority to spend money as they pleased, but had to follow protocols before spending on the needs of the school. Funding was allocated to the school according to the quintile ranking of the school and was administered by the financial committee of the Governing Body of the school.

It is concluded that the context in which the school is placed has to be recognised as a factor that affects teaching and learning, as well as policy implementation at the school. The message is that school improvement is possible, but the DoE must recognise that the context of the school will affect the way policies are implemented and the impact of these policies on the disadvantaged schools may not be what the DoE has envisaged.

5.6 Recommendations

This study has value and significance for many stakeholders in education. I will discuss a few recommendations for school principals, the universities, the student teachers and the DoE.

The study is significant for the principal because it has been discovered that s/he is a fountain of knowledge, expertise and experience, and can function as a role model. The recommendation is that the universities may want to tap into the expertise of the principals of schools and work closely with them in future teacher-training programmes, because they have a broad outlook of education and not a narrow specialisation or pedagogy. This may fill the void that exists between the training of teachers at the universities and the reality of school contexts. Thus the universities can draw on this knowledge and foster closer relationships between schools and the universities.

The value this has for student teachers is that it makes them aware of the contextual realities of the disadvantaged context and that it is not impossible to be a successful teacher in a disadvantaged school context. The bus tours that the student teachers embarked on has value as it enlightened them about the challenges and successes of various teaching contexts. This has value for the universities as the bus tours have fulfilled its purpose. It is recommended that school visits should continue as part of the learning to teach approach within the teacher training programme.

Finally, it is recommended that this study be used in the training of would-be principals and principals for their role as school leaders in diverse school contexts. The research has relevance for the development of course material to train would-be and current principals to orientate prospective teachers so that they may be influenced

to remain in the profession, thus preventing early attrition of teachers from the education system.

5.7 Study summary

Post 1994 resulted in schools becoming integrated in terms of multi-cultural, multi-racial and multi-lingual classrooms. The student teachers, during their schooling years, were not exposed to diverse contexts that are the reality of the present day teaching scenario. For this reason, the student teachers visited the schools of differing contexts so that they might be exposed to the varied teaching landscapes of South Africa to prepare them to teach in such contexts.

The first year student teachers were taken on excursion on a bus trip to two disadvantaged primary schools where they were addressed by the principals. An orientation speech was delivered by the principal of each school. This study investigated the messages that were delivered to the student teachers by the principals when they addressed them. The transcribed speeches were subjected to a discourse analysis to discover the messages inherent therein. The transcripts were analysed to decide whether the leadership styles of the principals displayed characteristics of Theory X or Theory Y. The learning to teach approach was also used to analyse the speeches.

The research suggested that the principals displayed Theory Y characteristics and were democratic leaders at their schools. Several messages about important aspects of teaching in the disadvantaged context were transmitted to the student teachers. The student teachers derived several valuable messages from the principals' speeches and this has significance for a myriad of stakeholders in education. The context had an effect on what the principals chose to speak about to the visiting student teachers in their orientation speeches to them.

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APPENDIX 1



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29 August 2011

Mrs D Poovan (961114309)
School of Education, Leadership, Management & Policy
Faculty of Education
Edgewood Campus

Dear Mrs Poovan

PROTOCOL REFERENCE NUMBER: HSS/0769/011M

PROJECT TITLE: A discourse analysis of principals' orientation speeches to visiting teachers: A Case Study in two disadvantaged schools

In response to your application dated 22 August 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

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

Yours faithfully


.....
Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc: Supervisor: Mr SE Mthiyane & Dr N Amin
cc: Ms T Mnisi, Faculty Research Office, Faculty of Education, Edgewood Campus

APPENDIX 2

PERMISSION LETTER TO THE KZN DEPARTMENT OF EDUCATION

P.O.BOX 561959

CHATSWORTH

4030

10 June 2011

ATTENTION: The Superintendent –General (Dr N.S.P. Sishi)

Department of Education

Province of KwaZulu-Natal

Pietermaritzburg

3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Mrs D. Poovan, an educator at the Kharwastan Secondary School, and a student at UKZN. I am currently studying towards my M.Ed. Degree in Education, Leadership, Management and Policy. I am part of the Project TP120 under the supervision of Dr N. Amin and Mr S.E. Mthiyane. I kindly request permission to conduct research in two disadvantaged schools in the Durban area.

The title of my research dissertation is: Exploring principals' orientation speeches: Sensitising student teachers to school contexts. The study aims to expose first year student teachers to diverse contexts to acclimatise them to the different contexts that they may be exposed to in their teaching careers. The topic hopes to discover what messages the principals deliver to the visiting first year student teachers. In particular it is about what they say about teaching as a profession. The principal's perspective, it is assumed is influenced by the context in which s/he has worked. The purpose of the study is to explore the contents of the principals' speeches to identify and analyse the discourses embedded therein.

The researcher will accompany the first year TP120 students to the disadvantaged schools and record the speeches that the principals deliver to the student teachers.

Before conducting my research, written permission will be obtained from the principals of the disadvantaged schools. The confidentiality of the principals and the

anonymity of the schools will be maintained at all times by the use of pseudonyms instead of the actual names. The principals will be given a copy of the transcripts of the speeches to verify that it is actually the messages they wished to convey. The principals will be informed that their participation is voluntary and they can withdraw from the study at any time they wished, for any reason.

I give you my undertaking that I will follow research ethics in handling all data collected. Data will be locked in a cabinet of the supervisor for a period of five years as per university rules and will be later destroyed through a process of shredding of printed copies, and incineration of audio data.

I hope that you will consider my request favourably and grant me written consent to conduct my study at these schools.

Thanking you in advance.

D.Poovan (Mrs)

Tel. No. : (031) 4007417

Fax: (031) 4010850

Cell. No.: 0837783605

Supervisor Details:

Dr. N. Amin & Mr S.E.Mthiyane

(031) 2607255 (031)2601870

APPENDIX 3

PARTICIPANT CONSENT

P.O.BOX 561959

Chatsworth

4030

10 June 2011

Dear Principal

I am Mrs D. Poovan, an educator at the Kharwastan Secondary School, and a student at UKZN. I am currently studying towards my M.Ed. Degree in Education, Leadership, Management and Policy. I am part of the Project TP120 under the supervision of Dr N. Amin and Mr S.E. Mthiyane. I kindly request your consent to be a participant in the research project.

The title of my research dissertation is: Exploring principals' orientation speeches: Sensitising student teachers to school contexts.

The study aims to expose first year student teachers to diverse contexts to acclimatise them to the different contexts that they may be exposed to in their teaching careers. The topic hopes to discover what messages the principals deliver to the visiting first year student teachers. In particular it is about what they say about teaching as a profession. The principal's perspective, it is assumed, is influenced by the context in which s/he has worked. The purpose of the study is to explore the contents of the principals' speeches to identify and analyse the discourses embedded therein.

The researcher will accompany the first year TP120 students to the disadvantaged schools and record the speeches of the principals that they deliver to the student teachers. Before conducting my research written permission will be obtained from the Department of Education. The confidentiality of the principals and the anonymity of the schools will be maintained at all times by the use of pseudonyms instead of the actual names.

As a participant, you will be given a copy of the transcript of the speech to verify that it is actually the message (s) you wish to convey. Your participation is voluntary and you can withdraw from the study at any time you wish, for any reason without incurring negative or undesirable consequences/penalty on your part.

I give you my undertaking that I will follow research ethics in handling all data collected. Data will be locked in a cabinet of the supervisor for a period of five years as per university rules and will be later destroyed through a process of shredding of printed copies, and incineration of audio data.

For further information on this research project, please feel free to contact me. My contact details are as follows: Deva Poovan; tel: 031 – 4007417; E-mail: Deva.Poovan@gmail.com; Cell: 0837783605.

My Supervisors' details are as follows:

Mr. S.E. Mthiyane; Tel: 031 – 2601870; E-mail: mthiyanes@ukzn.ac.za; Cell: 0733774672, or

Dr N. Amin; Tel: 031 – 2607255, E-mail: amin@ukzn.ac.za.

I hope that you will consider my request favourably and grant me written consent to be a participant in the research project.

Thanking you in advance.

Yours sincerely

Mrs D. Poovan

APPENDIX 4: LANGUAGE CLEARANCE CERTIFICATE

83 Teal Close

Telephone: 031 4620623

Woodhaven

Cell: 0845038001

Durban

e-mail: markcj@telkomsa.net

4004

Dr Mark Christopher Jacob

28 November 2011

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

**'EXPLORING PRINCIPALS' ORIENTATION SPEECHES: SENSITISING STUDENT
TEACHERS TO SCHOOL CONTEXTS' by D.Poovan, student no. 961114309**

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



Dr M.C.Jacob

J.S.E.D., B.A., B.A.(Hons), M.A., PhD

APPENDIX 5A

TRANSCRIPT OF A PRINCIPAL'S SPEECH- TRANSCRIPT 1

KEY:

PR = PRINCIPAL

ST = STUDENT TEACHER

THEBES PRIMARY = PSEUDONYM OF SCHOOL

PR: Good morning students. Welcome to Thebes Primary School. We have learners from grade 1 to grade 7. We have 2 classes of each grade. As you can see Thebes Primary is not built as a school. It was a building that used by the army in the Second World War, so you are not going to get the ideal classroom. It was used as a trade school- to teach plumbing, metalwork and carpentry and typing - many years ago. Due to the shortage of schools in the area, it was then established as a primary school for all children of school-going age. I don't think you people know about the platoon schools. We have classes where teachers taught till 12 o' clock and then the next group would come from 12 to 4 o' clock in the afternoon from one of the schools in the area. Fortunately you'll never have that again.

[T1]

It started as a foundation phase school and then continued to increase at other grades. It has roughly 700 learners and 18 educators but 16 classrooms. Would you know what the average number of learners per class is? – Over 40. To maintain our staff establishment, we have to have a certain number of learners. Land space is very limited and there is no place in the premises for the learners to play. Our school does not have a playground. We utilised that area which is a thoroughfare for the residents which creates lots of problems because our children were mingling with people in the area. High school students that bunk school would come and hang around here because they could use it as a park.

[T2]

However, we've been fortunate in that our parents were very active. After 13 years of writing to the authorities and requesting a playground, just before the elections they decided enough is enough. They put pressure on the municipality, so the playground now belongs to us. We are hoping to have it fenced shortly so that our children have a safe environment in which to learn.

[T3]

We do not have any laboratories in the school because every room has been utilised. If any of you are going to go up to the Grade R classrooms, you will find that the room that the Grade R's are using was a room that we converted. The Grade R's are supposed to have their own type of classroom with their own resources. We have purchased a Gemini Hut to accommodate the other Grade R class.

[T4]

What you have to do when you teach at disadvantaged school is to improvise. One finds ways of doing things to better the lives of the children. That is the best and most rewarding part of teaching in a disadvantaged school – seeing the appreciation and love in the eyes of the children. You see yourself grow in many ways.

[T5]

With regard to sport- because we don't have a playground, we don't put everything aside. We offer sport that is soccer, netball, hockey and basketball which we've introduced this year. Is there anything else you'd like to know? You can ask me questions. I'll be able to answer them.

[T6]

ST: So you don't have any computer rooms at all?

PR: No, darling. We don't have computer rooms. We did have, but we had to convert the room into a Grade R classroom. The Department had a target of 2010 where every school must have a Grade R classroom, but they haven't built enough classrooms in the schools. I think the target is now 2014. They haven't built for us because we didn't have land and I'm hoping now with grounds, they will be able to put up Grade R classrooms for us.

[T7]

ST: Do you and the teachers enjoy teaching?

It's the best career that you could ever choose. You are working with these little minds, and there's nothing as good as working with those little people who love you unconditionally. You're shaping them into better human beings. That is the most rewarding.

[T8]

It's challenging when children come from different backgrounds, but when you're in the classroom, you try to adapt to suit each child's needs, no matter where they come from. I think that you're aware that learners with learning disabilities and physical challenges go into mainstream now. There are no special schools for them.

[T9]

ST: Do you have any sponsors?

PR: We do have sponsors for the grounds and we have sponsors who have offered to take care of the place for us. We do have people that try to assist us in different ways.

[T10]

ST: Does the school have the resources you all need?

PR: We do. If you go into the classes you will see that we have chalkboards, we have chalk. We are given an allocation according to the number of learners that we have.

[T11]

Do you know the schools are graded according to Quintiles? Quintile 1 to 5 will determine your allocation. Quintiles 1 to 3 are no-fee schools. I'm sure some of you will be aware of why they are called no-fee schools, because they can't even pay ten rand school fees. Unfortunately for us, whatever the criteria it is that they've used, we are Quintile 5, which means that we are graded the same as a Model C and Private schools. Everybody's still fighting this ranking simply because the criteria before was there's a tarred road leading to the school, there's a brick building, there's water, there's electricity. Hopefully, this will change as the Department has been looking into that. I don't know if it was an election ploy, but they said that they won't look at the buildings and structure, but they will actually look at the economic status of the learners in the school instead of the structures and the buildings.

[T12]

ST: Do you guys provide meals for the learners?

PR: We don't, but there is a church that provides sandwiches for the children on Mondays and Wednesdays. We also have the local Councillor that also provides sandwiches as well on the days when the church doesn't provide. So we don't really have meals at school to give out.

ST: Are there enough textbooks for the learners?

PR: No, not enough, never enough, so much so that we have to look at each grade every year. We will purchase the books for one grade and not purchase for the other grades, that's how we work. We can't buy textbooks for every grade from the allocation that we receive.

[T13]

ST: How is the pass rate in the school?

PR: Excellent pass rate! Excellent pass rate! And I guarantee you, that is how my teachers can accommodate you in the eleventh hour because they have nothing to hide. They're confident, they're good at what they do, and they do it always to the best of their ability. Pass rates are very good. I have teachers who've specialised in various fields, so they are able to cater for those learners who don't grasp as well as the others.

[T14]

Our attendance is also very good. Most of our learners come from Umlazi. What we do every week is to announce the 100% attendance. They get an incentive. Would you like to know what the incentive is? They're bought an ice-cream. I think the lowest we've had was 50 learners throughout the school. One day everybody must come to school and we'll have a history that everybody was at school at our school on that day.

[T15]

What I need to tell you also is, remember we took off 28th -29th as a holiday? We have an extended programme where our learners stay in after the normal school hours. They will stay in to make up the work that they lost out on the 28th and the 29th. So the teachers have to make up that time as well. Our programme ends today with the Intermediate Phase. The Foundation Phase programme ended yesterday soon after they returned from the break.

The Deputy Principal will try and assist you with your school visit.

[T16]

APPENDIX 5B

TRANSCRIPT OF A PRINCIPAL'S SPEECH - TRANSCRIPT 2

KEY:

PR = PRINCIPAL

CO = CO-ORDINATOR

DP = DEPUTY PRINCIPAL 1

HOD = HEAD OF DEPARTMENT

ST = STUDENT TEACHER

RAMSES PRIMARY = PSEUDONYM OF SCHOOL

PR: Good afternoon

I am going to ask the Deputy Principal to lead us in prayer.

DP: Will you please stand for prayer.

Dear God and eternal Father, Thank you for this precious day and for these precious moments. We thank you for the students who have come to our institution to learn, to observe and to take back things for their future use. We pray that you shower blessings upon each one of them and that you will keep them as they have chosen this noble profession. We pray that You will guide them and direct them and You will help them to be good teachers in every aspect of the word "Educator". We pray for your blessings upon them and may their stay here at our school will be an interesting one for them and may they take back with them all their facts. Bless them all as they continue with their careers. Amen.

[R1]

PR: I am going to ask the HOD to welcome you all.

HOD: Good afternoon to one and all. On behalf of the principal, SGB, educators and learners, we would like to offer a very warm welcome to all of you. We are indeed privileged today to have you here with us. In all my years, and let me tell you, there have been quite a few, this is the first time that we have so many trainees come to us on one day, and we're so happy that so many of you young people are entering this profession. We feel proud and we know that we have some very educationally sound principles to offer. We are rich in culture and our hearts are full of love. Welcome to our humble home!

[R2]

PR: Thank you Mrs HOD and Mrs DP

Colleagues, I am going to take a minute to introduce these two young ladies to you. Mrs DP started her teaching career on the 1st of January 1969, 43 years this year. Mrs HOD started in 1976. I started a 2 years before her in 1974. I just want to say that when I came to this school, Mrs DP was Head of Department, and when the post was advertised, she gave a scintillating interview, and the interview committee had no choice but to just select her as the DP. That happened about eleven years ago.

[R3]

Mrs HOD 8 or 9 years ago was Acting head of department for many years. She also excelled at the interview and the net effect of that is, she is now our Head of Department. Colleagues, I mention this to you because over the years as I've known them and, each of these two people work alike. You must always remember this-

work like first year teachers on probation. Now it's a known fact that as soon as you qualify, you have to serve a period of probation. It is a period that we have to work especially extra hard, because we need to be approved and our posts need to become permanent. There is a general feeling thereafter, as years go by, that we get less intense in our commitment to work.

[R4]

The point I'm stressing here young men and women, is that we have here two evergreen young ladies who work timeously from the time they arrive to the time they leave, and so you may ask, what do I do? I will say I am blessed to have folks like these as part of my school leadership team. So folks I hope that when you go to your schools you can boast of such a powerful management team, I like to call it a school leadership team, because they are part of the leadership team that we have at our school.

[R5]

Colleagues, you've heard the prayer, you've heard the welcome, and I also want to extend a very warm welcome to all of you. In the little brief that I was given I was asked to share one or two thoughts to young fledgling future teachers like you. I've decided to do two things: Firstly, over the weekend, I've put something together. I am going to invite you to flip the programme page over please. This is just a very, very, brief snapshot view of our school, but what I want to focus on, and I hope this makes an impression, what are the buzz words of our school - Be proud of the institution in which you work, and we are proudly Ramses Primary. Folks, this is not a cliché in the class or in teaching and learning. I'll tell you where this came from.

[R6]

In 2006, a development bank in South Africa ran a survey into the teaching and learning habits in schools, and found that some of our ills can be watered down to just two things: one- punctuality, on time, two- being physically in the class. If you're on time and in the class, then you are going to promote teaching and learning. That's our buzz words: quality, excellence, we are not going to pay lip service to this, but we are drawing attention to this all the time. We like to be seen as the centre of learning. Now Mrs DP spoke about our lack of resources, but despite these impediments, we can still be seen as a centre of learning and adding value to the community and the learners. You hear about this often, but practicing it, will make the difference in the lives of the learners and the community.

[R7]

What do you think we meant when we spoke about the 3 L's? The 3 L's basically, and this is what you should use for your children, is "Look, Listen, and Learn". $L + L = L$, or if you like, $L + L + L = E$. $E = \text{Education}$. At our school we believe in the magic words for the children. The magic words are worth more than faith, it moves mountains. They are: "Please", "Excuse me", and "Thank you". Folks, these are the buzz words at our school.

[R8]

You should know that the people that are in charge of the curriculum programme are the Heads of Department called "the custodians of the curriculum" and they ensure

that curriculum delivery takes place. There is also both the extra and intra curricular programmes.

[R9]

Young men and women, let me stress this, you may or may not know this, that we as a province, we as country, we as a continent, are way behind even other developing countries and continents in terms of literacy and numeracy. Now let me give you a few more startling facts. KZN is the lowest in South Africa. South Africa is at the bottom of the pile when compared to Africa. You think of war torn countries ravaged by strikes, poverty and illness, but yet they perform better than us in literacy and numeracy.

[R10]

Colleagues, we are going to give you the biggest challenge, your lecturers may or may not have emphasised it, but we are going to say: "Go to basics" when you begin your career. The problem out there with literacy and numeracy is almost epidemic. So as young teachers you have to try and remedy this and make a difference.

[R11]

Our school has many challenges: funding, lack of resources, adequate staff. A school like this allows for 18 teachers. We have 20 classes but 18 teachers. A school as big as this, cannot afford staff for the library. We have a problem with admin staff.

[R12]

Parental involvement is a perennial problem, but I think in our case, in the last 2 years in particular, we've been adequately compensated by the fact that we have an excellent Governing Body. We've had our difficulties over the years, but in the last 2 years, by the Grace of God, it's just coming together. We have a Chairperson, a very young man, absolutely interested in the affairs of this school. He is a person of many parts, and in the short time that he has been here, he has already contributed immeasurably to this school.

[R13]

You've got to be dealing with bureaucracy of the Department. You are going to be facing up to indifference, to apathy. Education is a stressful job, teaching is a stressful job, but there are ways and means in which we can deal with stress.

[R14]

That's briefly aspects of our school. I am going to take a minute or two to share with you an outstanding book that I call an "amateur's guide on becoming a teacher". I've been teaching from 1974. I'm in education for 30 years but I'm yet to come across a book as powerful and as fascinating as the one I'm going to introduce you to now. During that long weekend, I borrowed 4 books from the library. This was one of the books, by Ron Clark – "The Excellent 11". Ron Clark is an educator in the United States, He won the Disney Award for "teacher of the year", which enabled him to travel the length and breadth of the U.S.A. , sharing his experiences, as well as learning from 49 states and High schools and Primary schools.

[R15]

Colleagues, what has come out of that is one of the most exciting works that I have read on education in my years of teaching as a career. I've written the publisher and details. These are 11 qualities that he found that works for him and other exceptional teachers: enthusiasm, adventure, creativity, reflection, balance, compassion, confidence, humour, common sense, appreciation and resilience.

[R16]

Now just 1 or 2 quotes: "If you are a teacher, the learners will be excited about learning, "If you are eager and excited about teaching, the learners will be excited about learning. We must inspire and motivate children to want to learn, to have a desire to achieve, and to want to be the best person they can be. Passion is the fire in our hearts, and the determination in our minds to make a difference."

[R17]

Alright folks, this is not theory, but this is the practical insight, tools, skills and mechanisms that this book is richly punctuated with, that's going to enable you to be an outstanding teacher. This is the book - simple, easy, hard to put down. We have a 2 page review of the book downloaded from the internet. We made a copy for all of you as well. This one of the most valuable pieces of literature that I think any young teacher, and not so young teachers, still find very, very useful.

[R18]

I just want to say one more thing, teaching is fun. It is as fun as you make it out to be. I told you that there is also stress. Now I'm going to recommend to you 3 movies: "Goodbye Mr Chips", "To Sir, With Love" - Wow! 1964, brilliant, a bit of a tear-jerker, it'll inspire you. Now for our Indian friends, there's a Bollywood movie, "There ZameenPyar". We saw it here in school. Mrs DP is the one who brought this movie to school. Look at the way Steve Harvey does things in the television programme "The Steve Harvey Show".

[R19]

People what I have done then, is just give you a snapshot view of how we do things around here. Combined over here we have just about 115 years of experience. How do we pass on 115 years of experience in 30 minutes? We have tried our best to give you a bit of our expertise and make you aware of what the teaching world has to offer you. Teaching is a noble profession.

Now you're going to be divided into groups, and then Mrs DP and Mrs HOD, will assist the groups. You're going to go on school visit and you're going to be doing different things. Then please come through to the staff room where we will do a quick feedback, and join us for refreshments. Okay Mrs Co-ordinator, it's over to you now. How are you going to organise the groups?

[R20]

(Student teachers follow programme and visit the school campus, then reconvene in the library for the conclusion of the principal's speech)

PR: In conclusion, I was speaking with Mrs Co-ordinator, she did indicate that you folks would be writing a project or an assignment. Why don't we just talk with one another? Let's hear from you. How was your visit?

ST: Fantastic.

PR: Pardon?

ST: It was wonderful.

PR: Thank you for saying that.

ST: The visit was well organised and was very informative. I enjoyed it very much.

PR: Thank you.

ST: I would like to thank the principal and management for a well organised visit. It was well co-ordinated. I could see that a lot of work went into the planning of the visit. Thank you for making us so welcome and comfortable. Thanks also for being so accommodating and disrupting your day to help us get a realistic picture of teaching. It seems that there are no real problems in terms of discipline and behaviour.

[R21]

PR: I'd like to speak to that. Every once so often, every one of our students get off centre, as it may, and then we in the office, or the staff, have to now suddenly make what we call "forced correction", but in the greater scheme of things our children are angels, and I'm not saying that because I need to say it. We do not have a drug problem. In 14 years, 2 children smoked. We called home and we just bundled this child off, just one child, by the grace of God.

[R22]

We don't have bullying like in the High Schools. Once in a while we will have a flare up here and there, but it's not something that takes all of our time. Our focus is on the right things, so we don't have a discipline problem, so we're blessed in that respect. We spoke about lack of resources and dedication and so on and what it does to people. If all your concentration gets distracted and concentrated on a few learners, the majority gets lost. So we are always thinking about programmes to improve our school. I am happy to get comments about that aspect and those observations about the discipline of the school. I speak happily about that and, by the grace of God, we do not have a discipline problem. Thank you for that observation.

[R23]

Folks, we are a very, very, very poor school. You are not going to believe this, one of my biggest regrets of being a principal of this school is that we are hopelessly, hopelessly under-funded. When I came to this school, the fees were R150.00 a year, 14 years later it's R550,00 and of that our recovery is 40%. To hire an educator to be a library assistant is impossible. We do not have laboratories. We have a makeshift computer room, but it is not functional due to insufficient funds to staff it. The school bought 2nd hand computers and we wrote out to companies for computers. We asked parents for R5, 00 per month so we can pay the educator. We have about 500 learners. This should raise an amount of about R2000, 00. We ran it for about 2 or 3 months and then the whole thing collapsed, only 40 or 50 parents were paying.

[R24]

That's one of the things I have the greatest regret about. We have gutters and down pipes- broken, and cannot repaired right now. Our lawnmower broke down. It cost R3600, 00 to repair. It's a mission now to get that approved for repair. The grass has not been cut because of the lawnmower being broken. You know we can't just say that we have a broken lawnmower, phone Modern Mowers and just go and buy a lawnmower. This is impossible. Funding is the issue.

[R25]

The last thing I want to tell you is that I am pretty unwell. I've come up with Acute Bronchitis and the last 2 days I just sat in the office. This is the first time I've come out. What I'm going to tell you is at this school, I came in 1998, it is the first time I got absent, and I thank God for having good health. Now the point I'm making to you is that after 38 years, I still feel the way you all do. I still feel the fire, the passion, the determination of a first year teacher. If I was given a chance to do it all over again, I would gladly be a first year teacher and one of the ways are: I do not look for an opportunity or excuse to stay away. Of the 38 years that I'm teaching, maybe I've signed leave forms for about 6 days. I say again, by the grace of God, I have full attendance.

One of the big problems in education is educator absenteeism. You know they just get absent for the flimsiest excuses and then our children suffer.

[R26]

ST: Could you please explain to us the kind of activities that takes place in this school?

PR: We have different kinds of programmes. There are Educator leadership and learner leadership programmes.

Folks, I want you to know that your visit was planned in a few weeks but obviously gained momentum on Friday and yesterday, and a whole number of people put their shoulders to the wheel to make your visit possible: the general assistant staff, they were tremendous,; the school leadership team- there are so many things that they have done; the school secretary, and of course, the teachers- for entertaining your visit. In these days teachers say, "Sorry I'm busy, I'm teaching. Talk to me when I am free," you know, that kind of arrogance. If any of my teachers had said this, I would say, "Thank you, it's one of your rights". But none of my teachers said this, they received and entertained and welcomed you into their classes.

[R27]

ST: I think that you have very good control over matters in this school. It seems to be running smoothly. You have a finger on the pulse of everything, so I think that you are a good principal with a very good staff. You also seem to love what you are doing. I'd like to come and teach in a well run school such as this with an efficient principal who appreciates his staff.

[R28]

PR: Thank you for saying so. It is heart-warming to hear you say that. I am glad you are inspired to teach in school such as ours. You are welcome to teach here when you qualify.

We just hope that you take back good memories and we hope that you implement them when you are a fully-fledged teacher. Good luck with your studies. I'm going to invite you to some light refreshments.

[R29]

APPENDIX 6

CLEARANCE FOR PROJECT TP120



UNIVERSITY OF KWAZULU-NATAL

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29 OCTOBER 2010

Dr. N Amin (9806)
School of Education Studies

Dear Dr. Amin

PROTOCOL REFERENCE NUMBER: H55/1255/010
PROJECT TITLE: TP120 Research Project

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process:

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

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

Yours faithfully

Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Prof. Reshma Sookrajh
cc. Dr. Shakila Reddy
cc. Mr. Thabo Msibi
cc. Prof. LaBby Ramrathan

APPENDIX 7



kzn education

Department:
Education
KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/124

Mrs. Devakumari Poovan
Flat 1013, Havenside East
67 Kingsbury, Havenside
Chatsworth
4092

Dear Mrs. Poovan

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **A Discourse Analysis of a Principal's Orientation Speech to Visiting Student Teachers: a Case Study in Disadvantaged Schools**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The Period of investigation is limited to the period from 01 September 2011 to 01 September 2012.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:
 - 10.1 Wentworth Primary School
 - 10.2 Junagarth Primary School


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

23/11/12
Date

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

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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