



Supporting Teaching and Learning in Out-Of-Field Subjects: A Case Study of Departmental Heads

By

Khethiwe Frances Gumede

**A dissertation submitted in the partial fulfilment of the requirements for the degree of Master
of Education in Educational Leadership Management and Policy at the University of**

KwaZulu-

Natal

College of Humanities

School of Education

Pietermaritzburg Campus

Supervisor: Prof PE. Myende

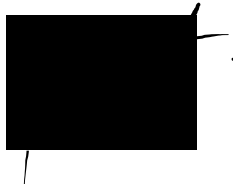
February 2024

DECLARATION

I, Khethiwe Frances Gumede declare that:

- i. This research titled “supporting teaching and learning in out-of-field subjects: a case study of departmental heads”, except where otherwise indicated, is my original work.
- ii. This dissertation has not been previously submitted for any degree or examination at this or 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.
- iv. This dissertation does not contain other persons’ writing unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted:
 - (a) Their words have been re-written, but the general information attributed to them has been referenced.
 - (b) Where their exact words have been used, then their writing has been placed inside quotation marks and referenced.
- v. This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source is detailed in the dissertation and in the References sections.

Signed:

A black rectangular box redacting the signature of Khethiwe Frances Gumede. A small horizontal line extends from the right side of the box, and a vertical line extends from the bottom center of the box.

Date: 06 February 2024

Khethiwe Frances Gumede

STATEMENT BY THE SUPERVISOR

I declare that this dissertation is submitted with/~~without~~ my approval.



Supervisor: Prof P.E. Myende

06/02/2024

Date

DEDICATION

This dissertation is dedicated to my mother Zandile Ignatia Gumede-Phungula. Mah, you have sacrificed a lot in life to see me as the person I am today, you deserve to be honoured as the pillar of my education from the beginning till varsity. You have played your role as a mother beyond expectation and I see the value of education today because of you. Ngiyabonga Mah, Thank you.

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation and gratitude

- ✚ To God my lord and saviour, for protecting me thus far and always giving strength through all the difficulties I faced on my Master's journey, you were always the voice in my head to keep on at all times even when I thought I had lost it all you picked me up to carry on.
- ✚ To my wonderful loving husband, I would not be here if it wasn't for you. Your support and courageous words always pulled me up when I was down. This journey wouldn't be possible without your blessings, Enkosi kakhulu kuwe Mvundla.
- ✚ To my supervisor, Prof Phumlani Myende, for your guidance in this journey your expertise and suggestions strengthened my abilities and enhanced my work to be quality. Thank you so much.
- ✚ To the eight principals, who opened their school gates for me, thank you for allowing me to do my research in your schools. This study would have not happened without your approval.
- ✚ To my participants, this research wouldn't be possible without your input. Thank you.
- ✚ To the Ntshanga and Gumede families, thank you guys for respecting this journey and walking it with me.
- ✚ To my friends, Liziwe Smazwe Mavuso, and Nosimilo Kweyama guys thank you for your support and respect for this journey.
- ✚ Nomshado Zuma and Xoliswa Sitole you always believed and pushed me to register for this course. If it wasn't for you I literarly wouldn't be here today. Ngyabonga kakhulu
- ✚ To my study mates, my girls since the first day of this journey Yamkela and Nomzamo, your support and friendship mean everything to me.

ABSTRACT

According to the ELRC in South Africa, for an educator to be promoted to Departmental Head he or she must have a teaching experience and a teaching qualification (M+3) with a Relevant Education Qualification Value (REQV 13) as the minimum requirement. The main role of departmental heads is to provide support and assistance in teaching and learning to achieve positive learner results. Due to different circumstances such as a decrease in enrolment, some departmental heads in schools find themselves in a position where they offer support in out-of-field subjects. Therefore, it was crucial to explore departmental heads' understanding of roles, how they perform those roles, and the enabling and hindering factors of supporting teaching and learning beyond majors. The purpose of the study was to explore the Departmental Heads' experiences of supporting teaching and learning in their out-of-field subjects.

The study is conceptualised within the framework of leadership for learning theory. It used a qualitative case study design within the interpretive paradigm. Eight participants were selected using purposive sampling. Face-to-face semi-structured interviews were employed to generate data and the generated data was analysed using thematic analysis.

The research findings revealed that out-of-field departmental heads understood their role to include the provision of guidance and support, monitoring of curriculum, determining the subject needs, departmental vision alignment with the school's vision and goals, and moderation of tasks. Out-of-field departmental heads applied different strategies to ensure that their roles were performed regardless of the lack of training. Some of the strategies they applied included allocation of subject heads, working with majored departmental heads, pairing their educators with neighbouring schools' departmental heads specialising in similar subjects and attending Professional Learning Communities. Furthermore, the out-of-field departmental heads identified numerous factors they considered to make supporting teaching and learning easier, which include gaining subject content, class size impacts on teaching and learning, communication and motivation. The study has also identified several hindering factors in supporting teaching and learning, which include inadequate resources, lack of development for departmental heads, subject content and curriculum changes as well as workload against time.

This study concludes that the departmental heads' understanding of their roles is common and they confirm what is stated in different departmental policies. It also concluded that the roles performed for out-of-field subjects were the same roles they performed for their majored subjects. However, it can be argued that in the OOF context, leadership of a department is a shared role to accommodate the shortcomings stated by participants. I recommended that the Department of Basic Education consider the position of a subject head to be an official position since they complement the out-of-field departmental heads.

LIST OF ABBREVIATIONS AND ACRONYMS

ELRC	Education Labour Relations Council
DH	Departmental Head
OOF	Out-of-field
PAM	Personnel Administrative Measures
DBE	Department of Basic Education
LTSM	Learning and Teaching Support Material
LER	Learner-educator ratio
LFL	Leadership for Learning
JIT	Just in Time workshops
TL	Teaching and Learning

Table of Contents

DECLARATION	i
STATEMENT BY THE SUPERVISOR	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
LIST OF ABBREVIATIONS AND ACRONYMS	vi

CHAPTER ONE: ORIENTATION TO THE STUDY

1.1 Introduction	1
1.2 Background to the Study	1
1.3 Rationale for the Study	3
1.4 Statement of the problem	5
1.5 Purpose statement	6
1.6 Research questions	7
Main question.....	7
Secondary questions.....	7
1.7 Clarification of Key Concepts.....	7
1.8 The organisation of the report	8
1.9 Chapter Summary	9

CHAPTER 2: REVIEW OF RELATED LITERATURE

2. Introduction.....	10
2.1 Out-of-field teaching.....	10
2.2 Meaning of supporting teaching and learning.....	12
2.3 Departmental Heads' roles in supporting teaching and learning	14
2.3.1 Curriculum management role	14
2.3.2 Administration roles.....	15
2.4.1 Motivation.....	17

2.4.2	Classroom size	18
2.4.4	DH Collaboration in Professional Learning Communities	20
2.4.5	Allocation of Subject Heads.....	20
2.5.1	Ever-changing curriculum	21
2.5.2	Inadequate Professional Development.....	22
2.5.3	Lack of Resources and Facilities	23
2.5.4	Time Constraints	24
2.6.1	Ever-changing curriculum.....	24
2.6.2	Inadequate Professional Development.....	25
2.6.3	Time constraints	26
2.7.1	Leadership for Learning Theory	26
Figure 2.1 Leadership for Learning Model adopted by Hallinger (2011).....		28
2.7.1.1	Values leadership.....	28
2.7.1.2	Leadership focus	29
2.7.1.2.1	Departmental vision and goals.....	29
2.7.1.2.2	Academic structures and processes.....	30
2.7.1.2.3	People.....	30
2.7.1.3	Context for Leadership.....	30
2.7.1.4	Shared leadership	31
2.8	Theoretical framework justification	31
2.10	Chapter Summary	32
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY		
3.1	Introduction.....	33
3.2	Research paradigm.....	33
3.3	Research Approach	34
3.4	Research Methodology	35
3.5	Selection of Participants.....	36

3.6 Data generation	37
3.7 Data analysis	38
3.8 Trustworthiness	40
3.8.1 Credibility	40
3.8.2 Transferability	40
3.8.3 Dependability	41
3.8.4 Confirmability	41
3.9 Ethical Issues.....	41
3.10 Limitations of the Study.....	42
3.11 Chapter Summary.....	42

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction.....	44
4.2 Profiling of the sites and participants	44
Table 4.2.1: Participants’ Profiles	44
4.3 Findings and Discussion	45
4.3.1 Departmental Heads’ Understanding of their Roles.....	45
4.3.2 Techniques that DHs use to carry out their responsibilities	55
4.3.3 Factors Enabling Departmental Heads’ Role	68
4.3.4 Factors hindering Departmental Heads’ Role	76
4.3 Chapter Summary	86

CHAPTER 5: SUMMARY, CONCLUIONS AND RECOMMENDATIONS

5.1 Introduction.....	86
5.3 Summary of Findings.....	88
5.6 Conclusions	94
5.5 Recommendations	95
5.6 Final word	96

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 Introduction

Although principals are thought of as the school's leaders and are supposed to monitor curriculum implementation in the classrooms, their influence on regular teaching and learning activities is not always easily observable (Grootenboer et al., 2019). More than principals, Departmental Heads (DHs) are essential to managing and implementing the curriculum in schools (Grootenboer, 2018). DHs are the first line of support for educators and are expected to support educators in providing quality teaching and learning. In order to support educators, I argue that DHs must be knowledgeable about the subjects they monitor to make sure that the feedback that is given to educators ensures quality teaching, learning, and improvement of learner results. Based on this preceding argument, this study sought to explore the complexities of supporting quality teaching and learning beyond DH's major subjects. This chapter (Chapter One) aims to demonstrate why this study on DHs' experiences of supporting teaching and learning (TL) out-of-field subjects is relevant. The chapter presents, contextualises and justifies the need for the study through the background and rationale, the description of the research problem, and an explanation of the research objectives and questions. Furthermore, this chapter explains and clarifies some concepts included in this research as well as a brief description of other chapters in this study.

1.2 Background to the Study

In South Africa, for an educator to be promoted to Departmental Head (DH) he or she must have three-year's teaching experience which is a crucial criterion (ELRC, 1998). A degree in educational management and leadership is not important (Tapala, van Niekerk & Mentz. 2020). According to the ELRC (1998), a teaching qualification (M+3) with a Relevant Education Qualification Value (REQV 13) is the minimum requirement for a teacher to be promoted while an educator needs to be aware of the setting and circumstances at the school (DBE, 1999). These requirements are still valid, and it is imperative that they be changed (Tapala, et al., 2020) to ensure that DHs are able to support quality teaching and learning effectively.

According to Ogina (2017), the DH is a member of the SMT in South Africa as well as the middle leadership in schools. Depending on the size of the school and the functions and obligations they must carry out, it goes by numerous names and has diverse definitions in many

different nations throughout the world (Bassett & Robson, 2017). According to Bennett, Newton, Wise, A. & Economou (2003), De Nobile (2018), Harris, Busher & Wise (2001), Javadi et al. (2017), Lárusdóttir & O'Connor (2017), Shaked & Schechter (2017), the school's DHs are also known as middle managers, curriculum leaders, subject leaders, subject coordinators, faculty heads, evaluation coordinators, and HODs. In South Africa they are called Departmental Heads.

The Employment of Educators Act 76 (1998) adopted in Section C of ELRC 1998 in South Africa outlines the primary roles and responsibilities of DHs as distinct and varied based on the needs of a school in its Personnel Administrative Measures (PAM) document (ELRC, 1998). My interpretation of the policy clause stated in the PAM document is that a DH may or may not monitor out-of-field subjects depending on the needs of the school as these needs are different from one school to another. The Employment of Educators Act 76 (1998) (EEA) also specifies that the job of the DH is to oversee the effectiveness of the educators and pupils in their departments. According to the Education Labour Relations Council's (ELRC) Resolution 8 of 1998, the duties of DHs include planning appropriate extra-curricular activities to guarantee that the subject matter and pupils' education are properly promoted.

DHs' role in our schools is to head the departments and provide guidance to educators. They offer advice regarding teaching and learning across all the subjects they supervise. However, in some schools like mine, DHs find themselves with the responsibility of supporting teaching and learning in subjects they did not major in during teacher training and they are still expected to provide the same level of support as they would do for subjects they have majored in. I believe that DHs who are knowledgeable in the subjects they oversee can be more resourceful and serve as human capital for their departments given the fact that they are the first line of support for educators in need of guidance. A subject-oriented DH can quickly evaluate the quality of teaching and learning taking place in a classroom when observing the effectiveness of educators during class visits, and they can provide positive criticism to help and develop their teaching (Ngcobo, 2021). Similar findings were reported by educators in Harris and Jones' (2017) study, who found that some DHs had minimal impact on classroom teaching and that if DHs were receiving guidance would have been beneficial. While DHs receive support in overseeing subjects outside of their area of expertise, subject leaders oversee quality assurance in various disciplines within schools. Nevertheless, DHs are still accountable for all subjects including their out-of-field subjects.

1.3 Rationale for the Study

Since I started working as an educator in the DBE seven (7) years ago, my work has been supervised by two DHs, who do not have any background knowledge of the subject matter I teach which is tourism. My first DH was in charge of the Languages department and had no idea what the tourism subject is all about. Amongst many encounters with the Languages DH, I noticed that I was not receiving the support I required from the DH and opted to ask for assistance from other schools' DHs. In contrast to the tourism subject, English First Additional Language (FAL), which I also teach as a filler subject in grade 8, I saw that my DH was more at ease providing comprehensive feedback throughout the pre-and post-moderation stages. Although my second and current DH is keen to understand my field, she still occasionally makes mistakes and needs clarification in certain situations. My DH, who is an expert in geography and IsiZulu, oversees the Humanities department, which comprises geography, tourism, business studies, and economics. As she has limited subject content knowledge, she struggles to conceptualise learners' responses while moderating School-Based Assessments (SBA). I am of the view that DHs monitoring subjects they have knowledge of, or have background knowledge and training, can assist educators in their departments with impactful support for effective teaching and learning and implement curricular changes efficiently. This is also supported by scholars (Cohen, 2017; Hallinger, 2018).

One of many DHs' duties is to assist with the quality control of the teaching and learning that take place in their departments. According to Thomson (2017), quality control is the process of assuring efficient resource input, control, process improvement, and rising output standards in order to achieve the desired results and satisfy the needs of the school. Currently, in the context of South Africa, DHs are somewhat informed of their obligations by PAM (ELRC, 1998) and EEA (South Africa, 1998). Many researchers, both in the country and internationally, have found that DHs are not prepared for the role of curricular leadership due to a lack of adequate training and development (Sakhayedwa, 2022; Ogina, 2017; Paranosic & Riveros, 2017; Shaked & Schechter, 2017). Similarly, the ideal situation, according to Martim and Likoko (2022), is for DHs to receive regular training in order to be effective and efficient in overseeing educators' and students' work. However, in Kenya from the years 2013 to 2017, there was a decline in the capacity building for DH in the curriculum, and this was evident in the results of the pupils' work (Martim and Likoko, 2022).

According to Dube-Xaba and Maeke (2018), DHs are not trained to moderate exams, especially in subjects they do not specialise in, like tourism, which is a challenging field because it encompasses a lot of topics, hence, I often find myself explaining my marking strategies to my DH. School-based assessment (SBA) moderation is a quality assurance measure before an assessment is given to learners and after an assessment has been conducted on the learners (DBE, 2011). This study will not concentrate on the DHs' expertise in SBA moderation, but rather on their experiences in supporting TL in subjects other than their areas of specialisation. The importance of DHs in supporting TL cannot be overstated because they serve as the first source of information for educators in their departments (Weldon, 2016). One of the findings from Malatji and Singh (2018) was that principals and deputy principals need to ensure that DHs are given subjects in which they have specialised. Participants also remarked that choosing DH school subjects should not be based solely on prior experience because prior expertise without training is occasionally irrelevant.

The Out-of-Field (OOF) phenomenon is defined by Du Plessis (2015) as educators teaching outside their field of qualifications, expertise, or specialisation. Porsch and Wilden (2022) assert that the phrase "out-of-field" exclusively refers to educators who did not take part in any subject-specific training and, as a result, did not earn a qualification, or acquire knowledge and skill for a school subject that they routinely teach. The above authors use the terms specialisation, skills and qualifications to define OOF subjects to educators. The out-of-field phenomenon is mainly studied from a teacher's perspective (Nixon et al., 2017; Taylor; Du Plessis, 2017). This study sought to argue that OOF can also be studied from a DHs' perspective since they have qualifications as well, however, their qualifications do not specialise in all subjects they support and this may have implications that this study will discover.

I am of the view that OOF may also manifest to DHs by monitoring out-of-field subjects, where by DHs supervise without expertise, specialisation and qualifications. The OOF phenomenon has been researched thoroughly by scholars (Du Plessis et al., 2015; Hobbs & Törner, 2019; Ingersoll, 2019) however, there is limited research that has been produced on DHs supervising out-of-field subjects. For educators' self-efficacy, confidence, sense of belonging in the classroom, and effective classroom practice, out-of-field teaching has real-life negative effects (Pendergast et al., 2022). Self-efficacy concerns are linked to academic performance, confidence, and a sense of belonging (Wurster et al. 2020), while Brown et al. (2021) emphasise that educators' sentiments of preparedness are frequently a significant predictor of their ability

to accomplish teaching duties. Low self-confidence is not the only feeling educators feel however, being OOF leads to stress and makes them feel inadequate when they are in classes. This is also supported by scholars (Lane & Ríordáin, 2020) in their studies. DHs are human as well and these kinds of feelings might be encountered during their daily experience of monitoring out-of-field subjects and this study seeks to unveil such information.

OOF is mainly studied from a teacher's perspective but this may even manifest in DHs practice whereby DHs monitor subjects that they are not familiar with or not of their specialisation. My argument is how can our DHs be expected to support and improve quality teaching and learning if they do not have the required skills to perform the duties entrusted to them by the DBE?

According to Singh (2021), the knowledge, behaviours, and characteristics of DHs translated into assistance in the form of social and material resources and are likely to be the human resources available to the educators. The job title of a DH requires one to offer human capital (a knowledgeable person vested in the subject and supplying subordinates with knowledge and skills). DHs with geography and Isizulu can only be consider human capital for the major subjects unless they further their studies. According to research (Mampane, 2017; Ogina, 2017; Seobi & Wood, 2016) in South Africa, one must possess subject-matter expertise to advance to the post of DH. It is for this reason that this study seeks to understand the experiences of DHs in supporting teaching and learning out-of-field subjects and their majors.

1.4 Statement of the problem

Depending on the protocols and requirements of a particular school, the primary duties and obligations of DHs' are diverse and varied (ELRC, 1998). The ELRC (1998) further clearly states that the DH's duties include supervising all school subjects, should the necessity arise due to any unique conditions or difficulties the school may be experiencing. DHs oversee both the delivery of the curriculum and its execution (Du Plessis, 2015). The DHs' leadership role is said to be a driving force behind creating a successful and excellent school (Nalla & Camaya, 2023) by evaluating and observing the performance of educators and learners (Ogina, 2017; Seobi & Wood, 2016). With all these responsibilities DHs must carry out, some DHs must perform all the above duties without knowledge of the subject or subjects within their departments (Du Plessis & Eberlein, 2018). In completing the role of supporting TL as well as improving quality teaching and learning, it is imperative for DHs to be equipped with skills, training and knowledge. Martim and Likoko (2022) discovered in their study that the advantage

of having DHs who are knowledgeable about the subjects they are leading is that they can better equip their educators, which has a favourable effect on learners' academic performance. Therefore, a knowledgeable DH is the key to effective and improved quality teaching and learning in schools.

Depending on the size of the school and the area of responsibility, the DH is responsible for overseeing a subject or subjects and/or a department or departments (Ogina, 2017; Tapala et al., 2020) and ensuring that learners and educators do well in those subjects and departments (Tapala et al., 2021). The Norms and Standards for Educators Act No. 27 of 1996 in South Africa lists the primary responsibilities of DHs as to fulfil the school requirements, and school size; overseeing and participating in extracurricular and co-curricular activities; managing personnel; performing general or administrative duties; and corresponding and working with stakeholders (ELRC, 1998). Due to different circumstances such as a decrease in enrolment, in some schools a DH ends up supervising subjects they have no knowledge of or training in. The study sought to also explore the different measures DHs take to ensure their role of supporting quality teaching and learning for out-of-field subjects is accomplished.

DHs must also oversee educator development and appraisal operations through the Integrated Quality Management Systems (IQMS) (Ogina, 2017). Nalla and Canaya (2023) state that DHs are expected to provide training for educators and learners, appropriately use and manage resources, and influence and bring together a team of individuals within the school. For DHs to be able to develop educators in their departments, they must be knowledgeable about the subjects they support otherwise, how can they support educators in their departments without subject knowledge, skills or training?

1.5 Purpose statement

The purpose of this qualitative study was to explore the DHs' experiences in supporting teaching and learning in their out-of-field subjects. The study focused on three sets of experiences. Firstly, it focused on what the experiences of DHs in supporting TL in OOF subjects are, secondly, the study explored the measures DHs take to ensure that their role of supporting teaching and learning in the OOF subjects is accomplished, and lastly it examined the factors that enable or hinder DHs in supporting TL OOF subjects.

1.6 Research questions

Main question

- What are the experiences of Departmental Heads in supporting teaching and learning in out-of-field subjects at secondary schools?

Secondary questions

- How do Departmental Heads generally understand their role in supporting teaching and learning in subjects?
- How do Departmental Heads play their role to support teaching and learning in-out-of-field subjects?
- What factors enable or hinder Departmental Heads in supporting teaching and learning in out-of-field subjects?

1.7 Clarification of Key Concepts

The following section presents essential concepts that are used in this study.

1.7.1 Departmental Heads

According to De Nobile (2017), Departmental Heads are also known as middle leaders, these are individuals who are placed organisationally above educators yet beneath the principal and other senior leaders. Department Heads have the power to implement academic policies, structure, supervision, strategies, and decision-making in schools because they are knowledgeable middle managers who are situated at an organisational fulcrum (Armstrong & Woloshyn, 2017). They are in charge of the advancement of their subject area; they implement strategic policies and contribute to the modification of school improvement plans (Alviz, 2019).

1.7.2 Out-of-field

When a teacher teaches outside of their specialisation, they are considered to be out of the field (OOF) (Du Plessis, 2015). According to Weldon (2016), OOF teaching is the practice of educators teaching subjects or specialities for which they lack the necessary training or experience. To support this assertion, Masters (2015) argues that educators engage in OOF teaching when they learn that they are teaching pupils in subjects or courses that they have not studied at a university for at least one semester and for which they have not taken a pedagogy related course.

1.7.3 Instructional leadership

Nixon (2015) defines instructional leadership as anyone who has an impact on student learning outcomes. The author further suggests that an instructional leader in a small school must be very hands-on, whereas, in a larger school, they must concentrate on developing the leadership skills of other staff members. Instructional leadership places a strong emphasis on teaching, learning, and the conduct of educators while interacting with pupils (Skaalvik, 2020). Liu et al. (2021); Ozdemir and Demircioglu (2015) espouse that the educators who get instructional leadership assistance are more likely to report higher levels of job satisfaction, motivation, and dedication as well as lower levels of stress and burnout.

1.7.4 Human capital

Knowledge, skills, and behaviours that enable people to develop others and provide other beneficial effects for themselves, their employer, and society at large are collectively referred to as human capital (Kuzminov et al., 2019). Scholars (Ogbeifun & Shobande, 2022; Anikin (2017), concur with this definition. The concept of human capital includes a person's collection of abilities, knowledge, and skills (Ployhart, 2021). Nalla and Camaya (2023) conclude that while human capital can accumulate through training however, it can also "wear out" in material and moral aspects, as it requires ongoing training.

1.7.5 Jika iMfundo

Jika iMfundo is a systemic education change intervention programme that focuses specifically on teachers' development of curriculum coverage (Mthiyane et al., 2019). The Jika iMfundo is a programme that seeks to address the limitations by strengthening SMT through support and training, enhancing teacher knowledge and skills through professional development workshops, optimising school time management, and using curriculum trackers to monitor curriculum coverage (Bertram et al., 2021). In collaboration with the KwaZulu-Natal Department of Education, PILO created it (Pillay, 2020). From 2015 to 2017, two education districts—King Cetshwayo, which is predominantly rural, and Pinetown, which is more urban—implemented it as a trial project (Metcalf, 2015).

1.8 The organisation of the report

This study is organised and divided into five chapters. Below is a brief description of these chapters.

1.8.1 Chapter one

Chapter One gives an orientation to the study. The introduction gives a brief explanation of the study's objectives. The chapter also offers background information, the problem statement, and the rationale of the study. It also lists the three research questions and the study's goals, followed by the clarification of concepts. Also, the study's plan is covered in the chapter's final section.

1.8.2 Chapter two

The theoretical framework that guides the investigation is presented in Chapter 2. It also examines the literature reviewed on the role of DHs in promoting effective teaching and learning, as well as DHs' experiences on working outside of their areas of expertise. It examines some studies about out-of-field leadership training for DHs.

1.8.3 Chapter three

Chapter Three presents the research design and methodology that guides this research. It goes into detail to explain the research paradigm and methodology used in the study. Also, a thorough explanation of the research participants, sampling procedure, data collecting process, and data analysis strategy are provided.

1.8.4 Chapter four

Data generated through semi-structured interviews along with the analysis of the data are presented and discussed in this chapter. Common themes and organised quotes from the participants serve as confirmation for this. Chapter four covers the analysis and interpretation of the data generated.

1.8.5 Chapter five

In Chapter Five of this report, the findings and recommendations from the entire study are summarised.

1.9 Chapter Summary

This chapter serves as the study's introduction, focusing on the DHs' leadership of effective teaching and learning in schools, especially those supporting subjects they do not know. It gives the background and rationale of the study. The statement and goal of the study are explained, which is more crucial. This chapter contains the essential questions that serve as a guide for the examination and explanation of significant ideas.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

The previous chapter lays out a clear overview of this study. Chapter 2 provides an outline of the literature on DH's experiences in supporting in out-of-field subjects. Limited literature around DHs was found but most literature I found is on educators in out-of-field subjects. According to Dube-Xaba and Makae (2018) that out-of-field phenomena may also manifest in DHs at schools where they are assigned to monitor subjects, they are not familiar with. This misalignment of subjects for DHs screams OOF and deserves academic attention. The chapter's opening section focuses on the evaluation and discussion of various existing views on out-of-field phenomena and how different scholars define them. This is followed by a discussion of the different meanings of supporting TL and what factors can enhance or hinder teaching and learning. Thereafter, the chapter explores the DHs' roles in supporting TL. The final section of the chapter unpacks the relevance of Instructional Leadership Theory as a theoretical framework underpinning the study.

2.1 Out-of-field teaching

In the past years, OOF teaching has been a topic of interest among scholars. It has long been a major subject of concern for the entire world to provide every learner with high-quality teaching and learning (Kim, 2015). The numerous issues and ramifications of OOF teaching are highlighted by both the current focus on OOF teaching techniques in various subjects and the experiences school principals have had with the phenomenon in their schools (Hobbs & Porsch, 2022). There is limited literature about DH's experiences of monitoring out-of-field subjects. Many scholars (Hanuscin et al., 2020; Hobbs & Törner, 2019a; Rahayu & Osman, 2019; Vale et al., 2020; Du Plessis, 2015) have taken an interest in researching OOF phenomena in different countries and how this phenomenon impacts teaching and learning in schools.

OOF teaching is an international phenomenon, according to Hobbs and Porsch (2022), and identifying it globally is crucial because of the important implications it has. According to Hobbs and Törner, 2019; Ingersoll, 2019, there are OOF educators all over the world, including in South Korea, the United States, Australia, South Africa and Germany. In Indonesia, they refer to OOF educators as non-specialist educators (Rahayu & Osman, 2022). OOF is every

education department's and school's little dirty secret because educational authorities all around the world are aware of the existence of the phenomenon and its implications, however the incidence of OOF teaching increase yearly (Hanuscin et al., 2020; Kim, 2015; Rahayu & Osman, 2022).

The term OOF educator may refer to an educator for example, who is an engineering department graduate that is hired at a secondary school to teach English (Rahayu & Osman, 2022). According to Du Plessis (2017), a qualified teacher who has teaching qualifications yet teaches in a subject, grade level, or subject area outside of their area of ability is also referred to as an OOF teacher. Another example could be, an English Education graduate who was prepared to teach the subject to junior and senior high school learners, however, ends up teaching all topics at the primary school level (Rahayu & Osman, 2022).

According to Weldon (2016), OOF teaching is when a secondary school teacher teaches pupils a subject that they have not studied beyond the first year, or else teaches subjects without specialised knowledge and abilities. According to Hobbs and Porsch (2022), OOF teaching is the mismatch of teaching tasks, teacher discipline, and educational background. OOF educators are qualified educators but only because there has been a misallocation of subjects for various reasons. Scholars (Hanuscin et al., 2020; Vale et al., 2020; Du Plessis, 2015) seem to agree that the OOF phenomenon is a pandemic which allocates subjects to educators to teach while they have no foundational knowledge or qualification for that subject. Our school departments are full of misallocated subjects and has become a norm where DHs are supposed to support teaching and learning without qualifications for OOF subjects. In this study, OOF will be defined as DHs who support teaching and learning beyond their qualifications.

Since OOF educators and DHs are qualified they are hired in posts for different reasons. Several factors contribute to assigning educators to teach outside their field of expertise, including a lack of educators with specialised knowledge of specific subjects in the educational system, an uneven distribution of those educators amongst schools, poor leadership where educators are poorly managed within a school, and individual choice where educators choose to take on new subjects (Hobbs & Törner, 2019a). While some DHs have majored in two subjects during their qualifications, being an OOF DH is inevitable. Shah, Richardson et al. (2022) contend that structural variables, including the size and location of the schools as well as the schools' finances, can account for the unequal distribution of assignments among schools.

Although OOF teaching occurs often in educational systems around the world, its effects on systems, educators, and aspiring educators transcend national boundaries (Du Plessis et al., 2023). OOF has major implications for both educators and learners in school, such as not a DH not being able to give teaching strategies to novice educator (Tapala et al., 2018). Studies (Bugwak, 2021; Boco and Abadiano, 2020) reveal that out-of-field educators experience implications such as self-doubt, and lacked confidence in the teaching and learning procedures in their line of work. Indeed, they had to have these feelings, it is human nature to have these feelings when engaging in an activity a person has little or no training in. As a result of the compromise in teaching ability that results from teaching outside of their area of expertise, educators may feel stressed, have poor self-efficacy, and dissatisfaction (Schueler et al., 2015).

DHs must be well-invested in the subjects they teach (Hauptfleisch, 2022). The DH's comprehension of what learners are to learn is essential for the numerous duties of teaching, including choosing appropriate learning activities, providing clear explanations, formulating insightful questions, and assessing learners' progress (Weldon, 2016). A DH's comprehension may also assist in formulating different strategies that will accommodate different kinds of learners in the classroom. According to Du Plessis (2015), confidence is a primary key for a teacher to conduct a successful lesson and knowing the subject one teaches very well gives an educator self-confidence. Studies (Hobbs & Törner, 2019; Coetzee, 2015) have demonstrated that non-specialist educators negatively affect learners' learning which lowers accomplishment levels. Lack of confidence may also be experienced by OOF DHs when dealing with subjects they lack knowledge in similar ways to OOF educators (Vale et al., 2020). To ensure that teaching and learning happens successfully DHs and educators must have acquired the necessary skills and knowledge for the subject and be able to pass on quality education with appropriate pedagogies (Rahayu & Osman, 2022).

2.2 Meaning of supporting teaching and learning

DHs must provide support in the form of knowledge, skills, strategies and techniques for the educators they supervise to ensure quality teaching and learning is occurring (Singerin, 2021). Lárusdóttir and O'Connor (2017) explains that in their study that the DHs must look for and supply resources for the members of their teams. According to ELCR Resolution 8 of 1998, supporting TL for DHs suggests that they must be involved in classroom teaching and organise related extracurricular activities to guarantee that the subject and pupils' education are properly implemented. According to the Employment of Educators Act No.76 of 1998, section 3, DHs

are required to advise their educators on the most recent subject ideas, methods, techniques, evaluation, and approaches to improve learners' performance.

According to the United Republic of Tanzania (2019), regular training is essential for developing human capital skills to enhance learners' mindsets for social and economic growth, for educators to equip learners with quality teaching and learning and for DHs to be able to support educators where support is required. Together, DHs and educators carry out the purpose of day-to-day teaching and learning activities (Chaula, 2023). According to Edgar et al. (2022) educationalists today advocate for educators to receive support and guidance from their DHs to help them become the kind of educators they aspire to be. DHs are fully aware of their responsibilities in supporting TL through what is called clinical supervision where they receive training on how to provide support to their educators (Musundire & Dreyer, 2019).

In Tanzania, they refer to supporting TL as clinical supervision (Ngole & Mkulu, 2021). Clinical supervision is described by Chaula (2023) as face-to-face engagement between school DHs and educators that focuses on educators as change agents while using problem-solving strategies tailored to each class. Tanjung (2020) defines clinical supervision as a face-to-face interaction between managers and educators at work, which is very similar to the definition given in the previous sentence. Clinical supervision ensures that DHs are trained and can give guidance to their educators using acquired skills and knowledge provided in training. The process of clinical supervision assists educators and their DHs in realising professional behaviour while teaching and learning in classrooms is in progress (Siatun, 2020). Although the definitions provided are restricted to impersonal interactions, Olibie et al. (2016) define clinical supervision as a process that supports educators' professional development. This process involves observing educators' instructional practises, providing feedback to educators about classroom interactions, and assisting the teacher in using the feedback to improve teaching. Clinical supervision, therefore, could be defined as DHs giving guidance to educators within their departments to ensure that there is quality teaching and learning through monitoring and feedback.

DHs' have several roles that they must perform successfully in their departments that qualify as support. As a DH, among other responsibilities, many things need to be developed for each teacher within the department, such as the personality of the teacher, ongoing professional development, the learning process, and subject matter mastery (Singerin, 2021). The following section shares some of the different roles DHs must perform for their departments.

2.3 Departmental Heads' roles in supporting teaching and learning

According to Habi (2022), DHs are seen in schools to be the first line of support for educators in their departments. They are expected to coach a cultural or productive team and serve as mentors to junior and newly appointed staff members (RSA, 2016). By participating in recruitment panels for new members, being visible, and being prepared to be a resource for subject-related concerns, they are expected to be role model educators who can show teachings in classrooms (RSA, 1996; 2016). For the members of their teams, DHs look for and supply resources such as textbooks and lab supplies (Lárusdóttir & O'Connor, 2017). Despite these high expectations that are placed on the DH, Seobi and Wood (2016) and Valle et al. (2015) note that the DH must develop their experience, training, and communication skills to meet these demands. To exchange ideas, obtain feedback, and make decisions about the advancement of education, DHs must possess appropriate communication skills (Hauptfleisch, 2022). Without relevant knowledge and skills, DHs may struggle to complete their roles with success (du Plessis & Eberlein, 2018). Ngcobo (2021) asserts that since overseeing teaching and learning is their primary responsibility, DHs could be trained on how to implement policies and practices to foster an environment where everyone uses proper lesson delivery techniques.

2.3.1 Curriculum management role

The major activity at schools is implementing curriculum and DHs play a significant role in ensuring that the learner outputs are excellent in their departments (Mpisane, 2015). The PAM document states that the DHs' role is to control educators' and learners' work, tests and examination papers and memorandums as well as the administrative responsibilities of educators (ELRC, 2016). As part of their responsibilities for curricular leadership, the DHs also keep an eye on and moderate educators' and pupils' work (Tapala et al., 2019). Continuous assessment (CASS) requires them to pre- and post-moderate the learners' formal activities, based on the Annual Teaching Plans (ATP) established by the DoE at the National and provincial levels (Tapala, 2019). This is to assess the calibre of the written work, the learners' level of performance, and the calibre of the grading once the students have completed the tasks or written the exam (Tapala et al., 2022).

According to Tapala (2020), DHs are required to be leaders in the classroom and specialists in their subject area. To do this, planning is an essential for the DH., adhere to current plans, and counsel others on the strategies, skills and knowledge to reach the goals of the department

(Leithwood, 2016). Therefore, the DH's function is crucial in directing the execution of such programmes (Tapala, 2019). To ensure that the intended curriculum and teaching are carried out in both quality and quantity, they also visit classrooms and observe lessons (Ogina, 2017). Ngcobo (2021) asserts that DHs are completely within their responsibilities to supervise teaching time through class visits, as provided for in the departmental policies however, there are challenges for OOF DHs. For each subject covered by the DH, checking and supervising the syllabus coverage includes visiting classrooms and observing lessons (Grootenboer, 2018). DHs are in charge of the curriculum, which is a huge job that calls for some level of training and growth (Tapala, 2020). For the curriculum management role to be efficient the DH must have some knowledge or background of the subject monitored. Classroom observations may only have the required impact when the DH has updated, current resources and knowledge which will assist in obtaining the required learner output (Mpisane, 2015).

2.3.2 Administrative duties for DH

Amongst other roles, a DH has to perform administration duties. According to Grootenboer, 2018; Manaseh, 2016; Ogina, 2017, one of the duties and responsibilities of DHs in the performance of their everyday work is administrative work. They carry out a variety of duties related to the administration daily and in their capacity as middle leaders (Fullan, 2015). These include but are not limited to, report writing, result analysis, final mark sheets and mark schedule compilation and signing, timetable creation, question paper setting and typing, and management of the class and summary registers (Fullan, 2015). DHs are also responsible for analysing the performance of learner output. Also, the DH oversees the learner admission register and handles receiving, distributing, and filing memos and circulars as well as copying, distributing, and filing policy documents (RSA, 2009). DHs make sure that the subjects' documentation they monitor is up to date and safely kept.

2.3.3 Personnel Management Roles

DHs should identify the best candidates to be hired by the principal and the School Governing Body because they know the objectives and goals of their departments, hence they also advise the principal on the qualities for educators to be hired. When a hiring procedure is in progress, the DH advises the principal on the position's ideal applicant (RSA, 2016). By evaluating the educators' strengths and weaknesses, they also give the principal advice on teacher placement and the distribution of subjects (De Nobile, 2018). According to Fullan (2015), the DH has

daily interaction with and direct supervision over educators. Their proximity to the educators causes some sort of interaction (Seobi & Wood, 2016) almost daily. Beyond training, evaluation, and appraisal, the DH also has to help the educators advance professionally (Ogina, 2017) through educators' development training and coaching. Other roles include inspiring, mentoring, orientation and induction, delegation, disciplinary measures, and working with educator unions (Grootenboer, 2018). DHs are essential to teacher induction and mentorship of new educators in their first year of teaching in many schools (Saglam & Alan, 2018). Dealing with the staff is not simple (Tapala et al., 2021). The DH deal with the professional and personal growth of educators' skills as well as their feelings (De Nobile, 2018). Therefore, the DH must acquire education and training in personnel administration and interpersonal communication (Dube-Xaba & Makae, 2018). DHs serve as liaison officers between their department and the deputy principal, as well as fostering the goals of the school and educators. Without the development of skills, knowledge and training these roles cannot be done effectively and with pleasing results (Tapala, 2015).

2.3.4 Roles in Resource Management

According to Usman (2016), the term education resources refer to all human and non-human elements that are available in a school to support school administration and make teaching and learning activities easier. Managing education resources is vital for a school because teaching and learning cannot happen without them (Kasim et al., 2015). According to Bassett and Robson (2017); De Nobile (2018); Fullan (2015); Lárusdóttir and O'Connor (2017), DHs are supposed to be resource providers, distributors, and managers. The biggest challenge OOF DHs come across is that they must embark on extremely innovative measures to outsource additional resources to enhance teaching and learning if they don't appear in the DoE catalogue. The DH must locate, distribute, maintain, retrieve, and store learning and teaching support materials (LTSM) such as apparatus, textbooks, and other relevant equipment for their educators (Manaseh, 2016). According to Van Staden and Motsamai (2017), resource management is a vital function since the DH should be aware of where there are shortages and which materials were given to which teacher. As a result, training is necessary for both the aspiring and the actual DH to go through training to safeguard the school's resources (Tapala et al., 2021). According to Lárusdóttir and O'Connor (2017), the DHs' additional responsibilities are excessive for them to handle while also receiving little or no assistance. Limited formal training for the job, the additional responsibilities include conducting departmental meetings, creating

annual budgets for the department, and allocating human resources accordingly to ensure effective teaching and learning (Fullan, 2015).

2.4 Factors enhancing teaching and learning

Enhancing teaching and learning guarantees the implementation of the curriculum and delivers positive learner results. There are several factors the school and School Management Teams (SMT) may improve teaching and learning. Some of the factors are discussed below. For this study, only a few will be discussed namely: motivation, classroom size, adequate DH development and teacher collaboration in Professional Learning Communities (Munna & Kalam, 2021).

2.4.1 Motivation

The key to effective teaching and learning is motivation. According to Börü (2018), motivation is a complicated aspect of human psychology and behaviour that affects how people choose to spend their time, how much effort they put into a task, how they think and feel about the work, and how long they stick with it. Luthans et al. (2021) define motivation as a process that begins with a physical or psychological need, deficit, or drive that initiates a behaviour or drive directed at a target, reward, or incentive. This is why Guay et al. (2016) refer to motivation as the reason underlying behaviour. As the name implies, motivation is what drives a person, and it is essential to success in the teaching and learning process for educators and learners to be motivated. According to Filgona et al. (2020), motivation is demonstrated by educators' and learners' choices of learning their tasks, the time and effort they put into them, their perseverance with those tasks, and how they handle the challenges they face during the learning process.

One of the most aggravating barriers to learners learning, from the perspective of educators, has always been a lack of motivation. According to Ryan and Deci (2017) and Wood (2019), educators are the primary source of inspiration for learners to participate in learning activities within their educational environments. According to Maile (2021), a teacher is more likely to have learners who acquire positive views and excitement for learning and achievement within the topic if their behaviour demonstrates a positive attitude and enthusiasm for learning in that subject. Learners may also feel the lack of energy when educators are not enthusiastic about a topic or subject, hence DHs have a significant and ongoing role in sustaining educators' and

learners. Motivation and encouragement to accomplish educational goals, which include efficient teaching and learning (Mdabe, 2019).

2.4.2 Classroom size

There has been discussion concerning class size and whether it has a positive or negative impact on how well learners do in school. According to Blatchford and Russell (2019), one intriguing aspect of the class size debate is the entrenched division between the viewpoints of the majority of educators, practitioners and some researchers who believe that small classes are good for teaching and learning. The authors further state that the opposing viewpoint, is frequently supported by economists, policymakers, think tanks, as well as some academics, who believe that class size, is not important.

Small classes have great advantages such as they are easier to manage, and all learners have a chance to be observed closely by the teacher (Wagner et al., 2020). According to Finn and Shanahan (2016); Finn (2019), list the following as factors that influence class size: personal connections, learners being more supportive of one another; a more thorough curriculum; more time for teaching in terms of individualised guidance; and evaluation of pupil achievement. According to Blatchford and Russell (2020), there are three main ways that smaller classes benefit student achievement: first, there are fewer behavioural issues, which results in more teaching time and learning opportunities; second, educators are more satisfied and enthusiastic, which results in higher levels of pupil engagement in learning; and third, there is greater knowledge of individual pupils.

The overcrowding of classrooms in South African schools is caused by several factors (Meier & West, 2020). Some of these elements include a shortage of educators and poor infrastructure, such as insufficient classrooms and schools (Pretorius, 2017). The official learner-educator ratio (LER) for all public schools with government-employed educators is 33:1 on average nationwide (DoE, 2014b:4). However, it becomes difficult to manage those classrooms and carry out teaching and learning in some schools. In some South African schools, the LER has even been reported to be 50:1 or higher (DoE, 2014b:4). According to Marais (2016), one of the important reasons connected with poor performance and grade repetition is crowded classrooms and this is evident in South Africa's Grade 12 quality of outputs against quantity, which is getting worse every year, and present retention rates are further indications that there is a crisis in the education sector.

2.4.3 Adequate professional development for DHs

To ensure that teaching and learning are beneficial to both learner results and school goals, professional development is essential for DHs. Being developed through professional development in knowledge and skills helps the DHs monitor the educators they lead by inspiring them with their aspirations and goals for the departments and subjects they oversee (Tapala et al, 2020). This demonstrates to the educators that they can rely on their leader for mentoring concerning the subject matter they are teaching. According to Hallinger and Liu (2016), DHs have a substantial impact on how professional development for their educators is organised and supported. The DHs, who are responsible for overseeing the implementation of curricula in their departments or grades, are expected to keep abreast of the most recent pedagogical trends and should mentor their educators and monitor their use in the classrooms (Sartori et al., 2018).

Professional development has multiple definitions (Ngcobo, 2021). Older literature, such as that by Sparks and Loucks-Horsley (1989) and Parker (1990), defines the phenomenon of professional development as those processes that enhance educators' job-related knowledge, skills, or attitudes to enable them to create instructional programmes to better student learning. Beginning of every year, the DoE offers assistance in the development of DHs, educators, and deputy principals in the form of workshops, however, the introduction training for SMTs, according to a study conducted by Tapala et al. (2021) reportedly lasts a day or only a few hours, which the participants believed was just marginally helpful in preparing them to carry out their duties. The DoE issues circulars annually for subject content workshops to be attended by subject educators, DHs, and principals to bridge the gaps encountered at schools for effective curriculum management. DHs should be using this opportunity to familiarise themselves with the OOF subjects. Consequently, Mestry (2017) has called on the Department of Basic Education to require school leaders to complete mandatory leadership and management training, however this training will solve the management part of the DH role and not the OOF supporting role. In the study by Dube-Xaba (2017), DHs felt that their attempt provided inadequate support in capacitating them to thoroughly handle moderation or any other additional support to subject educators, particularly in subjects they were not acquainted with because they did not have time to attend workshops.

2.4.4 DH Collaboration in Professional Learning Communities

In the past, the only duties assigned to DHs were to ensure that the curriculum was followed to the letter by the Department of Education's guidelines (Singh, 2021). In other words, it was the responsibility of DHs to ensure that the syllabus was taught in accordance with a set schedule, covering specific topics within a specific timeframe. DHs had to change their perspective when Outcomes-Based Education was introduced because they were ill-equipped to assist educators, which made professional development necessary (Mclytyre & Hobson, 2016). According to Mpisane (2015), DHs should have systems in place to discuss the various professional challenges they face with one another to advance and develop their supporting methods. South Africa has a similar support initiative that is called Professional Learning Communities (PLCs) which Otálora and Jaime (2019) define as a group of co-workers who discuss their job experiences and how this collaborative process can assist members to perform better and produce better outcomes for the schools they work in. Within these PLCs, field educators can cover teaching pedagogies for their subjects, how they manage challenges, and share experiences to assist each other.

The initiative of PLCs could be used by DHs managing out-of-field subjects where they could meet and share techniques and experiences in supporting educators in their departments teaching out-of-field subjects. Mthiyane, Naidoo and Bertram (2015) conclude in their study that involvement in *Jika iMfundo* has led to more routine meetings with departmental employees, better curriculum coverage, and enhanced departmental connections. In addition, during these meetings and training, DHs felt that the tools provided helped them know their task and how to do it well. DHs are not receiving the support they require for their roles hence, they go through a variety of unsettling emotions, including worry and feelings of inadequacy (Mclytyre & Hobson, 2016). Consequently, to empower DHs to develop educators as well, DHs must receive professional development (Du Plessis & Eberlein, 2018).

2.4.5 Allocation of Subject Heads

Khanyi and Naidoo (2020) suggest that grade heads, subject heads, committee chairs, and union site stewards are some examples of leadership roles in schools. According to Blose and Khuzwayo (2023), post-level one educators are not acknowledged as official leaders, although they do perform informal leadership roles in schools. Although the positional power is held by the formally appointed school leaders, research on educational leadership indicates that the

concept of leadership is changing from being seen as something that formal leaders possess to something that is shared and distributed (Fletcher & Kaufer, 2003; Hallinger, 2010; Spillane et al., 2001). Over the past few decades, most leadership typologies in school leadership studies have included dispersed, democratic, shared, and leadership for learning models (Fletcher & Kaufer, 2003; Hallinger, 2010; Spillane et al., 2001). According to these leadership constructions, educators can enhance their performance by participating in leadership and helping other educators feel that they belong (Fletcher & Kaufer, 2003; Hallinger, 2010). By doing so DHs' OOF subjects in departments are supported by subject specialists who use their subject expertise to support and advise fellow educators effectively.

DHs assign educators to the unofficial leadership role known as subject head as one method of implementing curriculum management roles. One of the conclusions reached by Blose and Khuzwayo (2023) from their research is that subject heads are the best-qualified individuals for this position because they comprehend the requirements of subjects as subject specialists and they can be utilised to close the mentoring gap in schools. The literature supports this by confirming that subject heads are a good support system for recently hired educators and that under their leadership, inexperienced educators are likely to perform well (Chatturgoon, 2008; Kajee, 2011; Khumalo, 2014).

2.5 Factors hindering teaching and learning

Out-of-field support has not been seen as a phenomenon for DHs to study and examining the hindering factors might be the stepping stone required to further the study of OOF as a phenomenon. Particularly in South Africa, factors hindering DHs in curricular leadership have gone unaddressed (Bush, 2018). The need for immediate action in this area is critical (Murphy & Bleiberg, 2019). The aim of the curriculum must be understood by all parties involved in the same way implementation processes must also be explained, and collaboration between stakeholders must be encouraged (Ogina, 2017). There is still a dearth of research on the obstacles faced by DHs in their function as curricular leaders (Albashiry et al., 2016).

2.5.1 Ever-changing curriculum

The DHs in South Africa have to keep up with an ever-changing curriculum. Since 1994, the South African educational system has undergone several well-documented modifications (Bantwini, 2017). Curriculum changes emanates from the necessity for society to reconsider the kind of citizen it wished to create through its educational programmes and policies (Francis

& Kuhl, 2022). In addition to the fact that the new curriculum introduces changes to goals, methods, and tactics that feel challenging to understand, it also affects how difficult it is for DHs to choose acceptable learning activity situations when moderating (Bowe et al., 2017). DHs should always be ready for changes in curriculum and should get regular training to overcome their challenges (Kasim et al., 2015). The DHs participating in a study by Tapala et al. (2020) indicated that they monitor subjects that they do not know and that they need regular training to keep up with the change in curriculum. The DHs to keep abreast with the changes and put them into practice (Olamo et al., 2019). According to Tapala et al. (2020), DHs consider the implementation of a new curriculum like CAPS as a hurdle. As soon as they become proficient in, the curriculum changes again, therefore out-of-field DHs are never prepared for the implementation of a new curriculum. It is essential to have the assistance of SMT, including the principal's position as a supervisor, in this increasingly complex situation (Carter & Abawi, 2018; Valdivieso, 2020).

2.5.2 Inadequate Professional Development

The main obstacle for DHs is working without sufficient development (Munna & Kalam, 2021). Due to South Africa's constantly evolving curricular policies, the DH has grown to be an essential part of the educational system, assisting educators in comprehending and putting the changes into practice (RSA, 2009). Grootenboer et al. (2015) state that leadership has long been recognised as a crucial component of efficient school operations and that DHs can have a considerable impact on educators' professional growth. Unlike the principal, Lontas (2023) concurs with the earlier researchers and states that DHs can directly affect classroom practices, they are the key "instructional" and "curriculum" leaders who concentrates on the fundamental business of educational institutions, i.e. learning, and teaching. As a result, Grootenboer et al. (2015) conclude that DHs are in a strong position to lead professional development, promote and maintain effective teaching and learning practices in classrooms, and their leadership practices merit consideration. The DoE should also be aware of the need for regular training for DHs to be in full control of what is expected of them (Ogina, 2017). Sartori et al. (2018) state that some DHs were unable to perform their duties because they lacked the necessary training. Hartzell (2018) concurs that the lack of pre-and in-service professional training and preparation for a curriculum supervisory position results in DHs lacking the necessary curriculum leadership skills to carry out the systematic topic and general curriculum development tasks. DHs will not be adequately prepared to carry out the mandate given to them

if they are not properly trained (Grootenboer et al., 2015), rendering them helpless when it comes to training and developing their staff (Mampane, 2017) hence, DHs require adequate professional development.

2.5.3 Lack of Resources and Facilities

The lack of resources is a current and continuous barrier in schools. Buildings, furnishings, tools, libraries, computer labs, and textbooks, serve as the foundational teaching and learning materials which all fall under the category of inadequate resources (Veriava, 2017). The ability of DHs to perform their duties may be hindered by a lack of resources (Mabula et al., 2023). They also add that when there are not enough resources to support their work, DHs struggle to function at their best. Most DHs reported that they were lacking in one particular kind of resource or another (Maile, 2021). As seen by their comments, DHs identified a dearth of textbooks as the primary obstacle. Additionally, they stated how it can be challenging for students to work independently in some grades due to a scarcity of textbooks (Tapala, 2019). One needs the right tools for the job to be as productive as possible (Mabulala et al., 2023). The DHs' ability to complete their duties will be severely restricted if they are not given the appropriate teaching and learning resources for their classes.

According to Mabula et al. (2023), several issues, including finance, stakeholder responsibilities, curricular changes, procurement procedures, and administration of textbooks, have an impact on textbook acquisition and availability for learners. According to Section 21.1(c) of the South African School Act (SASA, 1996), public schools are required to obtain government school funds for the purpose of purchasing textbooks and other educational resources. The education department continues to be in charge of paying salaries and incurring costs for new structures, therefore the cash given to the schools does not cover these expenses (Mpolokeng, 2017). Due to the low funds that are allocated to schools by the government, sometimes schools must resort to raising funds to add to the shortages (Ngole & Mkulu, 2021). According to the Schools Act of 1996, all SGBs must make every effort to raise money to augment the school budget to raise the quality of instruction. According to Mpolokeng (2017) and Mashaba and Maile (2021), fundraising for impoverished schools is difficult because of a lack of financial literacy and fundraising project expertise. The procurement of teaching and learning resources, particularly textbooks, is hampered by the inability to generate additional funds, which in turn has a severe effect on teaching and learning (Mabulala et al., 2023).

2.5.4 Time Constraints

Insufficient time is one of the challenges DHs experience in completing their roles. Time constraints make it difficult for DHs to complete some tasks (Tapala et al., 2020). As evidence of time constraints, Murphy and Bleiberg (2019) concur that conflicting priorities, as noted by some of the DHs, aggravate a shortage of time. DHs struggle with having little time to fulfil their obligations and expectations (England, 2022). The majority impression of DHs in the (PPTA, 2016, p. 14) survey was that there is now an immense misalignment between the time and remuneration available for the role and the demands it poses. According to the literature referred to above, time constraints are problematic for DHs and hinder them from completing all their tasks in time.

Time is a fundamental resource in every school because the curriculum depends on it (Tapala et al., 2021). The amount of fair time allotted to them each day will determine how the classroom times, athletic events, and extracurricular activities are timetabled (Lárusdóttir & O'Connor, 2017). DHs spent a lot of time dealing with administrative duties and inter-teacher conflict (England, 2022). When DHs are involved in too many activities, they will fall behind on their work, which includes assessing how well educators and learners are doing (Ngole & Mkulu, 2021). Despite spending little time managing their departments and engaging in subject matter development activities, DHs are nonetheless expected to execute a lot of additional administrative duties such as planning and goal setting (Flückiger et al., 2015; Fullan, 2015; Javadi et al., 2017).

2.6 Addressing the hindering factors

Addressing the factors that hinder teaching and learning was the most difficult part of this chapter. There is limited literature on solutions for the hindering factors. Most of the authors have done much research on the hindering factors however not on overcoming these challenges.

2.6.1 Ever-changing curriculum

Administrative and professional assistance are two ways to overcome the challenges presented by the curriculum that is constantly changing in schools (Tapala, 2019). To overcome the difficulties of implementing a new curriculum, Bakir et al. (2016) cited administrative and professional support as essential components. A leader who possesses a positive mindset can play a significant role in influencing DHs to also think positively about the change. According to Derrington and Campbell (2015) a principal that has a negative attitude towards curriculum

changes may cloud the DH's perspectives and that may cause challenges right at the beginning. When DHs are going through changes that call for action, self-efficacy is crucial for principals to positively impact and motivate them (Budak, 2015). Similarly, Mehdinezhad and Mansouri (2016); and Budak (2015) discovered that trust-building was crucial, along with principals' attitudes towards establishing visions and goals. Principals are heads of schools therefore they should be exemplary (Musundire & Dreyer, 2019). The attitudes of the principals and DHs will also play a role in how well the curriculum is implemented (Thorn & Brasche, 2015). Support is offered through various professional development opportunities and PLCs, which are intended to address any issues that might prevent the successful implementation of a change (Hall, 2015).

2.6.2 Inadequate Professional Development

Professional development takes place once a year, at the beginning of each year, and is solely relevant to DHs and educators of the subject fields (Christie & Monyokolo, 2018). It may be conceivable to use DH collaboration time as the primary source to enhance instructional practises at each site to address the lack of professional development funds and professional development days that are expected to capacitate OOF DHs (Hartzell, 2018). At least one day per month is set aside for collaboration at five out of the six schools stipulated in the Liontas (2023) study results. DHs could get together to discuss issues they have encountered when supporting areas outside their fields of expertise and to brainstorm possible solutions. Meeting once a month, or even twice a month, may not be sufficient, according to Grootenboer et al. (2015), to address all the essential elements of enhancing the level of learner's performance. Educators who have been identified as possessing effective techniques and abilities might serve as role models and leaders for other educators who wish to increase their effectiveness (Ogina, 2017). Even for DHs, those with greater in-depth knowledge and experience of the subject can serve as human capital to help those who still lack knowledge. PLCs might be the answer that doesn't require funding from the department or the schools however, DHs can continue to receive sufficient support from PLCs. A group of educators that collaborate frequently have a variety of educational ideas, work ethics, personalities, and professional goals in common (Jao & McDougall, 2016).

2.6.3 Time constraints

Due to the number of responsibilities they have, DHs are overloaded with work, and they need strategies to overcome time constraints. Workload and stress are significant elements that have an impact on time management, according to Gul, Talat et al. (2021). The solution to time constraints, Tapala et al. (2020) suggest is Encouraging Effective Time Management (EETM). Time management alludes to a set of abilities to manage and utilise time effectively (Murphy & Bleiberg, 2019). This begins by developing a capacity-building program that should train all the departments for the implementation of EETM (Javadi et al., 2017) followed by training that should be backed up by post-implementation feedback so that any gaps can be identified and addressed (Murphy & Bleiberg, 2019). Bukhari, Gul, Bashir et al. (2008) suggest time management techniques that contain techniques, such as prioritising tasks that are essential for management and administration to develop short-, medium-, and long-term goals for achieving organisational objectives. Planning an excessive quantity of work for one day or one week can lead to a panic attack (Gul et al. 2020). Greif and Palmer (2022) make the following additional recommendations for efficient time management: DHs must take short breaks during meetings, speak with others directly, and hold brief but important meetings.

2.7 Theoretical framework

This study has adopted leadership for learning theory by Hallinger (2011) as the theoretical framework underpinning it to make meaning of what the DHs understand about their roles and the manner they perform those roles in supporting TL in their OOF subjects. The theoretical framework serves as the dissertation's overall “blueprint” (Osanloo & Grant, 2016). As a result, it influences the research design and data analysis strategy a researcher chooses (Adom & Hussein 2018). The theory of leadership for learning provides a lens through which to see the various perspectives and experiences of DHs as well as a means of analysing and interpreting the data that has been generated.

2.7.1 Leadership for Learning Theory

Supporting teaching and learning is a task that requires different approaches. Leadership for learning theory (LFL) refers to strategies used by school leaders to accomplish significant educational goals, with a special emphasis on learners learning (Hallinger, 2003). School leaders must be able to identify appropriate leadership styles in different day-to-day situations the school faces. The LFL framework has a combination of instructional, distributed, shared,

and transformational leadership styles that can have a positive impact on pupil learning and school reform (Hallinger, 2011). Hallinger and Heck (2010), further say that LFL refers to management positions such as the principal, deputy principals, and DHs exercising leadership over the entire school. DHs work closer with educators in their departments and using LFL theory can help achieve better outcomes for learners.

Several factors must be scrutinised to achieve the vision and goals of the school. According to Hallinger (2011), the context of the school and the surrounding environment affects leadership. Leaders' attitudes, values, knowledge, and experience are crucial (Hallinger, 2011). The leadership of learning encompasses not only the understanding of the educational environment by leaders, but also the attributes of the leaders themselves, including lessons learnt in their careers and values. This indicates that a leader's traits influence how they practise their leadership every day of their lives (Buthelezi, 2017). LFL and school results are mediated by school-level factors including vision and goals, academic structures and processes, and human capital, which causes leadership to be indirectly enacted towards learning outcomes (Hallinger, 2011). The model shown in Figure 2.1 below combines conceptualisations constructed by leadership researchers, including Bass (1990), Bossert et al. (1982); Hallinger and Heck (1996); Hallinger and Murphy (1985); Kouzes and Posner (2007); Leithwood et al. (2006) and Pitner (1988).

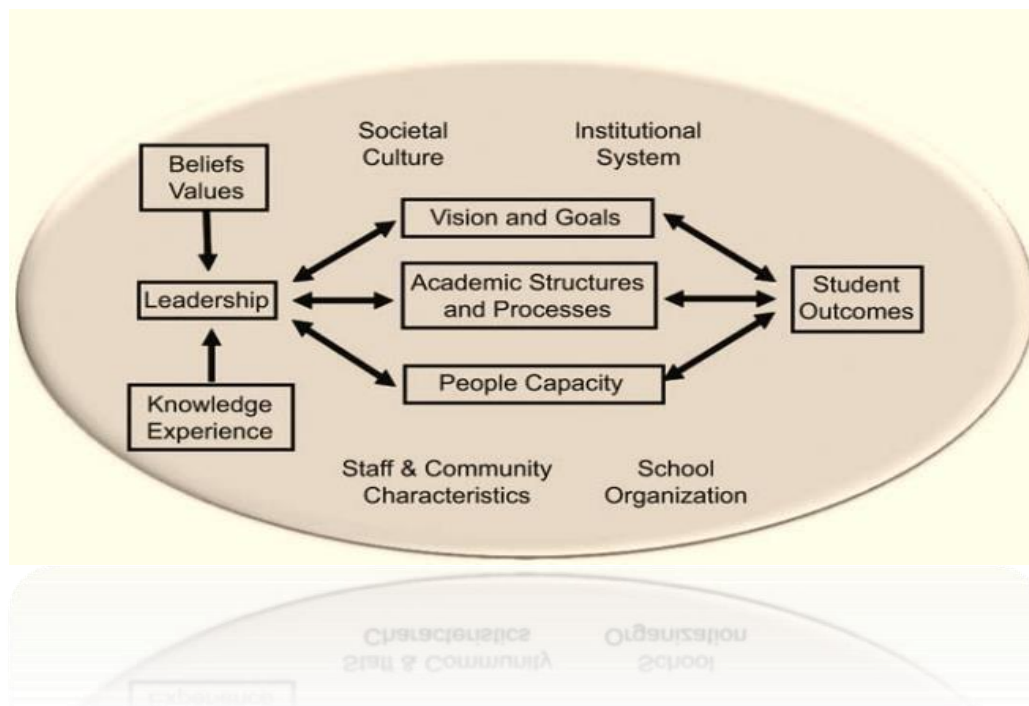


Figure 2.1 Leadership for Learning Model adopted by Hallinger (2011)

The model of leadership for learning addresses a variety of assumptions that ensure that learning takes place in a school with positive outcomes. According to Hallinger (2011), it first highlights the fact that leadership is exercised in the context of an organisational and environmental setting. The community, institutional structure, and social culture are all parts of the "open system" in which school leaders work (Bossert et al., 1982; Leithwood et al., 2010; Mulford and Silins, 2009). It is not enough for school leaders to set a vision and goals in isolation however, they also need to understand the community the school is located in. The opportunities and limitations present in the school organisation and its surroundings both influence and form effective leadership (Bossert et al., 1982; Bridges, 1970, 1977). The leader's personality traits also influence how they exercise their leadership (Hallinger, 2011). I wish to direct attention in particular to the personal beliefs, opinions, experience, and expertise of leaders as sources of variation in leadership practice (Leithwood et al., 2006). The figure, according to Hallinger and Heck (1996), Leithwood et al. (2010), Robinson et al. (2008), demonstrates that leadership does not directly affect pupil learning but rather that its effects are mediated by conditions and processes at the school level. Furthermore, Hallinger and Heck (1996), Mulford and Silins (2009), and Figure 2.1's double-headed arrows demonstrate that school leadership both influences and is influenced by these school-level circumstances. The LFL model contains four dimensions, which are: (a) values leadership; (b) leadership focus; (c) context for leadership; and (d) sources of leadership. A brief discussion of these dimensions follows next.

2.7.1.1 Values leadership

Values specify the goals that leaders pursue as well as the ideal strategies they will use to get there (Hallinger, 2011). Myende et al. (2022), adds to this by suggesting that the values focus primarily on what schools stand for, which is the learner's academic accomplishment. Additionally, this articulates the significance of personal values and culture in forming the leadership of school leaders (Chiororo, 2020). How DHs are going to achieve their goals in their departments will be shaped by what they stand for, the department's goals and culture can enhance the school's environment. According to Hallinger (2011), leaders need to be aware of the institution's underlying values. This study intends to emphasise the dynamics of supporting subjects that DHs majored in and those they regard to be OOF subjects by examining their lived

experiences. The DHs' clear vision of how they will achieve their goals will shape how they think and be more intentional with regard to how they carry themselves in supporting TL, producing positive outcomes.

The school leaders should consider the personal and professional beliefs of other stakeholders and embrace them rather than dictating the school's principles to foster a sense of community and an emotionally stable learning environment (Hallinger, 2011). It is of utmost importance that DHs embrace the values that educators in their departments have about achieving the same goals. This assures educators that the values for achieving goals are not set by one individual, but their values are respected and considered by the DH. Concerning values leadership, Hallinger (2011) contends that executives need to be aware of the institution's prevailing values. In conclusion, leaders' beliefs and behaviours are influenced by their values, which also present possible tools for collaborating with and enhancing the school's learning culture.

2.7.1.2 Leadership focus

The idea of leadership focus refers to the different ways that a school leader's leadership influences and has impact on wide school learning that is thought to be very influential in fostering academic achievement in schools (Hallinger, 2011). Leadership focus concentrates on the three key channels or routes that connect learning and leadership which are: vision and goals; academic structures and processes; and people.

2.7.1.2.1 Departmental vision and goals

The most important way that school leaders can influence learning is through their vision and goals (Hallinger & Heck, 1996). Considering the school's vision and goals, DHs might need to create a departmental vision and goals that support the school's overall vision. Vision refers to a broad picture of the direction in which the school seeks to move (Chiororo, 2020). On the other hand, goals refer to the precise objectives that must be met to move towards that vision (Hallinger, 2011). There are two ways vision and goals can shape the school and departments. One of which, they motivate others to give their time, energy, and sometimes even make sacrifices to advance a common objective (Hallinger, 2011). In the theory of transformative leadership, the motivational force of vision is highlighted (Hallinger & Heck, 2002; Leithwood, 1994). Vision and goals must be clearly stated by leaders in schools to all stakeholders with the intention of everyone achieving them.

2.7.1.2.2 Academic structures and processes

Schools have structures and these structures depend on numerous factors. Effective leadership promotes academic structures that let staff members directly influence teaching and learning, enhance staff teamwork and cooperation, and reduce conflict to promote beneficial synergies (Hallinger & Heck, 1996, 2010). Hallinger (2011) makes the case for improvements in how school leaders oversee educators' professional growth as a major factor in how well students learn. Amongst many other roles, scholars such as Seobi and Wood (2016), Gumus et al. 2018; Tian et al., 2016, and Valle et al. (2015) affirm that DHs may appoint educators in their departments to develop and support other educators in their departments with the necessary skills and knowledge. According to Chiororo (2020), educational leaders should establish both formal (such as professional learning communities, departmental meetings and targets, and communities of practice) and informal structures (such as social gatherings and fund-raising events, parent meetings, and consultation days) that promote cooperation among school stakeholders to enhance the learning of pupils. Collaboration and gatherings that include stakeholders assist in safeguarding the vision and goals of the school by educating, training and informing all stakeholders.

2.7.1.2.3 People

According to Hallinger (2011), research on organisational learning and human capacity development increased in the late 1990s. Hallinger (2011) defines capacity building as a broad term that emphasises the growth of both the organisation and its members. Organisational stakeholders, especially DHs need to be capacitated with knowledge and skills to ensure that teaching and learning are supported thus resulting in positive outcomes for learners. A strong supporter of this viewpoint, Fullan, states that it is becoming more and more obvious that leadership at all levels of the system is the key lever for reform, especially leaders who focus on capacity building and develop other leaders who can carry on (Fullan, 2001). DHs ensure that their department provides clear goal setting, curriculum alignment, teaching observations, teacher development, strategic planning and a focus on the importance of allocating resources since this will promote teaching and learning to produce positive learner outcomes.

2.7.1.3 Context for Leadership

Schools are built in different environments and these plays a significant role not only in shaping schools but also in leadership. According to Chiororo (2020), every school has a particular

context, and multiple leadership styles are required to handle various circumstances. Without an understanding of the school context, it is impossible to fully comprehend student learning outcomes and leadership because any leadership is informed by external and internal contexts that both present opportunities or threats and lead to situational leadership (Hallinger, 2011). The school context, which is determined by the organisational structure of the school, the personality traits of the staff, the power dynamics at play, and the accessibility of resources, is the setting in which school leaders work (Hallinger, 2011). Understanding the schools' internal and external environment will assist leaders in implementing appropriate leadership styles. The environment of the school has a significant impact on its performance (Hallinger, 2011).

2.7.1.4 Shared leadership

For centuries, not just decades, the issues of whether, why, and how to share leadership have been at the forefront of discussions of leadership (Bass, 1990). According to Hallinger (2011), school leaders can share their leadership in many ways, including through strategies and actions that involve stakeholders in decision-making that affects their lives or places of employment. Other ways include delegation, consensus-based decision-making, input, and voting. Leaders who have mastered shared leadership in their schools stand a greater chance of positive learner outcomes. Recently, distributed leadership and collaborative leadership have been investigated as forms of shared leadership (Crowther et al., 2008; Gronn, 2009; Murphy, 2005). To enable more stakeholders to share power and leadership through participating in decision-making, schools should diversify and expand their sources of leadership (Hallinger, 2011). School leaders sharing leadership develops educators professionally, and educators see themselves as being trusted with responsibility. According to Myende et al. (2022), when an institution's capacity grows, locating diverse leadership sources and collaborating with those sources of leadership are crucial to building the ability of the institution's members.

2.8 Theoretical framework justification

While instructional leadership is usually viewed from the perspective of principals, leadership for learning theory broadens the parameters to other management structures such as departmental heads being instructional leaders of supporting TL in their departments. The significance of the DH position in LFL is demonstrated to be vital by the literature as it illustrates that they should have a clear vision and goals for their departments and be capacitated through training and academic structures and processes. The LFL model fits this study because

the personality traits and experience of OOF DHs determine the different leadership styles chosen while assessing their day-to-day encounters. The LFL model developed applies to this study because it is aligned with how DHs can enhance teaching and learning while achieving positive learner outcomes.

2.10 Chapter Summary

This chapter revealed three types of information that relate to this study. The evaluation is DHs have several roles and can safely conclude that DHs are overloaded. The core of this chapter is what is expected of DHs when looking at the meaning of supporting TL. This part explained that DHs are curriculum leaders, and they should provide human capital in the form of knowledge, skills, resources and teacher development. The difficulties experienced by DHs include a lack of training, lack of resources, and not enough support and encouragement for them to carry out their tasks, particularly in developing countries like South Africa. Lastly, the hinderances to supporting TL for DHs supporting teaching and learning are briefly discussed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter two described the different roles that DHs perform to promote teaching and learning, as well as the various factors that either make these functions simple or complex. The current chapter presents the study's methodology and research design. The chapter begins with a discussion of the research paradigm and methodology upon which the study is built and is followed by a description of the participant selection procedure (sampling). Then, specifics of the methodologies used for data generation and the process for data analysis are given. The chapter ends with a discussion of how trustworthiness and ethical considerations were addressed in the study, followed by an explanation of what were considered to be the study's limitations.

3.2 Research paradigm

This study was located within the interpretive paradigm as its epistemological, ontological and axiological base. Cohen et al. (2018) argue that a paradigm is how people view the world. An interpretive researcher's goal was to gain a deeper and more precise understanding of how people interpret the circumstances of their work and daily lives (Bertram & Christiansen, 2014). According to Manion and Morison (2011), the interpretive paradigm helped me better comprehend the world and the people who live in it. The interpretive paradigm's purpose was to understand how people create meanings from the events in their daily lives (Nzama, 2021). Pham (2018) further emphasises that the interpretive paradigm aids researchers in developing a more complete understanding of the world and the people who live in it. Through this paradigm, I was able to discover the different truths about what DHs understand to be their role in supporting TL in high schools.

An interpretive researcher's goal is to better understand how people interpret the circumstances around their work and daily lives (Creswell & Poth, 2016). The ontological assumption is that reality is subjective and varies from one person to another (Beckera & Schad, 2022). Since each reality is uniquely created, there is as many realities as there are people (Ikram & Kenayathulla, 2022). The experiences of DHs were different and subjective according to their interpretations and how they made meaning of challenges. The epistemological assumption of the interpretive paradigm is subjectivism which is founded on actual events occurring around the world (Ikram

& Kenayathulla, 2022). The existence of the world is based on our understanding of it (Grix, 2018). This paradigm is appropriate because I wanted to understand how DHs support teaching and learning in out-of-field subjects. The interpretive paradigm backs up a worldview based on the different experiences and realities that DHs may be exposed to. How DHs make sense of their realities is subjective to each of them. DHs monitoring out-of-field subjects have unique strategies for overcoming obstacles and employing various techniques to support educators in their departments. The interpretive paradigm helped me to understand and identify DHs' experiences of navigating through their daily duties and the factors that are enabling or hindering them from performing their role of supporting TL. As a result, the interpretive paradigm helped me learn about the reality of DHs through the perspectives, experiences, and backgrounds of participants (Mackenzie & Knipe, 2006). Thus, "through the eyes of the participants" lies the perspective from which the social environment can be understood (Cohen et al., 2018). Given that the interpretive paradigm's epistemological assumption of reality is that reality is socially produced, the interpretative paradigm was relevant for this research. Participants' perspectives and an understanding of their experiences can only be narrated by DHs who are attempting to supporting TL in out-of-field subjects.

3.3 Research Approach

Creswell and Poth (2016) define a research approach as a set of directions and instructions that researchers need to adhere to when addressing a research problem. The research approach aims to choose an appropriate and justifiable course of action that may be used to provide empirical evidence relevant to the research questions (McMillan & Schumacher, 2010). This study adopted a qualitative research approach. According to Aspers and Corte (2019), a qualitative research approach often emphasises words rather than numerical quantification in its data generation and interpretation. Norman et al. (2021) argue that qualitative research is an emergent, inductive, interpretive, and naturalistic approach to the study of individuals, cases, phenomena, social situations, and processes in their natural settings. The approach reveals in descriptive terms the meanings that people attach to their experiences of the world. Additionally, Munhall (2012) emphasises that qualitative research entails broadly stated inquiries about human realities and experiences, investigated through extended contact with the participants in their natural environments and generating rich, descriptive data that will aid our understanding of the experiences of the participants. Stake (2011) added the four distinguishing characteristics of qualitative research, which are "holistic," "empirical,"

"interpretive," and "emphatic." Utilising a variety of methods, the qualitative research design sought to better understand, and characterise detailed textual explanations of the nuances of people's experiences on particular problem or circumstance (Shaked & Schechter, 2017).

An in-depth understanding of the many realities that people hold is the main objective of a qualitative research approach. I was able to view the different experiences of DHs attempting supporting TL in subjects they did not major in, through the lens of the participant's practice. A qualitative research approach was most appropriate for this study since it falls under the interpretive paradigm, which supports the view that there are numerous socially created truths in the world. According to Creswell and Poth (2016), rather than focusing on the "when" and "where," the qualitative method of inquiry analyses the "what," "how," and "why" of decision-making. The type of questions mentioned by Creswell and Poth (2016) aligns with the research questions of my study, which are:

- How do Departmental Heads generally understand their role in supporting teaching and learning in subjects?
- How do Departmental Heads play their role to support teaching and learning in out-of-field subjects?
- What factors enable or hinder Departmental Heads in supporting teaching and learning in out-of-field subjects?

A qualitative research approach typically develops through social interaction, often with input from experienced participants, in a series of social experiences during which the person acquires an understanding of the meaning of behaviours as well as perceptions and judgements of the objects and circumstances that make the activity possible and desirable (Mey, 2022). One of the main features of qualitative research is that the emphasis is on meaning and understanding (Teti et al., 2020) which means that the main goal of this methodology is to understand the phenomenon being studied from the participants' perspectives rather than mines.

3.4 Research Methodology

This study aimed to understand the experiences of DH's supporting TL in out-of-field subjects using a case study method. Case study research is defined by Nieuwenhuis (2007), as "a systematic inquiry into an event or a set of related events that aims to describe and explain the

phenomenon of interest". Thomas (2021), in a similar vein asserts that case study research entails a detailed, contextualised scientific probe into comprehending a real-world event.

Since the precise occurrence or how it occurs is documented, Cohen et al. (2018) state that a case study is a descriptive investigation. According to Harrison et al. (2017), a case study entails a thorough investigation of a real-life occurrence within its context. A case might be any individual, group of people, organisation, event, or problem (Harrison et al., 2017). In this study, the case is the DHs experiences. Flick (2018) offers additional justification for using a case study, noting how easily the examination of the research phenomena is made through using case study research. Using a case study helped me to create knowledge as a specific case is examined to explore life in that context (Yin, 2009).

Furthermore, Yazan (2015) states that a case study design should be used when the following conditions exist: (a) the goal of the study is to provide "how" and "why" explanations; (b) participant behaviour cannot be controlled; (c) we want to cover contextual conditions because we believe they are relevant to the phenomenon under study; or (d) the boundaries between the phenomenon and context are ambiguous. In this study, the above conditions exist in that the study aimed to understand the how and why explanations of DHs supporting out-of-field subjects.

According to Cohen et al. (2018), the primary goal of case study research is to accurately portray what it is like to be in a particular circumstance and in this study, I explored what it is like to be a DH supporting teaching and subjects one did not major in. Case studies aim to explain why things happen in a certain way to illuminate and foreground insights on similar circumstances from a single example, which necessitates a thorough investigation that will provide an in-depth description of the phenomenon under research (Cohen et al., 2018). This design proved to be suitable for my study because when DHs shared their roles and the different strategies, they use to perform these roles to achieve the vision and goals set for their departments, it gave me insight into the nature of supporting TL in subjects beyond one's majors.

3.5 Sampling

In this study, I used purposive sampling. Purposive sampling refers to the procedure wherein the researcher employs their own discretion to select participants who possess unique and specialised information regarding the topic that is under research (Rahi, 2017). Maree and

Potgieter (2018) and Korstjens and Moser (2018) state that sampling is the process of choosing or looking for circumstances, environments, and/or participants who provide rich data on the phenomenon of interest. Since a qualitative case study focuses on a limited number of varied groups, the sample size is often modest (Windsong, 2018). Purposive sampling was used to select the participants in this study. Purposive sampling, according to Cohen et al. (2011), is the process of choosing cases with a wealth of information for in-depth analysis. Setia (2016) suggests that purposive sampling is necessary if the researcher wishes to gain a better understanding of the phenomenon being investigated. Purposive sampling was appropriate for this study as DHs of secondary schools were chosen because they support subjects they did not specialise in within their departments. The parameters for the selection of eight secondary school DHs were specifically chosen for this study because according to Malloy (2017), purposive sampling is mostly useful in small-scale studies. Chapter Four provides a thorough explanation of the research site and participants.

3.6 Data generation

This study used semi-structured interviews as a method of data generation. These interviews are defined as a “two-way dialogue between two or more people in which the interviewer questions the interviewee to gather information and learn about the thoughts, convictions, perspectives, and practices of participants” (Maree, 2007, p.9). According to Magaldi and Berler (2020), semi-structured interviews provide participants with additional chances to clarify and explain what they meant, as well as allow for further questioning and clarification of their responses. This approach helped clarify DHs' roles as educational leaders in supporting TL in subjects they did not specialise in. A semi-structured interview proved to be suitable for this study because, as Mahat-Shamir et al. (2021) contend, a thorough interview requires several pre-planned questions. It allowed a certain degree of flexibility in this kind of interview (Ahlin, 2019). In the semi-structured interview, I asked open-ended questions to eight DHs supporting out-of-field subjects as opposed to strictly adhering to a predetermined, predefined list of inquiries. I created questions and discussions based on DHs' daily experiences at the workplace. The questions were drawn from research question of this study. Which I was able to rephrase questions if the participant did not understand the question. I also had follow-up questions when participants had given inadequate information. The use of a semi-structured interview method promoted dialogue on both sides. According to MahatiShamir et al. (2019),

semi-structured interviews are a flexible method of gathering data since it allowed me to construct their questions on what interviewees have said.

Semi-structured interviews were conducted with eight DHs. The various levels of experience that DHs had in their fields of employment gave me a broad variety of knowledge and understanding of their roles. Semi-structured interviews are crucial because they allowed me to learn essential information about the participants' experiences, viewpoints, attitudes, and feelings, all of which need to be thoroughly examined (Bertram & Christiansen, 2014). Furthermore, using qualitative research interviews helped me to focus on specific topics and explore DHs' experiences in supporting TL in out-of-field subjects (Cohen et al., 2011). This method of data generation was therefore deemed appropriate for my study because I wished to draw forth the experiences and views of the DHs specifically in out-of-field subjects. Research participants could freely express their views during semi-structured interviews, and I had the chance to conduct follow-up questions to clarify any points raised that I did not understand (Hans-Gerd, 2017). The interviews took approximately 45 minutes per participant. I prepared a semi-structured interview schedule (Appendix F) as a guide for the interviews. As a researcher, I was responsible for directing the interview conversation towards the participant and research questions of my study (Creswell, 2014). Even though interviews are thought of as an efficient data collection approach, Creswell (2014) asserts that the data collected during interviews may be biased because the viewpoints of the participants are the main focus. Since it is not always possible to write down every point made during a semi-structured interview, the interviews were voice-recorded. For each interview, I recorded the audio using a digital audio recorder, thereafter I transcribed all interviews. The interviews were done at the participants schools after school. This ensured that the participants were in their normal working environment and that their work was not disturbed by their participation in the study.

3.7 Data analysis

According to Cohen et al. (2018), data analysis is a procedure in which I examines the data produced to identify any visible themes, patterns, categories, regularities, or abnormalities. A qualitative study's data analysis, according to Cohen et al. (2011) and Yin (2014), is the process by which the researcher organises, interprets, and accounts for the data. Defining data analysis as a process of identifying and tabulating data generated. Lemon and Hayes (2020) state that there is no one right approach to examining data for a qualitative study instead, information is analysed according to its suitability for the goal. Therefore, data generated is analysed based

on fitness for purpose. Simply put, this means that the type of analysis that takes place in a research project depends on the goal of data analysis (Cohen et al., 2011).

In qualitative research there are two ways to analyse the data (Ngcobo, 2020) these are inductive and deductive approaches. According to Bertram and Christiansen (2014), the inductive approach divides the data into categories and looks for patterns within the categories to help uncover new themes. The second approach is deductive analysis, which begins with a broad hypothesis about the subject and develops themes and categories based on that theory (Varpio et al., 2020). This study used an inductive approach since it analysed data using a model that claimed that data analysis contains three phases sorting, organising, and making meaning of the information collected (Mezmir, 2020). Mihas (2019) identifies three methods for analysing interview transcripts in a study where data was gathered through interviews: thematic, content, and discourse analysis.

This study follows an inductive approach where interview transcripts were analysed thematically. The background for the creation of particular meaning units and subsequent themes was provided by the researcher's familiarity with the audio recordings through listening to and rereading the transcripts multiple times while taking notes (Braun & Clarke, 2006). This was done to better understand the information the interviewees shared. Quotations from transcripts that shared common traits were categorised and coded during the coding process. According to Lemon and Hayes (2020), coding is the process of structuring and categorising qualitative data. Large volumes of data are generated through qualitative research, and as a result, codes with similar meanings were grouped under emerging themes from the data (Lemon and Hayes, 2020). Additionally, the themes were cross-checked to ensure their relevance to the coded extracts.

The interviews with participants were audio-recorded while I was taking notes, which is more accurate than only taking notes during an interview (Mihas, 2019). As a result, I was able to create a text copy of the semi-structured interviews by transcribing the interview data generated from the participants. Henning (2004) asserts that audio recording and transcription are essential because it enabled me to plan and prepare data analysis. In this study, I did my transcription of the interviews so that I could become familiar with the data and interpret it.

The analysis was driven by the six stages of thematic analysis proposed by Braun and Clarke (2006), which are as follows: Getting familiar with the data entails transcribing it, reading it

again, and making initial notes. Coding: This is the process of scouring the full data set for intriguing patterns or features. Trying to find themes by assembling all information pertinent to each theme and grouping codes into viable themes. Examining the themes' compatibility with both the complete data set and the coded extracts. Identifying and defining the topics.

Each theme has precise names and definitions. Making a formal report of the analysis by writing up (Ngcobo, 2020).

3.8 Trustworthiness

According to Noble and Smith (2015), the dependability of research, in terms of its appropriateness and the integrity of its conclusions constitutes its trustworthiness. Trustworthiness is used in a qualitative investigation to support the idea that the results are significant. The credibility, transferability, dependability, and conformability of data is considered in a qualitative study (Creswell & Creswell, 2017). The next paragraphs go into detail about the four aforementioned concepts.

3.8.1 Credibility

Credibility is the degree of assurance that the research findings are accurate. To determine whether the research findings are credible, information that is derived from the participants' original data should accurately reflect the participants' initial viewpoints (AlFarraj et al., 2021). The participants' interviews were recorded through a voice recorder and when the interview was completed, I forwarded the transcript to all the participants for them to read and, check if the interview was captured accurately and they signed the transcripts to approve them. This was done to make sure that everything the participants stated was captured accurately. Daniel (2019) asserts that member checking improves the results' credibility by allowing participants to comment on how well the interpretation matched the personal experiences they attempted to portray in the interviews. Participants were also given a chance to read the transcripts.

3.8.2 Transferability

The degree to which qualitative research findings can be applied to different contexts or settings with different participants is known as transferability (Krefting, 1991). Therefore, I thoroughly described the methodologies utilised throughout the research to ensure that the conclusions may be transferrable. The data reported in this study showed that there is no single view expressed by all participants at all times; it is subject to change depending on the setting and departmental

head. The findings of qualitative research like this cannot be applied to an entire population. This is because interpretivism limits the research to small, specific surroundings and individuals; it cannot be generalised to a broad population under the assumption that all of the circumstances are the same (Bryman, 2012). Additionally, a thorough explanation was provided of the school where the study was conducted, together with a description of the school's profile and the profiles of the participants who were participating, as well as a clear explanation of the research methodologies used and the amount of time spent gathering data.

3.8.3 Dependability

Dependability is determined by the researcher's inquiry into the rationality, thoroughness, and audibility of the study process (Hans-Gerd, 2017). The research design and data generation method are covered in-depth in this study. By ensuring that participants' interpretations of the data were accurate, the issue of dependability was also resolved. In the chapter on data presentation, verbatim quotes are utilised to explain the source of the researcher's view.

3.8.4 Confirmability

According to Krefting (1991), biases should not be present in the research process or findings of qualitative studies. Confirmability refers to the research objectivity during the generation and analysis of data. Confirmability can be improved, according to Bertram and Christiansen (2014), by being transparent about the research process. Additionally, confirmability occurs when I offer proof that backs up the conclusions and analysis via auditing (HansGerd, 2017). Confirmability also proposes a means to demonstrate quality. In this research, I upheld objectivity and impartiality. The findings of the study were based on participant perceptions of the research context rather than my assumptions. I made sure that the interpretations were supported by the participants' audio recordings and transcripts to establish confirmability.

3.9 Ethical Issues

When interacting with people to gather data, ethical consideration concerns what is morally acceptable or unacceptable (McMillan & Schumacher, 2010). According to Adu-Gyamfi and Okech (2010), a study must not be open to abuses including misrepresentation, misidentification, and betrayal of confidence, nor should it put its participants in danger. According to Lovat (1998), ethical issues in research are necessary for a study to become professional. This is possible through the established approaches of autonomy and integrity (AduGyamfi & Okech, 2010; Lovat, 1998). According to Creswell (2012), respect for the

participants, informed consent, confidentiality, voluntary involvement, protection of the participants from harm, and compassion are all important ethical considerations. I received ethical approval from the University of KwaZulu-Natal to conduct this study. Participants were guaranteed their confidentiality and anonymity by avoiding mentioning their identities or the names of the schools where they were employed during the interviews. I explained all the rules and procedures governing this research, including obtaining a gatekeeper's letter from the KwaZulu-Natal Department of Education to do my research, which was obtained during the application for ethical clearance. DHs taking part in the research were required to fill in and sign a consent form indicating their acceptance of the research. My application for permission to conduct the study in the chosen schools was approved by the provincial Department of Education. Additionally, the principals of the sampled schools were consulted and gave their consent for research to be conducted in the eight secondary schools.

It is important to note, however, that I could not have conducted this study without first receiving ethical approval from the University of KwaZulu-Natal, authorisation from the KwaZulu-Natal Department of Education, and gatekeeper's permission from the uMgungundlovu District. This was in addition to gaining the informed consent of the participants of this study. The UKZN Research Ethics Committee (HSSREC), the KwaZulu-Natal DBE Head Office, the uMgungundlovu Education District, and the individual principals of each school all gave their permission before I attempted to conduct interviews with the DHs of the sample schools. These requests were all granted.

3.10 Limitations of the Study

Study limits are regarded as serious problems that are outside my control and have the potential to undermine the study (Theofanidis & Fountouki, 2018). The limitation for this study was that there were only eight secondary departmental heads who participated in this small-scale study. Therefore, the findings cannot be generalised to the entire province of KwaZulu-Natal due to this element of restriction.

3.11 Chapter Summary

This chapter described the research design and methodology that were applied to generate the study's data. After that, it explored how the study was shaped by the research paradigm and research approach. This study used a thematic analysis approach to analyse the data. This

chapter concluded with a discussion that tackled significant ethical concerns such as the principle of anonymity and informed consent, as well as issues of trustworthiness.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The previous chapter presented in detail an outline of the research design and methodology used to generate data for this study. This chapter presents and discusses the findings that were generated through semi-structured interviews. Here, eight OOF DHs were interviewed regarding their lived experiences of supporting TL in subjects they did not specialise in. In this chapter, I present and review the findings of the interviews. To ensure that the original participants' voices are preserved and to increase the credibility of the research findings, I give verbatim statements from the participants. To contextualise the findings, a brief description of the research site and participants is given at the beginning of this chapter. The themes that emerged from the data are then explored by the researcher, including how DHs support teaching and learning in out-of-field subjects.

4.2 Profiling of the sites and participants

Semi-structured interviews were conducted with eight participants from eight different secondary schools in the uMgungundlovu district. All participants are DHs who are monitoring out-of-field subjects, with experience from one to seventeen years. Two of the participants monitor the Humanities department, two participants monitor the Commerce department, two participants monitor the Science department, one participant monitors the Languages department and the last one monitors the Technology department. This is shown in the table 4.2.1 below.

Table 4.2.1: Participants' Profiles

Pseudonyms	G	YE	Department monitoring	Subject majors	OOF subjects	Age
Mr One	M	10	Humanities	History & Social Science	Geography FET, Life Orientation & Creative Art	40-50
Mrs Two	F	17	Technology	Woodworking, Engineering & Graphics Design	Mathematical Literacy, Agricultural Science & Technology	50-60
Mrs Three	F	13	Commerce	Business Management, & Accounting	Tourism, Geography, Life Orientation, Creative Arts & Economics	50-60

Miss Four	F	6	Sciences	Mathematics & Physical Sciences	Life Sciences, Technology, Natural Sciences & Social Sciences	30-40
Mr Five	M	1	Humanities	Mathematics & Physical Sciences	Life Orientation Grades, Social Sciences, & Creative.	20-30
Mrs Six	F	10	Languages	Isizulu, English & History	Geography, Tourism, Life Orientation, Social Sciences & Creative Arts	50-60
Miss Seven	F	5	Commerce	Economics, Business Studies & EMS	Accounting & Tourism	30-40
Mr Eight	M	8	Sciences	Mathematics & Physical Science	Life Science, Mathematical Literacy, Natural Science & Technology	40-50

YE= Years of Experience as DH **G**= Gender **M**= Male **F**= Female **OOF** = Out-of-field

4.3 Findings and Discussion

This section presents and discusses the findings drawn from the experiences of DHs in supporting out-of-field subjects. Firstly, the section looks at the DHs' understanding of their role in supporting TL, secondly, it explores how DHs perform these roles in their OOF subjects, and lastly, it considers the factors enabling and hindering DHs in performing their role of supporting TL in their OOF subjects. The above areas were constructed from the research questions of this study and they form the main themes used to report and discuss the findings. The sub-themes were constructed from the issues that emerged from the data analysis process.

4.3.1 Departmental Heads' Understanding of their Roles

During the semi-structured interviews, DHs were asked several questions about their general understanding of their role. During interviews, several understandings of roles emerged. The themes that emerged include the provision of guidance and support, monitoring of curriculum, determining the subject needs, aligning with the vision and goals, and moderation of tasks.

These themes are discussed in detail in the next sub-sections.

4.3.1.1 Provision of guidance and support

After thorough engagement with the data generated from the eight participants, it became evident that DHs understood their role to entail the provision of guidance and support to educators. The provisions of support and guidance as understood by DHs in this study included ensuring that there was development and training of educators, provisions of mentoring, and induction, and lastly delegation of roles. Concerning the above, Mrs Two explained that she understood her role as providing guidance and support, especially in relation to the Annual Teaching Plan (ATP), provision of homework, remedial and practical work, and guidance on teaching methodologies. This is what she explained:

My role as a DH in my understanding is that I must give guidance and support to educators that are under my department. I must give guidance for example on the ATP, homework, teaching methodology, remedial work, practical work and guidance on teaching methodologies.

Mrs Six and Mr Eight shared the same sentiments regarding the role of providing guidance, Mrs Six explained that she understood her role to be developing educators. She said, *“My role is to develop educators because you may find that the teacher is not aware of how to set the question paper correctly. I am not here to check for mistakes but to guide”*. Similarly, Mr Eight explained that he was the first one to support educators dealing with challenges they encountered. He said, *“If educators in my department experience challenges, I know that I am the first contact for educators. I assure educators that they must feel free to consult me when they need guidance anytime”*.

Miss Four’s explanation was not different from the above participants however, she was specific that she understood her role to include encouraging educators to attend workshops especially to gain the support she could not provide as an OOF DH. She stated:

My role is to develop educators, if a teacher has a problem, I advise on how to resolve that problem. I sometimes give them strategies they can use when they are teaching a certain topic. I also encourage educators to go to workshops so that they will be able to get the support they require especially where I can’t provide.

In the same vein, Mrs Three also explained that the DHs’ role is to encourage educators to attend workshops for guidance and support, in the subject they could not guide. She stated, *“I am a person who has to support and guide educators in my department in every way that they may require however, for subjects I don’t know I encourage the educators to go to workshops.”*

Like Mrs Three, Mr One explained that he does not have content knowledge for some subjects in his department, however he adds how important it is for him to share how vital attending workshops is as it provides support and guidance to educators. He expounded:

I make sure that educators know the importance of attending workshops because that is where they will be getting the assistance, support, and guidance they require for teaching and learning to take place effectively. I do not know some subjects, so I make sure that educators attend subject workshops.

Mrs Two and Mrs Six also highlighted that their understanding was that they needed to support educators by providing mentoring however, their explanation was specific to novice educators. Mrs Two understands her role is to perform induction for novice educators on what is expected from them. She said, *“I am responsible for doing an induction of new educators joining my department to train and make sure that are fully aware of what is expected of them”*. Similarly, Mrs Six stated that she is responsible for mentoring both experienced and novice educators. She explained, *“In my role as a DH, I must mentor educators in my department and capacitate novice educators about what is expected from a teacher.”*

Mr One shares the importance of attending workshops for educators in his department and he encourages them to attend. However, it emerged from his utterances that he did not only rely only on workshops, he allocated subject heads to assist him in supporting and guiding subjects he did not know.

I ensure that educators know the importance of attending workshops because that is where they will be getting the assistance, support, and guidance they require for subjects. Finding the relevant head of subject that will assist in ensuring that educators are supported and guided is also a role of mine.

In the following extracts, participants shared further what they understood to be their role. Mr Five understands his role to provide strategies and address challenges. Mr Five stated *“My role is also to mediate problems we face in the department. Addressing challenges that my educators have will help get efficiency from them.”* Mrs Six, in this instance while she was speaking of her understanding of her roles, did not necessarily say this is what she understands instead she stated what she did, and it emerged that she assists educators with topics that might be challenging for them. She explained *“I avail myself to educators in assisting them with topics which maybe they feel are challenging for them. Where they experience challenges, I am here to support them.”*

Unlike the other two participants Mr Five and Mrs Six came up with strategies themselves, Mr

Eight expressed that he brainstorms with educators. Mr Eight said, *“If educators encounter challenges, we brainstorm ideas with educators in the department to overcome those challenges.”* Mrs Three on the other hand explained that she does research on the internet and provides it to her educators as a way of providing guidance and support to her educators. Mrs Three expounded *“I do my research on the internet and provide it to my educators so that they also see that I am trying to assist even though I do not know the subject.”*

In the semi-structured interviews, DHs shared that they communicate and work with other stakeholders to ensure that teaching and learning are supported. Mrs Three explained that she doesn't work in isolation however she collaborates with other stakeholders. She said *“My role of supporting does not end with me working alone but I also network with other DHs. I initiate support from subject advisors and write letters to the parents on what is required to assist the learners”*. Similarly, Miss Four explained that her role is to liaise with relevant stakeholders and attend SGB meetings. She said, *“I am responsible for communicating with relevant stakeholders such as parents of learners in my department. I attend SGB meetings to pass what educators tell me they require from parents and the principal.”*

In the above presentation, it emerges that DHs understood their work to involve supporting educators. However, the analysis of data further showed that some DHs understood their work to support educators with welfare. Mrs Two indicated that her role involved wellness checks with educators in her department. She stated, *“My role is to check on the wellness of the educators in my department and ensure that all educators in the department are emotionally supported.”* In a similar vein, Mr Eight stated that he attends to educator's well-being in school in relation to issues such as absenteeism. He alluded, *“I take care of the educator's well-being in the school. If a teacher is absent, it requires me to go the extra mile as DH to find the cause of the teacher's absence.”*

According to the PAM schedule, Chapter A, section 4 on duties and responsibilities of educators, DHs have a role to provide and coordinate guidance for educators and inexperienced staff members and educational welfare for those within the department (ELRC, 2016). Concerning what is provided for in the policy and what is emerging from the study, it appears that DHs' understanding of their roles is in line with what is required of them in the policy. This supports Habi's (2022) assertion that DHs must look out for the welfare of educators in the classroom to maintain educators' commitment and motivation and prevent them from becoming dissatisfied with the tasks that the school assigns to them. The OOF DHs in this study

interpreted section 4 as reminding and encouraging their educators to attend workshops as part of their role. The findings of this study are in line with the findings of Chabalala and Naidoo's (2021) study, where participants confirmed that their DHs encourage educators to go to workshops so they may learn how to deal with any problems that may arise in the classroom.

Olibie et al. (2016) concur with this study's findings that the meaning of supporting TL is a process that supports educators' professional development. Furthermore, there is a role that DHs in this study perform that is beyond what the policy states. This role includes allocating subject heads and mediating problems faced by the department to achieve efficiency.

The findings from the interviews have also revealed that the participants understood their role to include providing guidance by addressing challenges that their educators face. The findings of this study align with Malloy's (2017) conclusion that the role of the DH is to facilitate the work of the educators by offering techniques and support for effective curriculum implementation and supervision. Where OOF DHs' are unable to offer curriculum support and guidance, the DHs should encourage professional development through educators attending workshops (Mpisane, 2015). Furthermore, DHs assist in establishing best practices, they offer support to new educators and safeguard the well-being of all educators (Chaula, 2023), which is also in accordance with this study's findings. The findings of this study further confirm that DHs are transformative leaders of instruction. Their everyday responsibilities necessitate the use of many leadership philosophies which align with LFL as described by Hallinger, (2011). The study's findings further revealed that DHs are tasked to communicate with stakeholders regarding the requirements for teaching and learning for educators and learners. The Norms and Standards for Educators Act No. 27 of 1996 also specifies as the core duties of DHs to communicate and collaborate with stakeholders (Seobi & Wood, 2016). The findings are in line with the framework of this study, highlighting how it is imperative for leaders to learn to communicate with school community members regularly and be actively involved in the school community (context leadership), another LFL dimension (Glickman, 2002).

4.3.1.2 Monitoring role

According to Moeketsane et al. (2021), DHs are responsible for subjects in their departments, and this includes making sure that educators teach such a manner that students perform well in these subjects. From the data, it surfaced that the participants were of the view that their role required them to perform curriculum leadership roles. The data collected by Tapala (2019)

acknowledges that facilitating and managing are part of the curriculum management role which encompasses strategizing, learning, teaching, accountability, monitoring, and evaluating the curriculum, learner, and teacher performances. In relation to the above, Mr One explained that he understood his role as assisting educators to pace and sequence the curriculum by ensuring that the documents such as the ATP and POA (indicating all tasks and the dates which will be performed for a specific grade) are in the educator's file. This is what he said, *“My role is to monitor the pacing and sequencing of the curriculum by monitoring educators’ files and ensure that all the required documents such as ATP and POA needed by an educator are available.”* Like Mr One, Mrs Six and Mr Eight point out that they monitor the progress of curriculum coverage on the ATP. Mrs Six stated that she ensures that the lessons are in line with the exam guidelines and that educators are punctual in going to their classes, while Mr Eight understood his role to be monitoring class activities given to learners. They both expressed it as follows:

I need to ensure that all the educators have the ATPs and POAs completed and that all educators do their lesson preparations on par with exam guidelines. I monitor learners' workbooks and that educators are going to their classes and are punctual for classes (Mrs Six).

I monitor the progress of curriculum coverage in terms of the ATP, are the learners given activities during classes. I monitor educators’ teaching activities and make sure that the curriculum the DoE has mandated us to teach is being taught by all means (Mr Eight).

While ATPs and POAs were used by Mr One, Mrs Six and Mr Eight to monitor the curriculum, Miss Four and Mr Five performed the same task of monitoring but their approaches involved checking educators’ and learners' portfolios and workbooks and ensuring that educators honour their class periods and prepare for their lesson as well as doing class visits. In what Miss Four said, it emerges that her understanding is that her role is to monitor educators’ and learner’s work and ensure honouring of teaching time. She stated, *“As a DH my role is to monitor teacher’s work. I check educators’ and learners’ portfolios and workbooks and also check if educators honour their class periods”*. Similarly, Mr Five alluded to how he performs his role and from his utterances. It came out that he monitors teaching and learning. He explained *“I make sure that educators prepare their lessons before going to class. I do class visits to ensure that the lessons by educators are in line with their lesson plans and how are the lessons conducted during the class visit.”*

It emerged from the participants’ words that they understood their role of monitoring teaching and learning by conducting moderation as also one of the roles that they must perform in their departments. Concerning the above, Mrs Two revealed that she conducts post-moderation

following an educator's marking of the tasks. Mrs Two stated, *“One of my roles amongst others is that after educators have completed learners’ tasks and are marked, I perform postmoderation.”* Mr Eight is also required to perform pre-moderation and post-moderation. He said, *“I am required to perform pre-moderation and post-moderation for all subjects in my department.”*

Furthermore, Mrs Three and Miss Seven also pointed out that they are also responsible for postmoderation. Mrs Three checks the standard of the question papers of all subjects in her department. She explained *“I am responsible for pre- and post-moderation. I check if the question paper is set properly and if it is clear for learners to see and understand.”* Moreover, Miss Seven stated that she checks how the question paper is set and how the educators marked in post-moderation. She alluded *“In pre-moderation I check how the question paper is set while in post-moderation, I ensure that the marking is done according to the memo.”* Like the previous participants, Mrs Six moderates tasks however she added that without tasks being moderated by her, learners can’t write. Mrs Six explained, *“My other role is to moderate tasks, the learners can’t write tasks without being moderated. When the paper is up to standard and the learners have written, I also moderate the learner's scripts”*. Similarly, Miss Four performs moderation however, she was specific that the task of moderation is challenging as an OOF DH. She said, *“I am responsible for moderation and it is very challenging for me when it comes to moderation for subjects I did not major in because I wouldn’t know if a teacher has set the paper to the correct standard or not.”*

Unlike other participants, Mrs Two and Mrs Three further mention that they make sure that examinations are conducted swiftly in their departments. Mrs Two said she ensures that photocopies of question papers are completed before the day of writing to avoid challenges. She stated, *“Once I have done post moderation, I need to make sure that the admin makes copies of the task for learners, this must be done before the day of writing is close by to avoid any challenges”*. In the same vein, Mrs Three explained that she ensures that the examination process is a success for all subjects. She said, *“I also ensure that there is a smooth running of tasks of subjects in my department after pre-moderation is complete.”*

The findings of this study are aligned with the literature and policy. The PAM schedule, Chapter A, section 4 states that the DHs’ role is to control the work of educators and learners, test and examination papers, memoranda and the administrative responsibilities of staff

members in the department (ELRC, 2016). The participants of this study understand their role as checking ATPs, and POAs and then performing pre- and post-moderation for evaluating question papers and marking standards which is in line with policy. In line with the findings of this study, the participants in a study by Nkambule and Amsterdam (2018) assert that classroom visits, curriculum support, and portfolio monitoring for educators and learners are all examples of monitoring support roles provided to school educators. Khatete's (2020) findings indicate that during curriculum support workshops, DHs supported educators, notably about curriculum coverage, lesson preparation, assessment methodologies, and advice on creating exam question papers. The understanding Khatete (2020) concurs in the findings of this study as the participants confirmed the roles of checking lesson preparation, curriculum coverage and performing post-moderation. The participants in Dube-Xaba and Makae's (2018) research on OOF DHs claims how challenging performing moderation is, because of a lack of knowledge of some subjects. According to Tapala et al. (2022), participants in his study stated that they believed DHs had a responsibility to supervise and monitor the work of instructors and students in their departments. Leadership does not impact learning directly rather its influence is mediated by school-level processes and conditions (Hallinger, 2011). Learner performance is indirectly impacted by the crucial monitoring role that DHs play in checking curriculum coverage.

4.3.1.3 Determining the subject's needs

DHs have numerous roles that they must complete in their day-to-day roles. Their roles include managing and assigning departmental resources, such as ordering resource items (Harris et al., 2019). Concerning the above, Mr One and Mrs Two shared the same sentiments regarding their role. Mr One stated that he understood his role to determine the needs of the subject making sure that necessary resources were available and it was his responsibility to order books for subjects in his department. He stated, *"I must determine the needs of subjects. Once I have done that I ensure that the resources that are necessary for these educators are available. I am also responsible for ordering books for subjects in my department."* In the same vein, Mrs Two monitored the stock of resources and if there were more resources needed, she requested them on educators' behalf. She pointed out *"I monitor the stock of resources for the department, and make sure that resources are there and if there are any more resources that educators are going to need, I request them on their behalf."*

Similarly, Miss Four also highlighted her role of monitoring resources, however her explanation was specific to having a science kit and a skeleton model for Life Sciences and record keeping of textbooks allocated to learners.

I monitor the resources for all subjects in my department and make sure that subjects have what they need. I make sure that textbooks are ordered, and a science kit and skeleton for Life sciences are available, then keep records for textbooks given to learners.

Like the other participants, Mr Five and Mr Eight also understood that their role entailed ensuring that subjects in their departments had resources. Mr Five stated that he ensures the provision of resources for his department. He said, *“I am the one who makes sure that all subjects in the department I head have the resources needed by educators and learners.”* Similarly, Mr Eight explained that he guarantees that all subjects have the required resources to safeguard teaching and learning. He explained, *“I ensure that all subjects have the resources needed for teaching and learning for the curriculum to be successfully implemented.”*

The Employment of Educators Act No.76 of 1998, section 3 (4.4e) outlines the general/administrative role of DHs as assisting with the planning and management of school stock, textbooks and equipment for the department (Employment of Educators Act 76 of 1998). In relation to what is provided in the EEA policy and what is emerging in the study, it come out that the DHs' understandings of their roles is in line with their roles in policy. However, the analysis of data further showed that some DHs understood their work to be beyond policy and these roles include DHs researching to provide information for their educators. Researching for educators is also supported by the findings by Lárusdóttir and O'Connor (2017) where they explain in their study that the DHs must look for and supply resources for the members of their teams. Scholars in their studies (Bassett & Robson, 2017; De Nobile, 2018; Fullan, 2015; Lárusdóttir & O'Connor, 2017) concur with the findings of this study as they share the same view that DHs are supposed to be resource providers, distributors, and managers of resources. What the Employment of Educators Act 76 of 1998 states on the roles of DHs' and the existing literature are in line with the findings of this study regarding the DHs' roles in determining subject needs. In addition to guaranteeing that the leadership vision is realised, DHs make certain that the school has access to the resources required to accomplish its objectives (Murphy et al., 2017) which is dependent on the LFL context leadership.

4.3.1.4 Departmental vision alignment with the school's vision and goals

When DHs and educators have the same vision, goals, and purpose for the department, educators can be managed more easily and effectively (Bhengu, 2022). In relation to the above, participants in this study understood their role to include aligning the vision and goals for their departments to merge with the school's vision. In the extracts below we learn more about the participants' understandings of their roles, and specifically in this section they shared how they incorporate visions and goals into their departments. Mrs Three stated that she sets the goals and vision for her department, and everyone in the department know exactly what to achieve. She shares these goals with the educators. She said, *"My role is to set goals and the vision for the department it helps everyone in the department know exactly do we want to achieve at the end of the day. And this should be shared and understood by the educators that I work with."*

Similarly, Mr Eight and Mr One's explanations were not different from Mrs Three's, however, they involved educators in their departments when creating vision and goals. Mr Eight stated that his role is to facilitate collegiality in vision planning in his department. He expounded, *"I involve educators in decision-making and entertain ideas as a way to ensure that educators are part of the vision planning."* In a similar vein, Mr One stated that his role is to be exemplary to his educators by following the vision and goal they had collegially set. He said, *"It is my responsibility as a DH to lead by example and so my department has a vision and goals that we have set as a department that guides us and helps us to work towards this vision as a collective."*

Contrary to these three participants who created visions and goals for their departments, Miss Seven expressed that she understood her role to be strategic planning and formulating departmental policies. This is what she said, *"I do strategic planning and formulate departmental policies. I make sure that they are in line with the mission and vision of the school. I am also responsible for drawing up a year plan that includes departmental meetings and agendas."*

In the same vein as Miss Seven, Mr Eight also develops policies for the department that guide the department to ensure the smooth running of his department. He explained:

Creating policies is one of my responsibilities. Policies serve as a guide for my tasks since they guarantee that the department operates efficiently and must be in place when I oversee it. In the absence of policies, the department's operations will be subjected to gaps.

Hallinger and Murphy (1985, p. 221), claim that “instructional leaders are often said to have a vision of what the school is trying to accomplish”. Drawing from the views shared by the two scholars, I can argue that OOF DHs should have a vision of what needs to be accomplished for learner progression (Malloy, 2017). The Employment of Educators Act No.76 of 1998, section 3 (4.4e) states that extra- and co-curricular duties for DHs instruct them to jointly develop a policy for their departments (Employment of Educators Act 76 of 1998). Based on what is stated by the EEA, it seems that the DHs' comprehension of departmental policy formation aligns with the policy. Some DHs, however, did not specify if they align their departments with the school's vision in collaboration with educators in their department or whether they did it alone. Some participants said nothing about creating the departmental policy, the information provided by the participants reveals some inconsistencies in DHs' understanding of this specific role. Mr One and Mr Eight are in line with how Stephenson (2018) understands the role of DHs in creating departmental policies in collaboration with team members. To create the vision and goals, DHs ask for and welcome feedback from other educators (Leithwood, 2016) to determine ideal procedures and regulations that would support the department's vision (Du Plessis & Eberlein, 2018). The findings of this study align with the literature as the participants formulate departmental vision and goals to ensure that all members work towards achieving the same goals. According to Murphy and Hallinger (1985); and Wilson & Corcoran (1988), leaders for learning in high-performing schools spend a lot of time developing, articulating, implementing, and stewarding a shared vision of learning with members. The LFL model endorses the importance of departmental vision and goals to be linked with the vision of the school, and acknowledges that DHs should be innovative, serve as role models, and develop, promote, and inspire others to work towards similar objectives (Chiororo, 2020). Leaders for learning are shaped, guided and influenced by their vision and goals (Hallinger, 2011).

4.3.2 Techniques that DHs use to carry out their responsibilities

The study question, "How do DHs perform their roles?" is addressed in this section, specifically for OOF subjects. After closely reviewing the data collected from the eight participants, it became evident that they used a variety of tactics to make sure their tasks were fulfilled. Five themes emerged from these various approaches to carrying out their roles; these themes are: subject heads, curriculum guidance, monitoring teaching and learning, induction of novice educators and policy and resources.

4.3.2.1 Subject heads

It became clear after carefully examining the participants' data that OOF DHs depend on the subject heads to assist them in promoting teaching and learning in their OOF subjects. In schools, the DHs whose main duty is curriculum management usually collaborate with the subject heads (Blose & Khuzwayo, 2023). Regarding the aforementioned, the role of moderation, according to Mrs Two, is simpler for subjects she majored in but she finds it challenging to moderate OOF subjects, therefore she depends on the subject teacher as an expert to provide guidance. In a similar vein, Mr One clarified that he relies on the subject head to confirm that all standard assessments requirements are met since he lacks expertise in geography This is what they said:

For subjects in which I have majored, roles like moderation are simpler; but, having limited knowledge in subjects like agriculture, it is difficult. I therefore rely on the subject head to discuss matters like whether or not the question paper is set to the correct standard (Mrs Two).

Although I am not a specialist in geography, I make sure that there are subject heads available to help me in my role as DH. I am dependent on the subject head for help as a subject matter expert for information about the subject's matter, specifics, and cognitive levels (Mr One).

Like Mrs Two and Mr One, Mr Five and Mrs Six, instead of stating how subject heads assist them with supporting TL in their OOF subjects, indicated that participants shared roles with subject heads. Mr Five highlighted that he relies on subject heads for moderation however his subject heads also assist novice educators joining their department while Mrs Six shares that she is frequently mentored by an expert in her OOF subject as she wants to avoid seeming illiterate. This is what they said:

The role of the subject head is aligned with subjects of major because they have more knowledge on that subject. So, I rely greatly on their assistance to moderate, assist educators in my department and assist new educators joining our department with induction (Mr Five).

For the subjects I did not major in I usually work with someone who is an expert in a subject. If the one I see as an expert is the geography teacher, I will ask him or her for assistance in Social Sciences. The time the teacher is assisting me I am also learning because I don't want to seem clueless every time. The teacher also helps me to pre- and post-moderate (Mrs Six).

As per the Employment of Educators Act No.76 of 1998, section 3 (4.4e), DHs' must share the responsibilities of organising and conducting extra and co-curricular activities (Employment of

Educators Act 76 of 1998). The results of this study demonstrate that while DHs and subject heads share some duties, they are largely compliant with policy. The revised Bloom's Taxonomy declares that using the Taxonomy on learner's question papers can be difficult at times (Forehand, 2011), even a greater challenge to DHs who are without needed skills and knowledge of some subjects they support. Assigning subject heads guarantees that learners and educators receive support from a subject expert and produce excellent academic outcomes (Blose & Khuzwayo, 2023). According to Hallinger (2011), leaders should seek to share leadership and empower others.

The findings of this study proves that OOF DHs delegate some of their roles because of their weaknesses however, subject heads still gain development regardless. Although the subject head title does not have formal leadership status (Blose & Khuzwayo, 2023), it does guarantee the organisation's members' capacity to develop. According to Naicker (2016), an organisation's leadership is a collective effort rather than the domain of a single person. Regarding the literature referenced in section 2.4 of the chapter, educators can improve their performance by taking on leadership roles and assisting other educators in feeling supported in their teaching and learning (Fletcher & Kaufer, 2003; Hallinger, 2010). Effective implementation of shared leadership can greatly enhance the school's ability to realise its mission and shape its ideal future (Hallinger, 2011).

4.3.2.2 Curriculum guidance

Leithwood, (2016) states that in addition to teaching in a classroom or subject, DHs also have other duties including management and leadership. One of the main roles that DHs have is curriculum guidance (Harris et al., 2019) in the departments they head. The participants in this study shared how they ensure that the curriculum management role is performed in their OOF subjects. Several strategies for curriculum guidance OOF DHs emerged in the semi-structured interviews with the eight participants. Concerning the above, Mrs Two shared that as an OOF DH, she asks for assistance from someone who has majored in her OOF subject outside her school premises however, because of her workload, she occasionally lacks the time to request assistance. She shared, *“Other times in guiding educators of subjects I don't know I ask for assistance outside the school premises. I get someone from another school to help me, someone who has majored in that subject but sometimes there too much work there is no time to even do that.”*

In the same vein, Mr One was specific in that he asked for assistance from other DHs who are experts in his OOF subjects from neighbouring schools. This is what he said, *“I ask other DHs from neighbouring schools to also assist me in getting perspective from a person who is an expert in the subject and not solely rely on the subject teacher.”*

Like Mr One, Miss Seven networks with other DHs for mentoring however she additionally admits that the role is very challenging for her. She explained:

Supporting subjects, I did not major in is very challenging but since we have neighbouring schools, I usually communicate with other DHs in search of gaining more knowledge to support the educators the same way I would with subjects I have majored in (Miss Seven).

Miss Four and Mr Five highlighted that they used teacher expertise to gain the required help. Miss Four stated that she networks with educators who have majored in her OOF subjects and uses those educators to ask for help whereas Mr Five suggested that he suspected that educators were sharing false information so he consulted others. They explained as follows:

Sometimes when we are in workshops, I would network with other educators who have majored in the subjects that I did not major in. I can ask questions I need help on and again I will use those educators in future then I report back to educators (Miss Four).

I checked with former DH and neighbouring schools what is expected so that educators won't take chances since they know I did not major in their subjects and I suspected that educators may tell me false information because they know that I do not know how their subjects operate (Mr Five).

Like the above participants who ask for assistance from others for themselves, Mrs Three and Mrs Six refer educators of their OOF subjects to educators and DHs who majored in the subject for mentoring. Mrs Three explained, *“Depending on the amount of development needed by the teacher sometimes I would refer them to a DH close to my school to assist me in capacitating that educator.”*

Additionally, Mrs Six stated that there are prior arrangements of pairing her educators with educators and DHs from neighbouring schools who have majored in her OOF subjects for mentoring:

For subjects I did not major in I can't offer the kind of support and guidance that I would for my major subjects because I don't have the required knowledge and skills but, I made arrangements prior and paired those educators with educators and DHs from the neighbouring schools to be given the necessary development if needed.

Mrs Two shared that as an OOF DH, she consults with other educators however she was specific about educators of other departments who might have studied her OOF subject in high school. This is what she had to say *“I consult with other department educators because educators have done seven and others more than seven subjects in high school. So, I work with educators too if I need guidance in something they would help me by answering my questions.”*

Mr One and Mr Eight shared that as OOF DHs they encourage their educators to attend workshops. Mr One explained that he encouraged educators to attend workshops by reminding them that workshops are the only place they will receive more guidance and support however, Mr Eight shared that developing educators of subjects he did not major in is a challenge because his development is limited in his OOF subjects and so he encourages educators to attend workshops to receive development from other specialists. This is what they explained:

I encourage educators to attend these workshops by reminding them of their scheduled dates because they are arranged for them and I also remind them that these workshops are the only place they will receive more support and guidance they need since I do not know some of these subjects (Mr One).

It is difficult for me to develop educators in the subjects I did not major in because I am limited in my ability to do so because I have gaps in my knowledge that I have not filled. In contrast, in the subjects I have majored in, I feel confident and at ease developing educators. Thus, I urge educators to participate in workshops to provide them with the opportunity to learn from other subject matter experts (Mr Eight).

Mr Five and Mrs Six sought support and guidance from the subject advisor concerning their providing curriculum guidance to educators of their OOF subjects. Mr Five shakenly shared that he can't rely on the subject advisor since the subject advisor told him he was safe since he is working with experienced educators when he explained he is an OOF DH. Similarly, Mrs Six stated that when she calls the subject advisor for guidance and support, she sees that she's some sort of nuisance, however, some subject advisors always help her. This is what they explained:

I can't rely on the subject advisor because last time he came I explained that I don't know his subject but he told me that I was safe since I have experienced educators in my department, he did not workshop me or anything like that but when educators return from moderation, I am told I did not do this and that properly (Mr Five).

I am not ashamed to even ask subject advisors when they come to the school other times I could see that I was some sort of nuisance because when I started on this post I used to call all the time but some subject advisors have always been there to assist me (Mrs Six).

There is very little guidance from the ELRC (2016) and EEA (1998) policies regarding how OOF DHs must provide guidance in curriculum subjects beyond their majors. It emerges in this study that the DHs' understandings of their roles and how to perform them, especially for OOF subjects DHs goes beyond what is provided in different policies. The participants in this study shared that in attempting the curriculum guidance role stated by the PAM document of 2016, section 4 as OOF DHs, while they are aware of the role (ELRC, 2016) they are not capacitated to perform this role effectively. Nonetheless, there are strategies in place to ensure that educators are guided by an expert in the subject. According to Dube-Xaba and Makea (2018), despite the participants being aware of the moderation policy, the OOF DHs in their study found it difficult to put it into practice. Hallinger (2011) emphasises the importance of leaders' attitudes, values, knowledge, and experience. The participants in this study acknowledged their weaknesses as well as the goals of their departments, and so they reached out to those who have majored in their OOF subjects to achieve what they stand for – another LFL dimension of value leadership. The findings in this study are in line with Leithwood's (2016) which conclude that DHs collaborating with other schools and departmental leaders have better opportunities and results in supporting TL effectively. In terms of the literature review in the chapter, I explained that DHs' knowledge, practices, and attributes are translated into support in the form of social and material resources and they act as human resources which should be available to the educators (Singh, 2021) hence collegial connections are equally important. This makes them ideally suited to offer the sustained assistance required to promote DHs' professional development (Andrews & Lemons, 2015). It is for this reason that school leaders employ a mixture of approaches to leadership to attain learner outcomes by applying leadership for learning (Hallinger, 2011).

4.3.2.3 Monitoring Teaching and Learning

Before regulating teaching and learning, Bush et al. (2009) state that there are two ways to assess the practice in the classroom. Monitoring is the first step, looking at how lesson plans are implemented; the second step is assessing the impact on teaching and learning at a higher level of strategy (Mpisane, 2015). The extracts below highlight how OOF DHs monitor teaching and learning through class visits for their OOF subjects. Mrs Two stated that she sometimes does class visits however she notices that educators are not comfortable with them however, she does class visit with subject heads. She said, "*Educators dislike the class visits I*

occasionally conduct, but I am required to perform them. I go with the subject heads to class visits because as a subject specialist, they will be able to offer guidance to educators.”

Similarly, Mr One explained that educators are not fond of class visits and are intimidated by his position however during class visits, he observes learner participation during the lesson.

Educators are not fond of class visits let me just start there, they are somehow intimidated by my position however they are respectful of what needs to be done. Looking at the learner's participation during the lesson will show me if the teaching and learning is a success or not. If an educator is well prepared, I'm able to pick up new information for myself.

Similarly, Mr Three and Mr Five perform class visits in their departments however, Mrs Three goes further to say that she listens and observes how the educator relates to the learners. On the other hand Mr Five uses a class visit tool alongside the lesson plan and ATP of the subject. This is what they both shared:

I do class visits because it helps me track if the teacher is in line with the ATP and the lesson plans. I listen and observe how the teacher relates with the learners how the relationship between them, and how is the lesson going. I do the basics which is that the teacher has taught and what did the learners learn (Mrs Three).

For class visits, I use a class visit tool and with this tool, the teacher must provide me with the lesson plan alongside the ATP of the subject so that I see can if the lessons presented to the learners are in line with the time frame that he or she is presenting on so usually the class visits are about the lesson logic and having meaning to the learners and participation of learners in class (Mr Five).

Miss Seven and Mr Eight shared that they also perform class visits, however, it emerges from Miss Seven's explanation that she compares learner's work and activities against the ATP to check work coverage and if educators have covered the required percentage of work, while Mr Eight uses the curriculum management tool provided by DoE to monitor ATPs and lesson plans every four weeks, checking the curriculum coverage. They explained:

Class visits help me to monitor where the teacher is progressing in the ATP. When I monitor learners' exercise books I am also looking to monitor if the educators are going to their classes. I do this by looking at the dates of learners' work and taking learners' workbooks also assists me in checking work coverage and comparing it with ATP (Miss Seven).

I monitor curriculum progress by using tools that are provided by the department. When I monitor ATP's and lesson plans, I use the curriculum management tool. I monitor ATPs every four weeks and this is recorded in the management plan on the date so and so I must check the curriculum coverage for all subjects. There is also a class visit tool that I use when I do class visits (Mr Eight).

In the following extracts, majority of the participants shared more about what they did when supporting TL for their OOF subjects. The participants of this research shared more about how they monitor curriculum coverage. Participants shared the following:

I make sure that the learners' workbooks and class activities are monitored and that they are in line with curriculum coverage. I check learners' workbooks against the ATP and lesson preparation from educators to make sure that all topics are covered (Mrs Two).

I monitor by checking the learner's workbooks and educators must also submit their lesson plans every week this assists in monitoring the curriculum coverage and making sure that the educator is on par with the ATP. In the workbook I check if the learners have been given activities and if they are getting the answers correctly. I also check the learner's informal tests and if the remedial is done (Mrs Three).

I ensure that the educators are in line with the curriculum by monitoring their teacher portfolios. In the teacher files, I monitor the lesson plan to make sure that educators prepare their lessons. I monitor if topics on the ATP have lesson plans to ensure curriculum coverage and that the topic is covered on time. Then I monitor learners' workbooks bearing in mind the number of activities that learners must have per week (Miss Four).

I use ATP to monitor curriculum coverage alongside lesson preparation and learners' workbooks to see if these three things are in line with each other. I also keep the records of all these. If there are topics that should be covered already and the teacher has not we will have that meeting and we come up with a plan as to how that topic will be covered before assessment time (Mrs Six).

Below are the extracts from most of the participants in this study explaining how they perform moderation of tests and examinations for learners in their departments. Mrs Two explained that doing post-moderation for OOF subjects is very difficult for her because she only uses the memorandum however, some questions require understanding which she does not have. For pre-moderation she does the basics. She explains:

When I perform the post-moderation, it is very difficult for subjects I did not major in. I use a memorandum to moderate the marking of learners' work but sometimes some answers are not there on the memorandum and will require my understanding which I don't have. I first ensure that the marks set are as per POA guidelines and that necessary information for cover is there, and I calculate the marks if are equivalent to the total on the cover page. I also ensure that the question paper has a memorandum and marks on both documents are the same. I then look at spelling mistakes and ensure that the learners will understand the questions asked.

Mrs Three, Miss Four and Miss Seven share the same sentiments as Mrs Two. Mrs Three explained that she consults the memo as a reference, and approaches the subject teacher for clarification when she is unsure, however, at other times she feels like she has to trust that the teacher knows, while for pre-moderation Miss Four checks for grammatical errors and if

illustrations are clear on the question paper. After doing so she sends the question paper for photocopying by the administrator. Miss Seven explained that it is hard to moderate for OOF subjects however, she usually compares grade 11 question papers with grade 12 as she believes that the format is the same, since the format is the same in Economics (her major). Next is what they stated:

It is very difficult for me let me just tell you straight. I have to rely on the memo it doesn't go further than that. Most of the time I feel like I have to put my trust in the subject teacher. Even when I do post-moderation when I don't understand I go to the educator and she explains her marking technique. Moderation calls for a DH to have an understanding of the subject which I lack (Mrs Three).

First, I do pre-moderation which is checking that the question paper has a memorandum. The second thing I do is make sure the instructions to the learners are clear that there are no grammatical errors and drawings are clear. Without the knowledge, I think that is all I can do. Post-moderation is challenging because I rely more on the subject teacher and the memorandum. I post-moderate against the memo and if I don't understand I call or go to the teacher for clarity (Miss Four).

I compare the question papers maybe for grade 11 of subjects I did not major in with the grade 12 question paper then I would be able to assess the standard, I assume since in my major Economics the format is the same whether it is grade 10, 11, or 12 the format is the same I think this applies to other subjects too where the cognitive levels are the same even if it is different grades (Miss Seven).

Unlike the other participants who use the memorandum to post-moderate the question papers for OOF subjects, Mr Eight communicates with other DHs who have majored in his OOF subjects regarding the challenges he faces. Mr Eight states the following:

Pre- and post-moderation is quite a challenge to deal with subjects I did not major in but I liaise or network with other DHs that have majored for instance in Mathematical Literacy and speak with them regarding certain questions on the question paper or any other challenges I might be facing.

According to the PAM schedule, Chapter A, section 4, DHs are appointed to the position to ensure that the subject, learning area, or phase, as well as the learners' education, is promoted appropriately. Additionally, DHs' roles include engaging in classroom teaching, being accountable for their department's efficient operation, and organising related co-curricular activities (ELRC, 2016). Concerning what the policy states it emerges that the DHs' understandings of their roles is in line with policy as the participants engage in classroom teaching by conducting class visits. Educators dislike class visits, and the results of Mpisane's (2015) study support this view. The participants also mentioned how difficult this role is in relation to their OOF subjects, raising doubts about the role's authenticity. The findings of this

study are consistent with the guidelines for conducting class visits for LFL where Glickman and Burns (2020) propose that DHs use observation tools assessing instructional practice such as learner involvement, use of space, teacher-student communication and pupil input. In the literature reviewed, I explained that DHs are completely within their rights to supervise teaching time through class visits as provided for in the departmental policies however they face challenges (Ngcobo, 2021). The findings also revealed that DHs conduct moderation, nevertheless according to Dube-Xaba and Makae's (2018) results, the DHs are not competent to carry out this task. DHs are crucial first-level moderators (DBE, 2011) but research indicates that DHs at the school level lack the capacity to fulfil this responsibility (Seobi & Wood, 2016; Motsamai, 2017). This study's results are consistent with previous research because the participants acknowledged that they attempt to moderate, however, they encounter challenges.

4.3.2.4 Induction for novice educators

The induction of new educators as well as mentoring of inexperienced educators during the first year of teaching are crucial responsibilities performed by DHs (Nemaston, 2020). Studies by scholars (Gorban, 2019; Brody & Hagar, 2015; Eisenschmidt & Oder, 2018) have shown that when novice educators are mentored, they become better educators, and their pupils achieve higher academic goals. Reflecting on the above, Mrs Two ensures that a teacher who is leaving prepares his or her portfolio file with all necessary documents to make a proper handover to the novice educator, whereas Miss Four provides all necessary documents and by monitoring educators' portfolios she ensures that there is a proper handover. They both point out the following:

When inducting novice educators, I do a proper handover to the teacher. For example, I make sure that the teacher leaving the school prepares his or her educator's file and has all the necessary documents for their subject. Documents such as ATPs, CAPs and POA are there and completed (Mrs Two).

For induction, I provide educators with the necessary documents that they need. By doing file monitoring it helps me to do a proper handover if there is a new teacher especially if that teacher is a novice and has no contacts or networks. I ensured that former educators had CAPs documents, ATP and POA. I also make sure that ATP topics are timed (Miss Four).

Unlike the other participants, Mrs Three instead of indicating how she inducts new educators in her OOF subjects shared her last experience when a novice educator joined her department. She explained that the experience stressed her because it was an OOF subject, however she had to research information for the novice educator since she did not know anyone who majored in

the subject. As she was sharing this, she turned red and kept on sighing. Mrs Three said, *“I once had a novice educator for a subject I didn’t know. That experience stressed and tortured me. I did not sleep trying to research for that novice teacher. I think I will forever prefer to work with an experienced teacher rather than a novice teacher.”*

For Mr Five most parts of the induction of novice educators are done by the subject head who will also share their expertise, however, he will do a follow-up with the novice educator to check if everything is in order. Mr Five highlights the following:

In the induction of new educators, most parts are done by the subject head he/she will also share their expertise with the teacher. I hand them to a subject head and then I follow up on both of them and ask “Have you received this? Are you comfortable?” because that is the only thing I can do and show them that I am there for them. According to Mann (2016), induction is a thorough, coherent, and persistent professional development process that school leaders organise, intending to prepare, assist, and integrate the new teacher into the school community. According to the PAM schedule, Chapter A, section 4 DHs must provide and coordinate guidance to inexperienced staff members within their departments (ELRC, 2016). In terms of the policy, the participants of this study are in line because they induct their novice educators, and they are aware that inducting novice educators is one of many roles they are tasked to do. However, it is worrying how the participants' feel about this task in relation to OOF subjects. The descriptions of how participating DHs perform this role resembles a handover whereas DHs should be mentoring novice educators. One of the induction stages is mentoring, and DHs serve as mentors in schools, advising and mentoring newly hired educators (Mamba, 2020). The findings of this study reveal that OOF DHs delegate (another element of the LFL model) the role of induction to subject heads (Hullinger, 2011). Mukeredzi and Manwa (2016) conducted a study on new educators and discovered that the absence of mentors who could have offered support and guidance during the first few months of teaching made the experience unpleasant. In terms of the literature reviewed, leadership for learning encourages the enhancement of professional understanding for both experienced and inexperienced educators regarding the enhancement of teaching and learning (Naicker, 2016).

4.3.2.5 Policy and Resources

According to many authors (Gumus et al. 2018; Tian et al., 2016), the DH is required to carry out tasks that are considered to be common or standard managerial duties, such as providing resources and maintaining departmental budgets. According to Moeketsane et al. (2021), the tactics used by DHs depend on the resources available at the schools to carry out the missions and goals of education. In relation to the above, DHs' understanding confirmed that their role included procuring resources for departments. Mr One explained that he determines the needs of subjects that are necessary for sequencing and pacing curriculum delivery by procuring books, however procuring must be in line with the budget. Mr One explained:

I first determine the needs of each subject in my department including those I did not major in. I have to ensure that the resources that are necessary for my educators to pace and sequence the curriculum are available by procuring the books for those subjects but that has to be done in line with what the school has in terms of the LTSM budget available.

Unlike Mr One who determines the needs of the subjects, Mrs Three relies on the subject educators to state what they need for teaching and learning and then educators write lists of all the resources they need. She stated:

I rely more on the subject teacher to state exactly what they need from me to assist him or her. Educators are free to share with me whatever they require from me to support them for instance educators are required to requisition all the resources they will need for the following year. Educators would normally write lists of resources they will need.

Like Mrs Three, Mr Five's educators write lists of resources including textbooks required, however Mr Five was specific that he also uses a control sheet to monitor textbooks that are allocated to learners. This is what he explained "*I am the one who makes sure that all subjects have resources. Educators are required to submit lists of all the resources including textbooks to me. I also use a control sheet to monitor textbooks that must be submitted by the end of each term.*"

Mrs Six believes that creating a vision for her department aids in creating a common objective amongst departmental members. She explained, "*Creating a vision for the department helps to create a mutual understanding amongst all members of the department putting forth where the department is driving to and what goal we want to achieve as a collective.*"

Similarly, Mrs Three and Mr Eight believe in having a vision and goals for their departments. They explained that they formulate the vision with their educators because it ensures unity as they draw their goals from the school's vision. This is what DHs had to say:

As department heads we formulate goals that we want to achieve for the coming year looking at the past year we do this together it is not my own thing. The vision is already set for the department but even with the vision of the department we all came up with it looking at the school's vision. This helps us to work together as a department to achieve the goals and vision (Mrs Three).

It is vital to have goals and vision for the department. I make sure the formulation of vision and goals is done collectively. The vision of the department is formulated by looking at the vision of the school and we will also draft our goals for the department. Involving the educators ensures that we are all clear on the vision and that we are all working to achieve the same goal (Mr Eight).

The following extracts highlight how the participants support teaching and learning by following official documents in leading their departments. Miss Seven stated that she keeps a resource file for each subject and policy that aids her in knowing what is expected of her. Miss Seven stated:

I would also say keeping a file that I have created for each subject helps me to learn the subject and also understand by following the policies or principles of that subject. This assists me by knowing exactly what is expected of me. Having the subject file that includes, CAPs, ATP, POA and previous question papers, really helps me a lot. On the other hand, Mr Five and Miss Four follow the management plan set for the school and department to support teaching and learning. Below is what they highlighted.

The management plan that is set for both the school and the department I follow and meet all deadlines of the tasks to be done another thing is that apart from being DH I have my job of being an educator of subjects that I have majored in that require me to put in extra hours (Mr Five).

I prepare a management plan for the department that guides me and the educators in my department on what must be done and when should it be done. Management plan helps the department to be in order and everyone can keep track of the submission dates (Miss Four).

An understanding of DHs' roles in supporting TL goes beyond the policy as it states nothing about formulating goals and a vision for the department. However, the policy is clear in advocating joint development of policies for the department (EEA, 1998). In this regard, DHs' saw fit to develop goals and a vision for their departments as a road map for what they stand for, value leadership which is another dimension of LFL (Hallinger, 2011). Following Tajfel and Turner (1982), DHs' experiences are impacted by a range of factors, including their beliefs and values which determine their behaviour. The experiences shared by OOF DHs have shaped their values and the vision and goals which they set collegially to determine where they want to drive their departments. Considering the school's vision and goals DHs create a departmental vision and goals that support the school's overall vision. Bhengu (2022) concurs with the findings of this study that educators are easily and effectively managed when both DHs and departmental members share the same vision, values and purpose. The findings of this study also reveal that DHs procure necessary resources for their departments. De Nobile (2018) asserts that DHs are supposed to be resource providers, distributors and managers for their departments. One of the most important roles that leaders have is to support educators in generating and achieving learner results by providing them with the resources they need to accomplish departmental and school goals. Hallinger and Heck (1996) argue that the most

important way that leaders for learning can impact student learning is through their vision and goals.

4.3.3 Factors Enabling Departmental Heads' Role

In the semi-structured interviews, DHs were asked several questions, such as what factors made supporting TL in OOF subjects easier for them. Several elements that constitute themes surfaced during the interviews. The themes that emerged are: gaining subject content, class size impact on teaching and learning, communication and motivation and supporting TL. These themes are discussed in detail in the next sub-sections.

4.3.3.1 Gaining Subject Knowledge

There has been an increase in research into educators' professional development, and in recent years PLCs, which are often described as collaborations among colleagues, have received more attention than ever before (Valckx et al., 2018, 2019; Van Meeuwen et al., 2020; Vanblaere, 2016). In relation to the above, DHs explained that meeting with other DHs to share ideas and develop one another makes supporting OOF subjects easier. Mr One explained that they meet with other DHs before the pre-moderation stage to moderate tasks and brainstorm strategies to help them support their departmental colleagues. Mr One said *“I meet up with other DHs at least once a term before the pre-moderation stage. We moderate educators’ tasks and controlled tests and brainstorm strategies that can assist me to support better.”*

Like Mr One, Mrs Three and Miss Four work with others, however Mrs Three was specific that she collaborates effectively with DHs from other schools to be mentored in OOF subjects, even though her meetings only happens occasionally. Miss Four collaborates with both educators and DHs to develop her knowledge to overcome challenges since she is otherwise clueless and useless to her educators. This is what they have to say about their meetings.

I work with DHs from other schools to gain more insight into the content of these subjects. Sometimes we even share challenges and strategies that help and succeed but this does not happen occasionally because of the work that needs to be done but it is very helpful (Mrs Three).

Collaborating with other DHs and educators helps me develop my knowledge, and skills and share ideas on how to overcome the challenges we face. Collaboration also helps me feel like I am not alone in these challenges I face because of being useless and clueless (Miss Four).

Mrs Six shares that supporting OOF subjects is very stressful and painful however she finds comfort in the meetings she attends with other DHs once a month to share ideas and tackle challenges. Mrs Six explained:

It is very painful to support subjects I don't know and stressful but I have found comfort in the meetings I go to with DHs who have majored in Business Studies around my school. We make sure we meet up at least once a month where we can share ideas, tackle challenges and sometimes vent our stress and frustrations to each other.

Mr Five expounded that he came back from a collaboration meeting and familiarised himself with the information that he had learnt. Mr Five said, *"What also makes this job easy is self-teaching, I usually after the collaboration come back and sit down and try to understand these subjects by implementing what I have learned in the group meetings."*

Mr One and Mrs Six also revealed that attending workshops makes supporting OOF subjects easier. Mr One shared that he attends DH's leadership and management workshop that develop him in how to be a better manager. He said, *"One of the things that I would say helps me is that beginning of every year the DoE calls all DHs to a leadership and management workshop that equips us on how to be better managers."* Similarly, Mrs Six explained that while she attends content workshops she can't attend all of them, however she believes that the workshops keep her up to date and that these workshops should be ongoing. She stated *"I attend content workshops not all of them though. When I go to workshops I am always up to date. I get to be capacitated also and I can come back to school and develop educators in my department."*

Unlike other participants of this study, Mrs Three added that by attending meetings to gain insight from other DHs, she encourages her educators to attend workshops because they will provide the support that she's unable to offer. She explained *"I encourage my educators to attend workshops because workshops such as the Just in Time workshop will give the support that I can't give to them. These workshops I feel enable teaching and learning to commence the way it is supposed to."*

Miss Seven and Mrs Six shared that the assistance they receive from subject advisors is helpful. Miss Seven stated that she turns to subject advisors for support in OOF subjects. She said, *"I also consult with subject advisors for assistance about the subject that I did not major in and they are very helpful."* In the same vein, Mrs Six explained that if she encounters challenges in her OOF subjects she contacts subject advisors. She explained, *"In some of the subjects that I am battling with I make sure that I get the subject advisor's contact numbers and I call them to*

clarify whatever is troubling me because I don't want to be blamed for the subject when it gets poor results."

According to the literature, Mpisane (2015) indicates DHs should have platforms that give them the chance to discuss the various professional challenges they face with one another to advance and develop the support they provide. The focus of leadership for learning is on the relationships that enhance teaching and learning (Naicker, 2016). The findings of this study are in line with the literature and the LFL model and confirms that attending a workshop once a year is not enough to capacitate OOF DHs' so they opt to have a system of PLCs in place to overcome the challenges they face. Lamenting the same situation Naicker et al. (2013), cited in Mpisane (2015), point out that by coming together, DHs help one another to enhance their supervisory skills to better manage teaching and learning. According to the LFL framework of academic structures and processes, establishing formal structures such as professional learning communities will promote collaboration among school stakeholders and enhance the learning of pupils (Chiororo, 2020). It is evident from the findings of this study that DHs also encourage their educators to attend workshops to equip themselves because as OOFs they face challenges in supporting TL hence they also attend PLCs. The findings of this study are in line with what Liu and Hallinger (2022) conclude, that DHs are responsible for making sure that educators attend workshops so that they keep up with the latest developments in policy and thus may improve the quality of teaching and learning. In terms of the literature PLCs are intended to address challenges that might otherwise prevent the successful implementation of curriculum (Hall, 2015).

4.3.3.2 Class Size and Teaching and Learning

Several states in the USA, the UK, the Netherlands, and East Asian nations like China, Hong Kong, Macau, Korea, and Japan all have policies regarding class sizes as a result of the widespread belief in education that smaller classes allow for better teaching and learning (Lai et al., 2016). In this study, participants shared that class size has an impact on learner results, however while they have different experiences their views are generally the same regarding this theme. Mr One shared that having small classes can help support teaching because he sometimes compares mark lists of classes with 25 learners with his with, and he realises that they perform better than his classes of 55 learners: Mr One stated:

Multiracial schools that have 25 pupils per classroom and their results are better than ours and I would wish this was the case in my school too. In those schools, they can

give each learner the attention they need but here we can't. The smallest class in this school has a 55:1 pupil ratio other classes go up to a 65:1 pupil ratio.

Similarly, Miss Two and Miss Four explained the impact of having a small class size and achieving positive results. Mrs Two stated that they can guide learners individually which leads to quality results and that she monitors and track all learners work while Miss Four explained that with a small class size, she can monitor and control learner behaviour in class. They both indicated as follows:

The fact that our school is big helps me because we also have a lot of educators which allows us to have a small class size there is about a 30:1 pupil ratio. With small classes, educators can guide learners individually and that assists us in getting quality results. This also assists me to monitor and track the work of all learners (Mrs Two).

The Science department is made up of small classes like in grade 10 there are 33 learners, in grade 11 there are 29 learners and then grade 12 has 14 learners which makes it easy for educators and me to monitor the learners and control learner behaviour in class (Miss Four).

Miss Seven and Mr Eight stated that big classes affect teaching and learning. Miss Seven explained that the enrolment leads to crowded classes which makes it hard to ensure that all learners get the attention they need during classes, while Mr Eight stated that overcrowding compromises the feedback process This is what they both stated:

Our school's enrolment is high which leads to classes with a minimum of 50 pupils to 66 pupils in classes. Now with such a number it is hard to make sure that all learners in the class are given the attention learners need so it is important that all learners are motivated to work hard even at home (Miss Seven).

Overcrowding or less overcrowding has an impact on teaching and learning in such a way that a teacher with a hundred learners assesses learners but if feedback is not given to learners that exercise becomes futile whereas a teacher with a small class size can assess and bring feedback. Another thing is time, a teacher with an overcrowded class that teacher can assess but it will take the teacher a long time to mark and for me longer to give the educator their moderation feedback while a teacher with a small class size I can return with feedback to learners as learner's memory is still fresh (Mr Eight).

According to the EEA (1998) policy, class size is subject preference specific but the maximum ideal class size applicable in schools should not exceed 40 LER (Employment of Educators Act 76 of 1998). The findings of this study reveal that most DHs assert that small class size impacts learner performance positively, however those departments whose DHs indicated that they had more than the recommended number of learners in their classrooms face challenges in learner outcome nevertheless, some DHs reap the fruits of small class sizes. The literature confirms that small classes offer many benefits, including the class being easier to manage and giving

every learner an opportunity for close teacher observation and interaction. The findings of this study are in line with the literature. Additionally, the findings reveal that while low enrolment schools offer the same number of subjects as larger schools (Magwaza, 2022), they suffer from overcrowded classrooms. In contrast, large enrolment schools benefit from lower class sizes (Magwaza, 2022). In terms of the policy smaller schools are more difficult to manage because of certain learner-educator ratios (EEA, 1998). Strelan et al. (2020) discovered in their research that class size serves as an instrument for the effectiveness of the educational system, and this is dependent on the schools' enrolment. Osai et al. (2021) found evidence that class size is a method to evaluate the educational learning system's success and they discovered that the bigger the class size the less efficient teaching and learning will be. According to Rijal's (2020) research, smaller class sizes improved students' learning outcomes because of the relationship between instruction, task marking, and feedback. The findings of this study are consistent with previous research in which participants discussed the relationship between learner outcomes and class size.

4.3.3.3 Supporting teaching and learning

As a DH, among other responsibilities, many things need to be developed for each teacher within the department, such as the personality of the teacher, ongoing professional development, the learning process, and subject matter mastery (Singerin, 2021). Concerning the above, the participants stated that allocating subject heads is one of the factors that makes supporting their OOF subjects easier. Mr One stated that he sees the arrangement of subject heads as a success because they aid him. He stated, *“Looking at the successes of the department, the arrangement of having subject heads is really helping me with my shortcomings.”*

Similarly, Miss Seven and Mrs Two perceive subject heads as being helpful. Miss Seven shared that subject heads solve the knowledge barrier that she experiences. She said, *“Having subject heads, I find it very helpful because this solves the issue of lack of knowledge from my side of things.”* Similarly, Mrs Two expounded that having subject heads relieves a huge amount of stress and embarrassment. She said, *“Having a head is a great enabler for me as this takes off a huge amount of stress from me because I do not have to embarrass myself or show that I do not know anything because the subject head is an expert. They will assist me even with moderating scripts.”*

Unlike other participants, Mrs Three also added that working with experienced educators makes supporting OOF subjects easier for her. Mrs Three stated “*One of the things that makes my job easy is working with experienced educators because I leave it up to the teacher to tell me other things that he or she requires that will assist teaching and learning because educators are experts and they know best.*”

According to the EEA 76 (1998), DHs have the task of guiding and supporting educators in their departments. The participants’ understandings of the policy confirms that DHs allocate subject heads to ensure that their OOF subjects are guided and supported. The findings of this study go beyond the policy. The policy doesn’t cater for OOF DHs’ needs however, the allocation and use of subject heads is a way of ensuring that OOF subjects for DHs have an expert who is going to support teaching and learning for these subjects. The LFL model is in line with this study’s findings because subject head allocation is an ideal strategy that lies in the values leadership dimension identified by OOF DHs that aligns the vision and goals identified to achieve positive outcomes on teaching and learning. In the Literature review, I mentioned that subject heads are the best-qualified individuals for supporting TL because they comprehend the requirements of subjects as subject specialists and they are utilised to close the mentoring gap in schools (Blose & Khuzwayo, 2023). The participants in this study also revealed their feelings regarding supporting TL when they were explaining how subject heads assist them in their shortcomings and it emerges that they feel stressed and embarrassed by how they lack knowledge in OOF subjects. The literature confirms that OOF responsibilities lead to low self-confidence, and stress and makes educators feel inadequate when they are in classes (Lane & Ríordáin, 2020), however while this study was done on OOF teaching, the findings are in line with what this study shows. Furthermore, the results of this study indicate that OOF DHs relied on the experienced teacher to tell them what was needed. In the study by Habi (2022), it was clear that the DHs had faith in their more experienced educators and expected them to support them more to maximise learner accomplishment.

4.3.3.4 Communication and Motivation

Effective communication enhances educators' performance in teaching and learning (Mdabe, 2019). To complete the job effectively and promptly, communication is necessary (Christie et al., 2010). Considering the above, the participants shared the importance of communication in their departments. Miss Four shared that communication and manner of approach are key for her and her department in supporting OOF subjects. She stated, “*Communication also assists*

me in approaching educators with respect and politely addressing them is also key in communicating support for subjects I did not study for.”

Like Miss Four, Mrs Six and Mr One communicate with their educators. Mrs Six conducts random talks with her educators in search of the expectations of OOF subjects. She expressed the following, *“Another thing that helps me is that I randomly talk with the teacher in search to know what exactly is expected for that particular subject and then this will help me to refer to those unplanned conversations.”* Similarly, Mr One stated that he holds regular meetings that help to develop educators and monitor the curriculum and specific requirements for his OOF subjects. He said, *“Having regular meetings with my subject educators helps me develop educators and monitor pacing and sequencing of the curriculum. Departmental meetings are too broad while subject meetings look at the subject specifics and requirements.”*

Mr Eight suggested that he believes in information sharing from both himself and his educators because sharing information avoids misunderstandings within the department. This is what he said:

Sharing information is also what makes my life a bit easier because I would know what is going on with each subject in my department. Not only educators should share information but I should also do the same. If there is a circular that I have received I share it with my educators which avoids misunderstanding.

Mrs Two stated that she avails herself for her educators if they encounter problems. Mrs Two shared, *“I assure educators that if they encounter problems, I am always here for them and avail myself to help them my office door is never shut for them.”*

The extracts below take us through the different strategies of participants highlighting how motivation enhances teaching and learning in their schools and departments. In this light, Miss Four stated that they award certificates to learners who achieve excellent marks, as well as encourage learners with words. She states *“We motivate learners with certificates when they achieve excellent marks. I always tell them that the class they are in is the right class for them and that they will pass if they work hard.”*

Furthermore, Miss Seven, at her school, awards top achievers with certificates however, she specified that they also awarded improved learners and as a department, they buy chocolates for learners who achieve level seven. She explained:

The school awards every term with certificates to motivate learners. The learners who are awarded are the top achievers and those who have mostly improved. We also buy

chocolates as a department for learners who achieve level seven for our subjects and those who improve from one level to the next compared to other terms.

Like Miss Four and Miss Seven, Mrs Two and Mr Five award learners with certificates. Mrs Two added that at her school they also award a teacher of the term award and invite motivational speakers while Mr Five shared that his department does not struggle with quality results but his school occasionally invites motivational speakers, and an overall achiever is exempted from paying school fees for the year. This is what they both alluded to:

Learners are given awards for excelling in their tasks, every end-of-the-year we award Teacher of the Year where a teacher with the best quality results would be gifted so that they are also motivated. The school also invites motivational speakers and our former learners who are doing well in their careers. Lastly, we have a wall of fame where we hang pictures of our matric NCS top achievers in the reception area (Mrs Two).

The school awards learners who do exceptionally well in their studies every term. We occasionally invite people to motivate learners and have grade top ten receiving certificates with trophies or medals. We also identify an overall top achiever in the whole grade for that year he or she is exempted from paying school fees for that year. This is done at the end of term four (Mr Five).

Unlike the participants who specifically motivate learners, Mr One and Mr Eight shared the same sentiments with Mrs Two who motivates educators too. This is what they both had to say:

I go the extra mile to motivate learners to work harder every term. Learners who achieve level seven marks receive certificates for their achievements in different subjects. The school also hosts a ceremonial event where top achievers including grade 12 achievers are awarded certificates and gifts to motivate learners. I don't only motivate learners but I motivate educators too (Mr One).

I always remind educators in my department of how important they are in developing our learners. It is the educators who are always in contact with the learners so I feel it important to always remind my educators how important they are reminding them is a form of motivation (Mr Eight).

As per the PAM schedule, Chapter A, section 4, DHs are responsible for facilitating communication among colleagues to uphold high standards of instruction to enhance departmental administrative efficiency (ELRC, 1998). Since participants of this study employ a variety of communication tactics such as holding meetings and having a warm manner of approach when interacting with their educators, the findings are consistent with policy. Regarding the literature referenced in Chapter 2, it emerged that DHs must possess appropriate communication skills to support teaching and learning (Hauptfleisch, 2022). The participants did not indicate if they had received any training that would facilitate their communication with their educators, but it is clear from their utterances how important communication is for their

role. Effective DHs through LFL articulate the vision through communicating and sharing information with colleagues (Goldman et al., 1991; Leithwood, 1992). These findings are consistent with this study because the random talks and meetings DHs turn to supports teaching and learning. The participants in this study also divulge that sharing information in the department eliminates confusion among staff members. The findings are in line with the study by Aradena (2017), who concludes that any failure to share knowledge results in misunderstandings. Through the LFL model, DHs create and use channels of communication for sharing information that will encourage continuous discussion with educators (Murphy et al., 2007). I argue that teaching and learning are not only accomplished through the direct engagement of DHs and educators; but they are also accomplished through the use of indirect instructional leadership techniques, such as motivation (Mpisane, 2015). Furthermore, the findings of the study exposed that most of the participants of this study have programmes in place in their schools and departments to motivate both learners and educators to achieve better results. As indicated in the literature review, the LFL theory endorses informal structures through social gatherings such as award ceremonies to promote and enhance the learning of pupils, which is in line with the findings of this study. Teaching and learning occur through behaviours and leadership, such as motivation and direct involvement of DHs in instructional leadership (Mpisane, 2015) improving the goals and vision of departments and schools. Positive learning happens after motivation is established. The findings of this study are also in line with the theory of transformative leadership (Hallinger and Heck, 2002; Leithwood, 1994) as it emphasises the motivational power of vision.

4.3.4 Factors hindering Departmental Heads' Role

During the semi-structured interviews participants were asked: what are the things that make it difficult for them to support subjects they did not major in? Several factors that hinder them were shared. During data analysis, the themes that emerged are: inadequate resources, lack of development for DHs, subject content and curriculum change and workload against time.

4.3.4.1 Inadequate resources

When DHs lack resources for themselves or their subjects, there's a greater chance that they will perform poorly or become discouraged (Tapala, 2019). Concerning the above, Miss Three shared that her school has a shortage of textbooks because of their quintile ranking they are unable to order new books but can only top up old versions. This leads to educators using

outdated books though grade 12 NCS question papers are set on current versions. Mrs Three expounded:

Our school has a shortage of books and because of our quintile, we are unable to order new books we are only able to top up the books that we have already. Now the teacher can't have another perspective but uses the same book with outdated information but when the grade 12 write their exam they are questioned on the current information so it is very hard.

In the same vein as Mrs Three, Miss Seven and Mr One's schools face the challenge of funds and textbooks however, Miss Seven adds that her learners are sharing textbooks so when a learner is absent with a textbook the class becomes disrupted because learners have to move around. Mr One highlighted that his department fails to send geography learners on excursions because of a lack of funds. They both explained:

We don't have enough educators our school is small even the allocation of funds for the school is not enough to buy us enough textbooks. Our learners are sharing books. If a learner is absent with a textbook during class pupils move around to squeeze into those who have books and are disruptive (Miss Seven).

Our school is small some of the resources we can't cater for because of funds which is a challenge. For example, the geography subject requires an excursion, and they require various maps to support their class but we can't procure maps and excursions for them (Mr One).

Miss Four stated that the community the school resides in is disadvantaged and they are unable to ask learners to replace lost textbooks which leads to a shortage of textbooks and a lack of educational facilities, including laboratories. She stated "*We are located in a disadvantaged community we can't ask learners to buy books if they lose them which leads us to have a shortage of resources. It is also unfortunate that we don't have a school laboratory.*"

The DBE (2011) stipulates that all resources necessary for curriculum management should be under the supervision of DHs however, the findings of this study suggest that there are not enough resources to maintain the vision set for the schools and departments. A study carried out in secondary schools in the Qumbu District of Education indicates that low learner enrolment in schools can be connected to a lack of resources (Vellem, 2015). These results are in line with the study's findings as the participants shared that since their schools have small enrolments this factor leads to several challenges such as a lack of resources. Among other hindrances, the participants revealed that their low enrolment of learners also determines the funding of their schools. The findings presented by Sakhayedwa (2022) show that student enrolment determines how much money a school receives, and how a decline in enrolment also

causes a deficit in teaching and learning resources. The findings of this study are in line with the existing literature, and the evidence shows that there is a correlation between the lack of resources and school funding, learner enrolment and where the school is located. According to the study, lack of resources has an impact teaching and learning and, in the literature, review I mentioned that the ability of DHs to perform their duties is hindered by a lack of resources (Mabula et al, 2022). According to Sakhayedwa (2022), lower quintile schools are the most affected by teacher allocation, and lack of resources including computer rooms and laboratories, since learners do not desire to enrol there. I argue that this is unfair because all learners have a right to quality education and despite the low enrolment it does not imply that subjects offered are fewer; rather, they are offered the same range of subjects as at a larger school (Finn, 2019). According to the LFL framework, leaders need to understand the school context (Hallinger, 2011) and through this, a relevant leadership style will be applied. Participants have previously shared that they keep previous provincial question papers and maps but also do research on the internet to mitigate the effects of a lack of resources. The participants of this study believe that the source of the lack of resources originates from the community in which the school is located. A disadvantaged community and quintile are some of the terms the participants used in their explanations, pointing to the relationship between the school and the community the school resides in.

4.3.4.2 Lack of development for DHs

The greatest challenge faced by DHs is their inability to function in their role without appropriate development (Sartori et al., 2018). Miss Four shared her concerns and was specific that not having workshops to develop DHs is what makes their supporting role difficult and she compares private sector regular training to limited DoE workshops. This is how Miss Four put it *“There are no workshops that develop us as DHs to do our roles properly. The private sector always takes their workers for training to equip them with skills and knowledge but this does not happen with us.”*

Similarly, Mr One emphasises that being called once a year to a workshop is not impactful and as the first line of contact he believes there should be regular training. He explained:

The leadership workshop that we attend as DHs’ happens once a year and I think this should be ongoing. The fact that we are the first line of contact for educators requires regular training and to be called only once I think it's not fair. I feel that the DoE is just letting us down there.

Like Mr One, Mrs Six wishes for times when OOF DHs could meet with subject advisors to understand what is expected from them. He said, *“There should be times when we meet subject specialists like subject advisors, so we can be able to get the gist of what is expected of us and how can we do that, especially for us who are supervising the subjects we don’t know.”*

Mrs Two acknowledged that supporting OOF subjects for DHs’ would be better if there wasn’t a lack of training in OOF subjects, leadership and management and once-off induction. She explained *“DHs we lack training and development in supporting subjects beyond our majors. As a newly appointed DH, you are called to an induction workshop and it’s only done once however this should be ongoing.* In a similar vein, Mr Five stated that the lack of development on OOF subjects poses a hindrance and injustice to his performing his role. He said, *“The lack of training and development is a huge hindrance in performing my role to the point where I feel that I am doing injustice to the subjects that I did not major in.”*

In the same vein, Mrs Three points out that she faces difficulty in supporting OOF subjects and she adds that she believes that orientation workshops are specifically for subject educators however, she believes that OOF DHs’ would benefit if they were to attend. Mrs Three points out:

As DHs who support subjects we do not know, we don’t have workshops where we are equipped with skills and knowledge of these subjects. Orientation workshops I believe that it is specifically for educators relevant to that subject but I believe that DHs for the subjects beyond majors may gain a lot from those workshops but we are not included. Unlike the other participants, Mr Eight shared his concerns about not having workshops. He expressed the view that supporting OOF subjects is a challenge, however if at least DHs’ had continuous workshops they would save a lot of time waiting for majored DHs’ to assist them. Mr Eight explained:

Supporting subjects I don’t know is a challenge at least if there are workshops for DHs that are continuous where we are equipped with skills and knowledge of the subjects we do not know then the time I waste waiting for other DHs to assist me could have been used effectively.

Instead of sharing how the lack of professional development affects her now, Miss Seven shared how the lack of development affected her when she was still an acting OOF DH. She reflected angrily that acting DHs’ are never workshopped into the role of a DH, during the whole year of acting she had to figure out how to perform her roles. She explained *“When I was still acting DH, I never attended a workshop for DHs for a year acting. I had never been*

in any workshop to equip me as DH and what is expected from me even within my school no one! I had to figure everything out myself.”

Moreover, Mrs Two and Mrs Six highlighted their encounters with educators who attended subject workshops. Mrs Two explained that educators don't like sharing information with DHs but if they do share it, either the information is distorted or they withhold some information. She said *“The DoE only calls subject educators to subject workshops. Some educators don't like to share information if they do the information is distorted or they will share some and withdraw the rest.”* Mrs Six additionally stated that her educators do not enlighten other members after attending workshops. She explained, *“When educators come back from workshops, they do not report back because of that I will realise that there are things that I don't know so even when there are changes, I would stick to the old set of information because they withhold the information.”*

The PAM document is silent regarding OOF DHs and their professional development in subjects they manage out-of-field subjects. According to the findings of this study, it is evident that OOF DHs need to be capacitated to ensure that their role contributes towards supporting TL in a way that leads to positive learner outcomes. In a study by Blose and Khuzwayo (2023), DHs bemoaned that their practices are affected by a lack of training and other forms of professional development needed to carry out their responsibilities. With the above being said, I maintain that it is unjust for DHs to be given such great responsibility to provide support for teaching and learning without proper training. The majority of DHs in a study by Sartori et al. (2018) regarded the lack of development for DHs as the most common barrier, to supporting TL. In terms of the literature cited, DHs can't fulfil their mandate if they are not properly trained. It is for this reason that the LFL model endorses capacity building not to only focus on the organisation but on DHs too (Hallinger, 2011). The study also revealed that educators' reluctance to share information after attending workshops hinders OOF DHs' ability to advance professionally. Mpisane (2015) found that educators should receive encouragement from their DHs to attend workshops and on their return should provide constructive development for other members in writing and during departmental or subject meetings. The results of this study contradict previous research since educators dislike providing feedback to their DHs following workshops. Because of this, I am of the view that educators who don't give feedback to their OOF DHs also hinder their ability to advance professionally and keep up with the new

amendments. The recommendations offered by the study's participants align with all of the previously mentioned literature.

4.3.4.3 Subject knowledge and Curriculum change

For DHs to guide educators in tackling problematic curricular areas and utilising support systems, curriculum leaders must possess expertise in the field of curriculum management (Amanchukwu et al., 2015). The significance of this lies in the fact that curricula undergo frequent modifications, which presents several obstacles (Nene, 2019). In regard to the above the participants of this study shared a lack of subject content as a hindering factor in supporting TL for OOF subjects. Mr Eight stated that a lack of subject knowledge for OOF subjects is a hindrance in performing their role. He said, *“A hindrance that I experience in supporting these subjects is that I don't have subject knowledge.”* Similarly, Mrs Three explained that as a DH she is prepared to support educators but lacking subject knowledge is a hindrance in achieving this.

She stated, *“As an appointed DH I want to support all subjects including those I did not major in but I can't because I lack the subject knowledge.”*

Mrs Two stated that lacking subject knowledge challenges her in giving guidance on approaches and techniques during class visits. Mrs Two said:

In regards to class visits giving guidance is a challenge because, for my major subjects, I have different techniques or approaches I would probably advise the teacher to use in teaching a certain topic but I can't come up with different approaches for subjects I don't know.

Miss Seven explained that lacking subject knowledge leads to educators sometimes taking chances since they know she lacks knowledge on the subject, so she has to be careful of what she says because she doesn't want to embarrass herself if educators can't rely on her. She explained:

A major obstacle is the lack of subject knowledge. Since I lack knowledge educators sometimes take their chances with me knowing that I don't know anything about their subjects somehow, I must be careful of what I say so that I don't embarrass myself since educators can't rely on me to help them but it is the other way around.

Miss Four and Mr Eight pointed out that a lack of subject knowledge is a barrier as they are limited while giving guidance on question papers. Miss Four stated that subject knowledge is a huge barrier because she is unfamiliar with OOF subject specifics. She shared *“Not knowing the subject is a huge barrier because it makes me look like someone who does not know what*

she's doing.” Similarly, Mr Eight explained that since he lacks subject knowledge, he can't support educators and those who know he is an OOF DH have developed an attitude towards him. He explained “*Educators knowing that you have not majored in their subject develops an attitude because I'm unable to assist. One teacher even asked how I help her if I didn't know their subject.*”

Moreover, participants in this study shared that curriculum change is a hindrance in supporting the teaching and learning of OOF subjects. Mr One stated that they are tasked with many roles and curriculum changes are a hindrance because there are always modifications. She said, “*There are several roles we are tasked to perform and the curriculum changing now and again gives me challenges because there is always something new added or eliminated from the curriculum.*” In the same vein Mrs Six points out the challenge of not being a subject specialist because curriculum change makes it difficult to support educators. Mrs Six added, “*Curriculum change yet I am not a specialist again is another challenge that makes it difficult for me to support these subjects.*” Similarly, Mrs Two explained that with an ever-changing curriculum there isn't stability to grow in OOF subjects which is a big barrier. She stated, “*The curriculum is ever-changing there is no stability to grow in the subjects we don't know.*”

Subject knowledge expertise and understanding are crucial elements of supporting TL, as demonstrated by the research done by Khoza (2015) and Nene (2019). The findings of this study are in line with the literature as most of the participants revealed that they lack knowledge of some subjects they monitor. Because they lack subject knowledge DHs perceive this crucial factor as a hindrance in supporting TL since they face different challenges in providing guidance and support to OOF subject educators. In Dube-Xaba and Makae's (2018) study, participants admitted that they had no background training on some of the subjects they lead and admitted to lacking subject knowledge expertise. In addition, they acknowledged that it made supporting these subjects difficult for them. The findings of this study also point out that a lack of subject knowledge causes challenges for OOF DHs to perform class visits. These findings align with other research (Maile, 2013; Motsamai, 2017) that there are difficulties DHs encounter when doing class visits as a result of weak subject expertise. Educators supported by DHs with subject expertise rely heavily on their DHs to help them improve teaching and learning (Malloy, 2017). Through receiving support educators build mutual trust with their DHs (Habi, 2022). In contrast with the literature, the findings of this study reveal that DHs are the ones who rely more on educators for guidance since educators are experts and DHs are not.

This study's findings and existing literature provide evidence that subject expertise and understanding are crucial elements in supporting TL. The findings explain the attitude of some educators. DHs commented that the lack of development on their OOF subjects switches the ideal role of a DH because educators are the ones who should rely heavily on DHs, whereas with OOF DHs it's the other way around. From the literature, it is clear that educators don't see value in their OOF HDs because of their lack of approaches, techniques and subject knowledge to support them in teaching and learning (Ogina, 2017). In terms of policy, (RSA, 2009) DHs play an essential part in the educational system to assist educators. The results of this study also show that curriculum changes are a barrier to OOF DHs as they find it difficult to understand and execute changes in their departments' practises. In Chapter 2, section 2.5, I stated that the new curriculum introduces goals, methods, and tactics that are challenging to understand and pose difficulties for DHs, particularly OOF DHs (Bowe et al., 2017). Learning is directly impacted by LFL, which provides an opportunity for people to learn how to do things right through reciprocal, collaborative, and empowered learning partnerships for all parties (Naicker, 2016). Through OOF DHs' experience, they gather new knowledge to assist them in supporting teaching and learning for OOF subjects.

4.3.4.4 Workload versus time

DHs are presented with several competing priorities that all demand their attention, according to Tapala et al. (2020). Priorities create obstacles since the DH is unable to complete them all at once (Ogina, 2017). In light of the above, Mrs Two stated that she thinks DHs are overloaded and lack time to complete their roles. An OOF DH may be a subject teacher too, hence she sometimes takes work home which disturbs her family duties; Mrs Two stated:

We lack time as DHs I think we are overloaded. Apart from DH roles, we have classes to teach, and scripts to mark and do our work there is also administrative work. Sometimes I am behind with my work because time is limited. I would take that work home to do but even at home I still have duties to do.

Similarly, Mrs Three and Mr Eight shared that they don't only perform DH roles however, Mrs Three was specific that she also handles the administration of SASAMS and that she sometimes forgets what educators ask her to do because there is too much to do, while Mr Eight explained that juggling all his roles is stressful and above that, he must manage the work of absent educators. This is what they explained:

I have to make this extra time to finish everything because, as DHs, we are overworked and the hours we have here at work are not enough. I also have classes to attend and

marking to complete. To make sure that these tasks are completed, I even come on the weekends (Mrs Three).

The workload for DHs is a hindering factor because it is not only my position as a DH but I am also an educator. I must juggle between those two roles, being a DH and a subject teacher. So, the workload becomes stressful in that regard and at the same time, there are absent educators (Mr Eight).

Like Mr Eight, Mrs Four explains that her role as an OOF DH is stressful and she adds that OOF subjects require extra work and commitment while time is limited. She expressed *“Supporting subjects you don’t know is very stressful because we are overloaded as DHs, especially because the subjects we did not major in require extra work and commitment in a short space of time.”*

Mr Five indicated that he has many hats besides being a DH and since his school has a large enrolment this leads to him having five class periods daily which is a load that requires him to come in early to school. He explained:

The issue is that because of how large our school is a DH may have five periods a day, I only have one free period, which I use to do departmental tasks. I have to be at work early because of this, and I leave very late. As DHs, we have an extreme work overload.

Below are the extracts shared by participants on supporting TL regarding the lack of time. Mr Five shared that because of a lack of time, some days he arrives at school at 06:00 and leaves at 19:00 to ensure that he meets the deadlines on the management plan and his subject educator role which requires him to put in extra time. Mr One highlighted that time is very limited in performing all his roles, it is difficult to juggle DH and subject teacher roles. This is what they both pointed out:

There is a lack of time to do all of these duties and tasks. Some days I come in at 6:00 and leave at 19:00 to ensure that the management plan is set for both the school and the department I follow and meet the deadlines of the roles because apart from being a DH I am an educator of subjects that I have majored in that requires me to put in extra hours (Mr Five).

Time is very limited because apart from the roles I must play as DH I also have my duties as a subject teacher. We have due dates set to complete certain tasks such as these departmental meetings and it is very difficult to juggle my duties. I am forced to take some work home, even come on weekends and during school holidays (Mr One).

In a similar vein Mrs Six wants to meet her submission deadlines, however she went on to say that at her school she comes in at 7:00 to monitor the study and she works on weekends and

takes some of the work home, however, she angrily blames the DBE for DHs supporting OOF subjects. She explained:

Lack of time causes me to do injustice in roles that I play as a DH because I want to meet all the submission deadlines. I also have other duties as an SMT member like I have to be at school by 7:00 to monitor the study so it's a lot really and it's not easy. I think it's wrong of the DoE to determine the number of educators by the number of learners in the pupil-teacher ratio. I think that is where this problem of supporting subjects we don't know starts.

Like Mrs Six, Mrs Three and Miss Four's working hours are not enough, so they put in extra time. They said:

I have to make extra time because working hours are not enough to perform all my roles. Sometimes I have to work at home and go the extra mile especially when it comes to checking of learner's work. Sometimes I even make some time after school and stay behind to finish (Mrs Three).

The time I have at work is not enough to complete all my duties. I am not only a DH who must monitor educators' and learner's work but I am also an educator myself. I stay behind after school, I come to school on weekends I also come during school holidays there is no time to rest (Miss Four).

Mr Eight, like other participants stated that time constraints hinder him from completing his tasks, however he also had to deal with the absenteeism of educators which stresses him because he must attend classes of absent educators. This is what he highlighted:

There is not enough time to do my work as a subject teacher, I am also a DH and I have to ensure that educators who are absent from their classes are attended to. Then tell me how can I not be stressed in all of this? If I was only supervising the subjects that I have majored in then so much time would be saved and I will use this time effectively in the role tasked to me as a DH.

The Norms and Standards for Educators Act No.27 of 1996 (Republic of South Africa, 1996c) outlines the fundamental responsibilities of DHs as teaching learners a subject based on their workload, school requirements, and school size; overseeing and participating in co-curricular and extracurricular activities; managing personnel; general or administrative duties; and interacting and working with stakeholders (Seobi & Wood, 2016). The findings of this study are in line with the policy because participants are performing these roles, however they also declared that they are overloaded and there is limited time to perform them. According to Torres (2016), DHs' heavy workload and responsibilities are barriers to their work. In the Tapala et al. (2020) study, DHs voiced dissatisfaction with their load of work which includes supervising a range of subjects, even ones for which they are unqualified. Since DHs are

overloaded, they fail to perform other tasks, such as supporting TL. It then compels DHs to put in more time at work to fulfil their roles. The findings of this study align with those of Tapala (2020), which I discussed in Chapter 2, Section 2.5, on the vicious cycle of time constraints forcing DHs to work after school hours. They are unable to complete all of these tasks due to a lack of time. These situations put the DHs under stress and impair their capacity to work at their best since they are constantly considering how to fix difficulties for subjects they are not qualified for and in which they lack knowledge (Maddock & Maroun, 2018).

4.3 Chapter Summary

This chapter considers OOF DHs' experiences of assisting with instruction in disciplines outside of their areas of expertise. Through the use of thematic data analysis, this chapter identified several viewpoints from OOF DHs regarding their experiences. The participants admitted that it was difficult to support teaching and learning for subjects other than their areas of expertise, but they also used a variety of strategies to ensure that their roles were accomplished. Thematic analysis was used to evaluate and interpret the research findings of this investigation. The study questions and sub-questions were addressed by the results, which were arranged into themes and subthemes. The next chapter provides the research study's conclusion. A synopsis of the findings is provided, along with suggestions.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was aimed at exploring the experiences of OOF DHs in supporting teaching and learning in out-of-field subjects in secondary schools. The study looked at the DHs' understanding of their roles and how they perform those roles for OOF subjects. The study also took into account the enabling and hindering aspects that come with the OOF DHs' duties in supporting teaching and learning for out-of-field subjects. The previous chapter analysed and discussed the research findings for this study. The current chapter's aims are three-fold. The

chapter presents the summary of findings, conclusions that emerged from the study in response to three key research questions, and recommendations for practice and future research.

5.2 Summary of the study

The purpose of this study was to aimed at exploring the experiences of OOF DHs in supporting teaching and learning in their out-of-field subjects in secondary schools. The study was conducted to explore DHs' understanding of their roles and to analyse how they performed these roles for their OOF subjects to support teaching and learning. The intention was to discover what supporting teaching and learning in OOF entails and the factors that enable or hinder DHs to perform their roles for OOF subjects. This study made the case that despite being designated to manage their departments' curricula, some DHs must oversee their departments without having a thorough understanding of the subjects they oversee. The purpose of this study was then to explore the DHs' experiences in supporting teaching and learning in their OOF subjects. To achieve this, the report was divided into five chapters. A brief overview of the contents of each chapter is provided below.

Chapter One started with a short introduction that provided the background to the study and discussed the rationale. This chapter argued that DHs must have subject expertise in subjects they monitor to ensure that teaching and learning are being supported to achieve learners' academic outcomes. It argued that it is vital for DHs to understand and execute the role of supporting teaching and learning as well as improving the quality teaching and learning. However, it is equally imperative to be equipped with skills, training, and knowledge to ensure that their roles are performed effectively. Research has indicated DHs as instructional leaders who are tasked to influence learner outcomes through the human capital they represent. The research topic and research questions that served as a guide for the entire study were made clear in this chapter.

Chapter Two reviewed the literature on OOF teaching because limited literature was found on OOF support or monitoring. It emerged in the literature that OOF teaching is an international phenomenon where educators teach out-of-field subjects. The OOF phenomenon is a term that is used for educators however, this study defined OOF DHs who support teaching and learning for out-of-field subjects. It was further revealed that there are different meanings about what supports teaching and learning, and it was discussed. The chapter also explored the DHs' different roles in supporting teaching and learning. Moreover, this chapter discussed the factors

that enable or hinder DHs in supporting teaching and learning. The chapter also discussed the leadership for learning theory as a theoretical framework underpinning the study. The issue of supporting teaching and learning is reinforced in the leadership for learning theory, that a DH receives objective guidance by examining all the dimensions of the framework in achieving positive learner outcomes.

Chapter Three presented a detailed discussion of the research design and methodology that was executed during the empirical study. This study used a qualitative research methodology under the framework of an interpretivist paradigm. This study utilised the case study method to explore the lived experiences of OOF DHs in supporting teaching and learning on out-of-field subjects. The case study method proved to be suitable for this study because using a case study method helped me to create knowledge as a specific case is examined to explore life in a specific context (Yin, 2009). In this study, participants were chosen using purposeful sampling. Eight (8) participants were chosen for the study based on characteristics they possessed (Cohen et al., 2011). To generate the data, semi-structured interviews were used. The data was then analysed using an inductive approach. This chapter concluded with a discussion of the study's limitations, trustworthiness concerns, and ethical considerations. The data analysis and the ethical considerations were discussed in chapter four.

Chapter Four presented the analyses and interpretation of data generated on the experiences of OOF DHs in supporting out-of-field subjects. The analysed data was also presented using themes that emerged to complete the findings. I later shared the summary of the findings as presented in the chapter by restating the questions and demonstrated what the findings are.

5.3 Summary of Findings

The answers provided by this study to each critical question are summarised in this section. Based on the conclusions from the literature review as well as the data, the findings are summarised below.

5.3.1 How do Departmental Heads understand their role in supporting teaching and learning in out-of-field subjects?

The findings revealed that OOF DHs have a common understanding of their roles as DHs. Firstly, they considered their role to include giving support and guidance to novice and experienced educators in their departments. In providing guidance and support, the findings

show that DHs must develop and capacitate educators in their departments as they are the first contact and support for educators. The LFL framework suggests that leaders for learning must provide useful guidance in achieving the goals and mission of the school (Hallinger, 2011). Furthermore, the findings of this study suggest that DHs also have a role of motivating educators to attend workshops to ensure that educators receive all the guidance and support they require especially where they cannot offer it themselves. DHs also saw themselves as strategy givers, offering advice and organising brainstorming sessions with educators to address and resolve any issues they may be having. This role can sometimes be challenging since the participants of this study explained that they do not have the required skills and knowledge to provide this support hence, to support learning, leadership for learning places a strong emphasis on relationships (Naicker, 2016) to seek strategies that will resolve challenges.

The study revealed that the DHs also have monitoring roles in their departments. Their monitoring roles included pacing and sequencing of curriculum, monitoring ATPs and curriculum assessment, monitoring learners' and educators' work and conducting pre-and postmoderation of learners' tasks. Furthermore, the participants in this study believed that to achieve the learner results envisioned by leaders for learning, it is their responsibility to determine, provide and monitor resources needed for teaching and learning to occur in their departments. Values specify the goals that leaders pursue as well as the ideal strategies they will use to get there (Hallinger, 2011). Monitoring teaching and learning is an ideal strategy for the participants of this study which assesses if the specified values will be achieved by the department. In addition, the findings suggest that DHs must formulate a vision for their departments as well as common goals to ensure that all members are working towards achieving the same objective. In the findings the DHs had different views of formulating the vision for their departments, some developed the vision on their own while others involved their educators in the process. Leadership focus concentrates on the strategies that leaders use to try to improve learners' academic performance (Hallinger, 2011) hence, formulating a vision is necessary to guide the department.

5.3.2 How do Departmental Heads play their role in supporting teaching and learning out-of-field subjects?

The findings of this study revealed that OOF DHs allocated subject heads to assist them with their OOF subjects as they lack the necessary skills and subject knowledge. The findings

revealed that subject heads help in roles like pre- and post-moderation. During pre-moderation, they assist in ensuring that the standard of the question paper meets the requirements for each grade while during post-moderation they check the educators' marking of learners' scripts. In this role, the participants believe that it requires them to have the subject knowledge which they lack and subject heads assist them. The findings suggest that the idea of allocating subject heads is a successful approach that OOF DHs use to ensure that support in teaching and learning for OOF subjects is provided by a subject specialist. According to Blose and Khuzwayo (2023), subject heads are the best-qualified individuals to assist OOF DHs because they comprehend the requirements of subjects as and they can be utilised to close the mentoring gap in schools. Shared, delegated or distributed leadership is one form of leadership that encourages members in the department to work towards the same goal and vision while developing the members for the future (Hallinger, 2011). The findings of the study also showed that OOF DHs seek curriculum guidance from other educators or DHs who have majored in their OOF subjects within and outside their school premises. The findings of this study further showed that since OOF DHs are not equipped with the skills and knowledge of some subjects, they often pair educators of subjects they don't know with those who have majored in their OOF subjects. This allows their educators to receive support from someone who is a subject expert, which will ensure learner academic achievement. Some DHs encourage their educators to attend workshops as they believe that in workshops educators will receive the guidance and support that they are unable to provide as OOF DHs.

The study further exposed that the OOF DHs, during their monitoring of teaching and learning perform class visits even though educators are not fond of this kind of monitoring. The findings indicated how OOF DHs perform class visits and that there are various approaches used to perform this role. Some DHs use a class visit tool, others observe the relationship between educators and learners in the classroom while others monitor ATPs to assess work coverage against learners' work or activities to understand what happens in the classroom. The OOF DHs disclosed that they make use of the question paper and memorandum to perform postmoderation however this way disadvantages learners because some answers may go beyond the memorandum. When it comes to pre-moderation the findings of this study revealed once more that DHs are not trained to perform this role because they seem to be doing the basics like fixing grammatical errors and checking illustrations and instructions.

Furthermore, the findings of this study exposed that when it comes to inducting novice educators out-of-field subjects, OOF DHs struggled. However, they ensure that all documents needed by an educator are there before an experienced teacher leaves. The LFL model suggests that people in schools must be given opportunities for capacity building to increase their productivity in achieving organisational goals (Hallinger, 2011). Lastly, the findings of this study revealed that OOF DHs relied on educators to share with them their subject needs for resources, and depending on the LTSM budget they will order on their behalf, distribute and monitor stock for their departments. The participants in this study also researched on the internet for their educators to try to provide information to support OOF subjects. **5.3.3 What factors enable Departmental Heads to support teaching and learning in out-of-field subjects?**

The findings of this study indicate that OOF DHs attended PLC meetings with other DHs to share challenges and strategies to overcome their weaknesses. The meetings assisted OOF DHs to familiarise themselves with the subject knowledge. OOF DHs felt comfort in knowing that they were not alone in the challenges they faced, and they gained new knowledge and strategies for supporting teaching and learning. However, these meetings happened occasionally which slow-paced their development in OOF subjects. Because the meetings made their lives easier, the participants begged for more of them. Furthermore, the findings of this study revealed that annual management workshops designed for DHs made leading departments easier for them. In the workshops, participants gained knowledge and skills on how to lead and manage their departments. However, some DHs spoke about the management workshop as induction for them which took place only once when all DHs were appointed to the position. The findings also revealed that the workshops attended by OOF DHs seem not to be serving the purpose since OOF DHs show contradictions in how they perform some of the roles. Moreover, the findings of this study reveal that the workshops educators attend enable teaching and learning because educators receive guidance and support that OOF DHs are unable to offer. Further, the findings of this study also showed that the assistance given from subject advisors to OOF DHs also makes supporting teaching and learning easier for them. Subject advisors are subject experts, they can provide guidance and support to OOF DHs by offering them the techniques, skills and knowledge they need to support teaching and learning.

In addition, the findings of this study revealed that class size does have an impact on teaching and learning, thus demonstrating that educators with less crowded classes can attend to learner

needs individually and effectively. When educators in the department achieve positive learner outcomes the departmental vision and goals set by DHs will be attained. Furthermore, the study revealed the usefulness of subject heads when it comes to solving the barriers of being an OOF DH supporting teaching and learning. Subject heads provide assistance to OOF DHs where they fall short with regard to skills and knowledge for out-of-field subjects. It was evident that OOF DHs keep copies of official subject documents like ATP, POA, CAPs documents and previous question papers, making supporting teaching and learning easier for them. By keeping copies of the official subject documents OOF DHs can refer to and familiarise themselves with the information and requirements of their OOF subjects. Moreover, the findings confirmed that DHs' communication skills and manner of approach make supporting OOF subjects easier because OOF DHs are able to get the answers and the assistance they require within their schools. Lastly, the findings of this study revealed that motivating learners and educators, awarding certificates, inviting motivational speakers, offering school fee exemptions and academic colours to learners also make supporting teaching and learning in their departments easier because it keeps educators and learners enthusiastic which leads to positive results. The involvement of OOFs DHs in motivation serves as support and when educators and learners are motivated, they strive to achieve outstanding learner outcomes which is the main function of all departments and schools.

5.3.4 What factors hinder Departmental Heads in supporting teaching and learning in out-of-field subjects?

The findings of this study revealed that a shortage of resources such as textbooks, laboratories and science equipment make OOF subjects difficult for DHs. Moreover, it was confirmed from the findings that the quintile ranking of their schools seemed to be another factor that hindered them from procuring enough resources with recent and relevant information, given the limited allocation of funds for their schools. Since the provincial question papers are set on current contexts for subjects such as tourism and learners are using old textbooks, this hinders them from acquiring needed information and learners cannot be taken on excursions because of a lack of funds. In line with this finding, Mabula et al. (2023) conclude in their study that the ability of DHs to perform their duties may be hindered by a lack of resources.

The findings of this study also show that the lack of capacitation of OOF DHs makes them feel stressed, and embarrassed for not knowing the subjects they have to provide leadership on.

OOF DHs confirmed not doing justice to their roles which results in them waiting for assistance from those who have majored in the OOF subjects. The participants claimed that waiting for assistance from DHs who have the subject knowledge wastes their time when that time could be used meaningfully in the countless other duties they have. Furthermore, the findings of this study revealed that OOF DHs shared concern about workshops planned by the DBE only happening once a year and they felt that the workshops should be ongoing. DHs felt that if the workshops were ongoing, they would assist greatly in performing their roles and eliminate some of the hindrances they are facing. OOF DHs also shared that if they were included in specialisation workshops attended by their educators, they would gain much as educators do not report back and when they do, sometimes the information is distorted. Some participants, however, mentioned that they had multiple OOF subjects in their department and did not see how they could attend these sessions because of time constraints brought on by their multiple duties. The Findings also showed that there are more challenges for acting DHs. The DHs are not workshopped or trained for their role, and they are left to operate their departments on their own or seek help from more seasoned DHs. This study is not looking into acting DHs however these findings are evidence that capacity building is for all the people in the organisation (Hallinger, 2011). The DBE should be aware of the need for regular training for DHs to be in full control of what is expected of them (Ogina, 2017) especially OOF DHs. Tapala et al. (2022) conclude that OOF DHs may know what is expected from them however, their supporting role in out-of-field subjects areas requires regular training.

In addition, the findings confirmed that OOF DHs see their lack of subject knowledge of OOF subjects as a hindrance to performing some of their roles. Furthermore, the findings of the study show that a lack of subject knowledge in OOF subjects leads to a lack of approaches and techniques that can assist educators in tackling topics in their classes. It emerged from the findings that the challenge of giving support on techniques and approaches is not the only hindrance relating to subject knowledge but OOF DHs also could not provide guidance on the quality of assessment and cognitive levels during pre-and post-moderation, which makes them feel clueless and useless at their role. Moreover, regarding monitoring teaching and learning through pre- and post-moderation, the findings reveal that OOF DHs find it difficult to perform this role because of a lack of skills, knowledge and training. The findings of this study also revealed that curriculum change makes it difficult to support teaching and learning for OOF

subjects as this is an ongoing battle of learning new things and there is no stability in learning and mastering OOF subjects for them, because of constant modifications to the curriculum.

Significantly, the findings of this study revealed that DHs are overloaded with work and there is not enough time to complete all the required roles. The participants in this study confirmed that because of the amount of work they have, they find it necessary to allocate extra time to be able to complete all their tasks. DHs explained that they work some hours before school begins, during work hours, after school hours, at weekends, and on holidays and sometimes take work home to ensure all their duties are completed. The amount of time participants spend on their work is evidence of how dedicated they are to their work, but it also proves that DHs are overloaded, and above this they manage subjects they are not familiar with. The findings also revealed that DHs have numerous roles aside from supporting teaching and learning for their departments. DHs commented that they are also educators with teaching subjects and because of the school size some DHs have up to five periods daily which leads to them struggling to juggle the various roles which can be stressful if they are unable to perform all roles within the allocated hours of work. According to Dube-Xaba and Makea's (2018) findings, OOF DHs admitted that most of the difficulties they face in out-of-field subjects, like tourism, don't arise when they are supporting their major subjects. Hence OOF DHs dedicate extra hours to their work to complete their duties.

5.6 Conclusions

The Departmental Heads have a relatively common understanding of their roles and they confirm doing what is stated in different departmental policies. The findings indicated how OOF DHs' roles are performed. From the findings, it can be concluded that there are no unique roles that OOF DHs play as compared to those supporting teaching and learning in their major subjects. However, it can be argued that in the OOF context, leadership of a department is a shared role to accommodate the shortcomings mentioned by participants. It is apparent from the findings that there is no single strategy for performing the same role for OOF DHs, but they apply different strategies to perform common roles. Studying the findings on enabling factors, I can conclude that there are shared factors that make supporting teaching and learning easier. Furthermore, I conclude that there are certain skills DHs need to acquire in order to support teaching and learning out-of-field subjects. These skills include communication, problem solving, strategic thinking and delegation. Drawing from the participants' utterances about how

OOF DHs conduct pre- and post-moderation, I can conclude that their moderating is done mostly for compliance rather than to ensure quality and enhance teaching. The lack of subject knowledge and a skills deficit are some of the factors stated by OOF DHs that force them to perform compliance moderation. It is also evident from the study that Departmental Heads face several common challenges that these come with a series of emotions related to supporting teaching and learning out-of-field subjects. I can conclude that leadership in the context of OOF that DHs experience is similar to the experiences of OOF educators. For instance, both OOF educators and participants in this study experience conflict, self-doubt, a lack of confidence, stress and dissatisfaction when dealing with OOF subjects. The hindrances OOF DHs face also come with opportunities such as networking with neighbouring educators, DHs and subject advisors. I can also conclude that these networks are useful for OOF DHs in urgent situations where they require support or guidance.

5.5 Recommendations

Given what had emerged in this research, this section presents the recommendations for both practice and further research.

5.5.1 Recommendations for practice

The study concluded that departmental visions and goals are beneficial and therefore I recommend standardising the creation of a vision and goal statement for every school department. The Department of Basic Education should consider making the position of subject heads an official role given the findings of this study, as it reflects that they can complement the OOF DHs. The PLC meetings attended by OOF DHs prove to be a working system of sharing challenges and working strategies. Therefore, I recommend that PLCs be mandatory for all DHs to ensure continuous development for all DHs, especially OOF DHs. Since the findings of this study suggest that pairing educators with those who have majored in neighbouring schools is a working strategy. I recommend that this collaboration be made official, where schools are paired during orientation workshops at the beginning of the year and these pairs can be reshuffled every three (3) years. It is evident from the study that the workshops attended by educators are beneficial to OOF DHs, so I recommend that the workshops should be intensified so that educators are thoroughly supported and encouraged to attend. The findings suggest a strong need for intervention training which can also assist subject advisors to do school visits in support of OOF DHs. Therefore, I recommend that the subject

advisors link with OOF DHs to equip them with relevant skills and knowledge which can cater for the roles tasked to them.

This may also be done through virtual meetings because of the work overload OOF DHs' report and taking time off work may lead to delays in completing their roles as leaders for learning. Considering the findings of the study, there is more that still needs to be done for the OOF DHs to perform their roles effectively. I recommend that the Department of Basic Education arrange ongoing subject specialisation workshops for OOF DHs. This might be done through circuit or cluster meetings to encourage participation, and foster interactions and engagement by all OOF DHs.

5.5.2 Recommendations for further research

The study encourages further research particularly with regard to OOF DHs experiences of supporting OOF subjects. Since this study was conducted in the uMgungundlovu district as a small-scale study with eight participants. I strongly recommend a similar study but on a larger scale. The study may also include educators in schools supported by OOF DHs to share their views about their experience of being supported by OOF DHs in teaching and learning.

5.6 Final word

The purpose of this study was to explore the lived experiences of OOF DHs in how they support teaching and learning in their departments. There are numerous perspectives offered by different scholars describing the support of teaching and learning. Literature shows that DHs are curriculum leaders who should provide curriculum support for their educators to achieve the goals and vision of their schools, which is achieving positive learner outcomes. The findings of this study emphasise that the OOF DHs understood their roles in supporting teaching and learning and have several strategies for ensuring that their roles are successfully executed. In addition, the findings indicate that as much as there are factors that make supporting teaching and learning easy, there are more hindrances than enablers which shows how challenging their roles are. Leadership for learning theory as the theoretical framework underpinning this study corresponds well with the practices, particularly in relation to DHs being leaders of learning for their departments, as encouraged by LFL.

REFERENCES

- Adom, D., & Hussein, E. K. (2018). Theoretical and Conceptual Framework: Mandatory Ingredients Engineering. *International Journal of Science and Research*, 7(1), 438-441.
- Adu-Gyamfi, K., & Okech, A. (2010). Ethics in research in mathematics education. *Journal of Academic Ethics*, 8, 129-135.
- Ahlin, E. M. (2019). *Semi-structured interviews with expert practitioners: Their validity and significant contribution to translational research*. Sage Publications.
<http://dx.doi.org/10.4135/9781526466037>
- Albashiry, N. M., Voogt, J. M., & Pieters, J. M. (2016). Curriculum leadership in action: A tale of four community college heads of department leading a curriculum development project. *Community College Journal of Research and Practice*, 40(5), 401–413.
<https://doi.org/10.1080/10668926.2015.1065775>
- AlFarraj, O., Alalwan, A. A., Obeidat, Z. M., Baabdullah, A., Aldmour, R., & Al-Haddad, S. (2021). Examining the impact of influencers' credibility dimensions: attractiveness, trustworthiness and expertise on the purchase intention in the aesthetic dermatology industry. *Review of International Business and Strategy*, 31(3), 355-374.
- Alviz, R. (2019). Roles of Department Head: Key to School Improvement. *International Journal of Engineering Science and Computing*, 6(5), 1922-1926.
- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management*, 5(1), 6-14.
- Andrews, T. C., & Lemons, P. P. (2015). It's personal: Biology instructors prioritize personal evidence over empirical evidence in teaching decisions. *CBE—Life Sciences Education*, 14(1), ar7.
- Anikin, V. (2017). Human capital: Genesis of basic concepts and interpretations. *Journal of economic sociology-ekonomicheskaya sotsiologiya*, 18(4), 120-156.
- Armstrong, D. E., & Woloshyn, V. E. (2017). Exploring the Tensions and Ambiguities of University Department Chairs. *Canadian Journal of Higher Education*, 47(1), 97-113.

- Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative sociology*, 42, 139-160.
- Aureada, J. U. (2021). The Instructional Leadership Practices of School Heads. *International Journal of Educational Management and Development Studies*, 2(2), 75 - 89.
- Bakir, N., Devers, C., & Hug, B. (2016). Affordances and constraints of a blended course in a teacher professional development program. *Journal of Educational Multimedia and Hypermedia*, 25(4), 323-341.
- Bantwini, B. (2017). Analysis of teaching and learning of natural sciences and technology in selected Eastern Cape province primary schools, South Africa. *Journal of Education*, (67), 39-64.
- Bass, B. M., & Stogdill, R. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications*. Simon and Schuster.
- Bassett, M., & Robson, J. (2017). The two towers: The quest for appraisal and leadership development of middle leaders online. *Journal of Open, Flexible and Distance Learning*, 21(2), 20-30.
- Beckera, J. D., & Schad, M. (2022). Understanding the Lived Experience of Online Learners: Towards a Framework for Phenomenological Research on Distance Education. *Online Learning*, 26(2), 296-322.
- Bertram, C., & Christiansen, I. (2014). *Understanding research: An introduction to reading research*. Van Schaik Publishers.
- Bertram, C. A., Mthiyane, C. C. N., & Naidoo, J. (2021). The tension between curriculum coverage and quality learning: The experiences of South African teachers. *International Journal of Educational Development*, 81, 102353.
- Bhengu, S. P. (2022). *Leading for quality teaching and learning: a case study of six departmental heads in three secondary schools within the Pinetown district* [Doctoral dissertation, University of KwaZulu-Natal]. University of KwaZulu-Natal Research Space. <https://researchspace.ukzn.ac.za/handle/10413/22311>
- Blatchford, P., & Russell, A. (2019). Class size, grouping practices and classroom management. *International Journal of Educational Research*, 96, 154-163.

- Blatchford, P., & Russell, A. (2020). *Rethinking Class Size: The complex story of impact on teaching and learning*. UCL Press.
- Blose, S., & Khuzwayo, N. Q. (2023). Teacher leadership in action: An inquiry into the lived experiences of subject heads in secondary schools. *International Journal of Leadership in Education*, 26(2), 244-259.
- Boco Jr, N. O., & Abadiano, M. N. (2020). The existence of out-of-field science teachers: a case in Samar national school, catbalogan city, Samar Philippines. *Journal of Critical Reviews*, 7(12), 2490-2499.
- Börü, N. (2018). The Factors Affecting Teacher-Motivation. *International Journal of Instruction*, 11(4), 761-776
- Bowe, R., Ball, S. J., & Gold, A. (2017). *Reforming education and changing schools: Case studies in policy sociology* (10th ed.). Routledge. <https://doi.org/10.4324/9781315412122>.
- Budak, A. (2015). The impact of a standards-based mathematics curriculum on students' mathematics achievement: The case of investigations in number, data, and space. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(6), 1249-1264.
- Bugwak, E. R. (2021). Travails of out-of-field teachers: A qualitative Inquiry. *Journal of World Englishes and Educational Practices*, 3(2), 36-57.
- Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T. (2021). Exploring managerial skills of Pakistan Public Universities (PPUs)' middle managers for campus sustainability. *Journal of Sustainable Finance & Investment*, 1-19.
- Bush, T. (2018). Preparation and induction for school principals: Global perspectives. *Management in Education*, 32(2), 66-71.
- Bush, T., Joubert, R. Kiggundu, R. & Van Rooyen, J. (2009). Managing teaching and learning in South Africa. *International Journal of Educational Development*, 30(2), 162-168.
- Buthelezi, C. N. (2017). *Leadership for learning: a case study of three secondary schools in the Umlazi district of KwaZulu-Natal* [Doctoral dissertation, University of KwaZulu-Natal]. University of KwaZulu-Natal Research Space <https://researchspace.ukzn.ac.za/handle/10413/17717>

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Brody, D. L., & Hadar, L. L. (2015). Personal professional trajectories of novice and experienced teacher educators in a professional development community. *Teacher development*, 19(2), 246-266.
- Brown, A., Myers, J., & Collins, D. (2021). How pre-service teachers' sense of teaching efficacy and preparedness to teach impact performance during student teaching. *Educational Studies*, 47(1), 38–58. <https://doi.org/10.1080/03055698.2019.1651696>.
- Bryman, A. 2012. Social research methods. 4th Edition. Oxford: Oxford University Press.
- Cardno, C., Rosales-Anderson, N., & McDonald, M. (2017). Documentary analysis hui: an emergent bricolage method for culturally responsive qualitative research. *MAI Journal*, 6(2), 143-154
- Cardno, C. (2018). Policy Document Analysis: A Practical Educational Leadership Tool and a Qualitative Research Method. *Educational Administration: Theory & Practice*, 24(4), 623-640.
- Carter, S., & Abawi, L.-A. (2018). Leadership, Inclusion, and Quality Education for All. *Australasian Journal of Special and Inclusive Education*, 42(01). <https://doi.org/10.1017/jsi.2018.5>
- Chabalala, G., & Naidoo, P. (2021). Teachers' and middle managers' experiences of principals' instructional leadership towards improving curriculum delivery in schools. *South African Journal of Childhood Education*, 11(1), 1-10.
- Chaula, L. (2023). School heads' clinical supervision practices and emerging teacher emotions in Tanzania secondary schools. *Heliyon*, 9(1).
- Chatturgoon, S. (2008). *An exploration into teachers' perceptions on teacher leadership and their motivational levels to engage in leadership roles at school* [Doctoral dissertation, University of KwaZulu-Natal]. University of KwaZulu-Natal Research Space <http://hdl.handle.net/10413/846>

- Chiororo, F. (2020). *Leadership for learning in Zimbabwean secondary schools: narratives of school heads* [Doctoral dissertation, University of KwaZulu-Natal]. University of KwaZulu-Natal Research Space <https://researchspace.ukzn.ac.za/handle/10413/18905>
- Christie, P. & Monyokolo, M., 2018. Learning About Sustainable Change in Education in South Africa: The Jika Imfundo Campaign 2015-2017.
- Christie, P., Sullivan, P., Duku, N., & Gallie, M. (2010). *Researching the need: School leadership and quality of education in South Africa*. Report prepared for Bridge, South Africa and Ark, UK.
- Coetzee, E. (2015). A South African educational crisis? Promoting quality education through the elimination of out-of-field teaching. *Journal of Educational Studies*, 2015(si-1), 90108.
- Cohen, L., Manion, L., Morrison, K., & Morrison, R. B. (2007). *Research methods in education*. Routledge.
- Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education* (7th ed.). Routledge
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Cohen, S. (2017). *Against criminology*. Routledge.
- Creswell, J. W. (2012). *Educational research*. Pearson.
- Creswell, J. W. (2014). *Research design: Qualitative, Quantitative and Mixed Method Approaches* (4th Ed). London: SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Crowther, F., Ferguson, M., & Hann, L. (2009). *Developing teacher leaders: How teacher leadership enhances school success*. Corwin Press.
- Daniel, B. K. (2019). Using the TACT framework to learn the principles of rigour in qualitative research. *Electronic Journal of Business Research Methods*, 17(3), pp118-129.

- De Nobile, J. (2017). Organisational communication and its relationships with job satisfaction and organisational commitment of primary school staff in Western Australia. *Educational Psychology*, 37(3), 380-398.
- De Nobile, J. (2018). The 'state of the art of research into middle leadership in schools. In *Sydney: Paper Presented at the Annual International Conference of the Australian Association for Research in Education*.
- Department for Education (2011). Class Size and Education in England Evidence Report (Research Report DFE-RR169). London: Department for Education.
- Department for Education (2019) School Workforce in England: November 2018. www.gov.uk/government/statistics/school-workforce-in-england-november-2018.
- Department of Basic Education (DBE), (2014a), Report on the annual national assessment of 2014, Department of Basic Education, Pretoria.
- Department of Education (1996) South African Schools Act, No. 84 Government Gazette, 377(17579).https://www.gov.za/sites/default/files/gcis_document/201409/act84of1996.pdf
- Department of Education (1998). Employment of Educators Act. Pretoria: Government Printer.
- Department of Education (1996). Norms and Standards for educators, Act 27. Pretoria: Government Printers.
- Department of Education (1998). Employment of Educators Act. Pretoria: Government Printer.
- Department of Education (1998a). Employment of Educators Act. Pretoria: Government Printer.
- Department of Education (1996c) Norms and Standards for Educators, Act 27. Pretoria: Government Printers.
- Department of Basic Education (DBE) (2011) Curriculum and Assessment Policy Statement (CAPS). Pretoria: Government Printer.
- Department of Basic Education. (2011) National Curriculum Statement Grades R–12, 11 September. South Africa <http://www.education.gov.za>.

- Department of Basic Education. (2016). Personnel Administrative Measures. Government Gazette, No. 39684. Pretoria, RSA: Government Press.
- Derrington, M. L., & Campbell, J. W. (2015). Implementing new teacher evaluation systems: Principals' concerns and supervisor support. *Journal of Educational Change*, 16, 305326.
- Dube-Xaba, Z. (2017). Influence of macro-policy factors on decision-making to select Tourism in South African schools: Implications for curriculum relevance. *African Journal of Hospitality, Tourism and Leisure*, 6(3), 1-10.
- Dube-Xaba, Z. H., & Makae, M. P. (2018). HODs' views on their capacity to conduct moderation of School Based Assessment in Tourism. *African Journal of Hospitality, Tourism and Leisure*, 7(4), 1-9.
- Du Plessis, A. E. (2005). *The implications of the out-of-field phenomenon for school management* [Doctoral thesis, University of South Africa].
- Du Plessis, A. E. (2017). *Out-of-field teaching practices: What educational leaders need to know*. Springer.
- Du Plessis, A., Carroll, A., & Gillies, R. M. (2015). Understanding the lived experiences of novice out-of-field teachers in relation to school leadership practices. *Asia-Pacific Journal of Teacher Education*, 43(1), 4-21.
- Du Plessis, A., & Eberlein, E. (2018). The role of heads of department in the professional development of educators: A distributed leadership perspective. *Africa Education Review*, 15(1), 1-19.
- Du Plessis, A. E., Wheeley, E., Klieve, H., Graotnev, D., Gramotnev, G., & Park, E. (2023). The Out-of-Field Phenomenon: Perceptive Consequences and Support Needs through the Lens of Graduating Second Career Preservice Teachers. *Journal of University Teaching and Learning Practice*, 20(1), 9.
- Edgar, S., Mbwambo, E., & Mngarah, D. (2022). Close to school supervision in Tanzania: collective views on teachers' job performance. *American Journal of Arts and Human Science*, 1(3), 10-13.
- Eisenschmidt, E., & Oder, T. (2018). Does mentoring matter? On the way to collaborative school culture. *Educational Process: International Journal*, 7(1), 7-23.

- England, F. (2022). *The Interplay of Leadership Dilemmas and HoD Mental Well-Being: Exploring the Head of Department Role in New Zealand State Secondary Schools* [Masters thesis, Auckland University of Technology].
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and social studies*, 10(4), 16-37.
- Finn, J. D. (2019). Academic and non-cognitive effects of small classes. *International Journal of Educational Research*, 96, 125-135.
- Finn, J. D., & Shanahan, M. E. (2016). Does class size (still) matter? In P. Blatchford, K. W. Chan, M. Galton, K. C. Lai, & J. C.-K. Lee (Eds.), *Class size: Eastern and Western perspectives* (pp. 121–145). Routledge.
- Flick, U. (2018). *An introduction to qualitative research*. Los Angeles: SAGE publications.
- Flückiger, B., Lovett, S., Dempster, N., & Brown, S. (2015). Middle leaders: Career pathways and professional learning needs. *Leading & Managing*, 21(2), 60–74. <http://hdl.handle.net/10072/341889>
- Fletcher, J., & Kaufer, K. (2003). Shared leadership: Paradox and possibility. In C. L. Pearce (Ed.), *Shared leadership: Reframing the hows and whys of leadership* (pp. 21–47). Sage.
- Forehand, M. (2011). *BloomsTaxonomy_210714_234210.pdf*. The University of Georgia.
- Fullan, M. (2015). Leadership from the Middle. *Education Canada*, 55(4), pp.22-26.
- Francis, D. A., & Kuhl, K. (2022). Imagining a curriculum beyond compulsory heterosexuality in South African education. *Journal of LGBT Youth*, 19(4), 469-488.
- Fullan, M. (2001). *Leading in a Culture of Change* Jossey-Bass. San Francisco, CA.
- Fullan, M. (2015). Leadership from the Middle. *Education Canada*, 55(4), pp.22-26.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. ASCD.
- Glickman, C., & Burns, R. W. (2020). *Leadership for learning: How to bring out the best in every teacher*. ASCD.
- Grix, J. (2018). *The foundations of research*. Bloomsbury Publishing.
- Gronn, P. (2009). From distributed to hybrid leadership practice. *Distributed leadership: Different perspectives*, 197-217.

- Gul, M. T., Mumtaz, M., & Shaheen, L. (2021). Does intelligence matters in teaching? Exploring the impact of teachers intelligence on teaching pedagogies of secondary school science teachers. *Multicultural Education*, 7(3).
- Gul, R., Tahir, T., Ishfaq, Umbreen (2020). Teaching as a Profession, Exploring the Motivational Factors, and the Motives to Stay in the Field of Teachin. *Ilkogretim Online - Elementary Education Online*, 2020; 19(4):4560-4565. doi: 10.17051/ilkonline.2020.04.764861.
- Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2018). A systematic review of studies on leadership models in educational research from 1980 to 2014. *Educational Management Administration & Leadership*, 46(1), 25-48.
- Greif, S., & Palmer, S. (2022). Stress and Stress Management in Coaching. In *International Handbook of Evidence-Based Coaching: Theory, Research and Practice* (pp. 863-876). Cham: Springer International Publishing.
- Grootenboer, P. (2018). *The practices of school middle leadership*. Springer.
- Grootenboer, P., Edwards-Groves, C., & Rönnerman, K. (2015). Leading practice development: Voices from the middle. *Professional Development in Education*, 41(3), 508-526.
- Grootenboer, P., Lipscombe, K., & Tindall-Ford, S. K. (2019). Middle leading and influence in two Australian schools. *Educational Management Administration & Leadership*, 48(6) 1063–1079.
- Guay, F., Lessard, V., & Dubois, P. (2016). How can we create better learning contexts for children? Promoting students' autonomous motivation as a way to foster enhanced educational outcomes. *Building autonomous learners: Perspectives from research and practice using self-determination theory*, 83-106.
- Habi, T. D. (2022). *School leadership practices in high performing rural primary schools in Lesotho: a case study* [Doctoral thesis, University of KwaZulu-Natal] University of KwaZulu-Natal Research Space. <https://researchspace.ukzn.ac.za/handle/10413/20978>
- Hall, G. E. (2015). Jere Brophy: The Texas years. *The Journal of Classroom Interaction*, 50(2), 102-106.

- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, 33(3), 329-352.
- Hallinger, P. (2010). Developing instructional leadership. In B. Davies & M. Brundrett (Eds.), *Developing successful leadership* (pp. 61–76). Springer.
- Hallinger P (2011) Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration* 49(2): 125–142.
- Hallinger, P. (2018). Principal instructional leadership. In Gene E. Hall, Linda F. Quinn, Donna M. Gollnick (Eds), *The Wiley handbook of teaching and learning*, (pp. 505-528). <https://doi.org/10.1002/9781118955901.ch21>
- Hallinger, P. and Heck, R.H. (1996). Reassessing the principal’s role in school effectiveness: a review of empirical research, 1980-1995. *Educational Administration Quarterly*, (32)1, 5-44.
- Hallinger, P., & Heck, R. H. (2002). What do you call people with visions? The role of vision, mission and goals in school leadership and improvement. In *Second international handbook of educational leadership and administration* (pp. 9-40). Dordrecht: Springer.
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School leadership and management*, 30(2), 95-110.
- Hallinger, P., & Liu, S. (2016). Leadership and teacher learning in urban and rural schools in China: Meeting the dual challenges of equity and effectiveness. *International journal of educational development*, 51, 163-173.
- Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The elementary school journal*, 86(2), 217-247.
- Hans-Gerd, R. (2017). Case study research: Approaches, methods, contribution to theory. *Journal of European Studies*, 12(1), 1-12.
- Hanuscin, D. L., de Araujo, Z., Cisterna, D., Lipsitz, K., & van Garderen, D. (2020). The renovicing of elementary teachers in science? Grade level reassignment and teacher PCK. *Journal of Science Teacher Education*, 31(7), 780–801.
- Hartzell, L. (2018). Teacher-student relationships and school effectiveness. Doctoral Dissertation, Point Park University.

- Harris, A., & Jones, M. (2017). Middle leaders matter: reflections, recognition, and renaissance. *School Leadership & Management*, 37(3), 213-216.
- Harris, A., Jones, M., Ismail, N., & Nguyen, D. (2019). Middle leaders and middle leadership in schools: Exploring the knowledge base (2003–2017). *School Leadership & Management*, 39(3-4), 255-277.
- Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case study research: Foundations and methodological orientations. *Forum qualitative Sozialforschung/Forum: qualitative social research* (18)1.
- Hauptfleisch, M. (2022). *Teachers' experiences of the heads of departments' instructional leadership role in primary school* [Masters dissertation, University of Johannesburg]. <http://hdl.handle.net/102000/0002>
- Henning, E, Gravett, S & van Rensburg, W. (2004). *Finding your way in qualitative research* (2nd ed). Van Schaik Publishers.
- Hobbs, L., & Törner, G. (2019). Teaching out-of-field as a phenomenon and research problem. *Examining the Phenomenon of “Teaching Out-of-field” International Perspectives on Teaching as a Non-specialist*, 3-20.
- Hobbs, L., & Törner, G. (Eds.). (2019). *Examining the phenomenon of “teaching out-of-field”:* *International perspectives on teaching as a non-specialist*. Springer.
- Hobbs, L., & Törner, G. (2019a). Teaching out-of-field as a phenomenon and research problem. In L. Hobbs & G. Törner (Eds.), *Examining the phenomenon of “teaching outof-field”:* *International perspectives on teaching as a non-specialist* (pp. 3–20). Springer. https://doi.org/10.1007/978-981-13-3366-8_1.
- Hobbs, L., & Porsch, R. (Eds.). (2022). *Out-of-field teaching across teaching disciplines and contexts*. Springer.
- Ikram, M., & Kenayathulla, H. B. (2022). Out of touch: comparing and contrasting positivism and interpretivism in social science. *Asian Journal of Research in Education and Social Sciences*, 4(2), 39-49.
- Ingersoll, R. M. (2019). Measuring out-of-field teaching. Examining the Phenomenon of Teaching Out-of-Field. *International Perspectives on Teaching as a non-specialist*. Singapore: Springer.

- Jao, L., & McDougall, D. (2016). Moving beyond the barriers: Supporting meaningful teacher collaboration to improve secondary school mathematics. *Teacher Development*, 20(4), 557-573.
- Javadi, V., Bush, T., & Ng, A. (2017). Middle leadership in international schools: Evidence from Malaysia. *School Leadership & Management*, 35(7), 476–499. <https://doi.org/10.1080/13632434.2017.1366439>.
- Kajee, L. (2011). Literacy journeys: home and family literacy practices in immigrant households and their congruence with schooled literacy. *South African Journal of Education*, 31(3), 434-446.
- Kasim, N. M., Zakaria, M. N., & Basran, H. (2015). Leadership styles of school middle managers in secondary school: Implication on education performance. *Editors*, 346.
- Khanyi, J. G., & Naidoo, P. (2020). Principals'role in leadership capacity development of post level one teachers for school leadership. *Perspectives in education*, 38(2), 168-184.
- Khatete, I. (2020). *Monitoring and Evaluation of Teacher Effectiveness, A Case of Teacher Performance Appraisal and Development Tool in Public Secondary Schools in Nyandarua South Sub-County, Kenya* [Doctoral dissertation, university of Nairobi].
- Khoza, S. B. (2015). Student teachers' reflections on their practices of the curriculum and assessment policy statement. *South African Journal of Higher Education*, 29(4), 179-197.
- Khumalo, V. P. (2014). *The school as a curriculum management site in an era of curriculum change* [Doctoral dissertation, University of South Africa].
- Kim, E. G. (2015). Out-of-field secondary school teachers in Korea: Their realities and implications. *KEDI Journal of Educational Policy*, 8(1).
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120-124.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *The American journal of occupational therapy*, 45(3), 214-222.
- Kuzminov, Y., Sorokin, P., & Froumin, I. (2019). Generic and specific skills as components of human capital: New challenges for education theory and practice. *Форматив*, 13(2), 19-41.

- Lai, K. C., Blatchford, P., & Dong, B. (2016). Eastern and Western perspectives: Educational and policy contexts and how they have shaped approaches to class size. In *Class Size* (pp. 21-39). Routledge.
- Lane, C., & Ní Ríordáin, M. (2020). Out-of-field mathematics teachers' beliefs and practices: An examination of change and tensions using zone theory. *International Journal of Science and Mathematics Education, 18*, 337-355.
- Lárusdóttir, S. H., & O'Connor, E. (2017). Distributed leadership and middle leadership practice in schools: a disconnect. *Irish Educational Studies, 36*(4), 423-438.
- Leithwood, K. (1992). The move toward transformational leadership. *Educational Leaders 49*(5), 8-12.
- Leithwood, K. (1994). Leadership for school restructuring. *Educational administration quarterly, 30*(4), 498-518.
- Leithwood, K. (2016). Department-head leadership for school improvement. *Leadership and Policy in Schools, 15*(2), 117-140.
- Leithwood, K. (2016). Department-head leadership for school improvement. *Leadership and Policy in Schools, 15*(2), 117-140.
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School effectiveness and school improvement, 17*(2), 201-227.
- Leithwood, K., Anderson, S., Mascall, B., & Strauss, T. (2010). School leaders' influences on student learning: The four paths. *The principles of educational leadership and management, 2*, 13-30.
- Leithwood, K., Sun, J., & McCullough, C. (2019). How school districts influence student achievement. *Journal of Educational Administration, 57*(5), 519-539.
- Lemon, L. L., & Hayes, J. (2020). Enhancing trustworthiness of qualitative findings: Using Leximancer for qualitative data analysis triangulation. *The Qualitative Report, 25*(3), 604-614.
- Liontas, J. I. (2023). Reimagining education is dead. Long live reimagining education! New technological innovations in second language teacher education and professional

- development. In *Second Language Teacher Professional Development: Technological Innovations for Post-Emergency Teacher Education* (pp. 13-35). Cham: Springer International Publishing.
- Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430-453.
- Liu, S., & Hallinger, P. (2022). The effects of instructional leadership, teacher responsibility and procedural justice climate on professional learning communities: A cross-level moderated mediation examination. *Educational Management Administration & Leadership*, 17411432221089185.
- Lovat, T. J. (1998). Ethics and ethics education: Professional and curricular best practice. *Curriculum perspectives*, 18(1), 1-8.
- Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational Behaviour: An Evidence-Based Approach Fourteenth Edition*. IAP.
- Mabula, M. J., Khalabai, M. E., & Simeon, M. (2023). Factors Impacting Provisioning of Learner Textbooks in Tshwane North District Schools, Gauteng Province, South Africa. *Open Access Library Journal*, 10(1), 1-17.
- Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in educational research*, 16(2), 193-205.
- Maddock, L., & Maroun, W. (2018). Exploring the present state of South African education: Challenges and recommendations. *South African Journal of Higher Education*, 32(2), 192-214.
- Magaldi, D., & Berler, M. (2020). Semi-structured interviews. *Encyclopedia of personality and individual differences*, 4825-4830.
- Mahati-Shamir, M., Neimeyer, R.A., & Pitcho-Prelorentzos, S. (2019). Designing in-depth semistructured interviews for revealing meaning reconstruction after loss. *Death Studies*, 1(8).

- Malatji, K. S., & Singh, R. J. (2018). Implications of the articulation gap between Geography learners in secondary schools and university. *Alternation Journal*, (21), 91-108.
- Maile, S. (2013). School-based quality assurance of assessment: An analysis of teachers' practices from selected secondary schools located in Tshwane North District. *International Journal of Humanities and Social Science Invention*, 2(10), 15-28.
- Malloy, N. C. (2017). *The heads of department's instructional leadership role in mathematics teaching and learning in three South African secondary schools in Pinetown District* [Doctoral dissertation, University of KwaZulu-Natal]. University KwaZuluNatal Research Space. <http://hdl.handle.net/10413/15427>
- Mampane, S. T. (2017). Training Middle Managers of South African Public Schools in Leadership and Management Skills. *Bulgarian Comparative Education Society*, 143-150.
- Manaseh, A. M. (2016). Instructional leadership: The role of heads of schools in managing the instructional programme. *International Journal of Educational Leadership and Management*, 30-47.
- Marais, P. (2016). " We can't believe what we see": Overcrowded classrooms through the eyes of student teachers. *South African Journal of Education*, 36(2), 1-10.
- Maree, K. (2007). *First steps in research*. Van Schaik Publishers.
- Maree, J. E., & Potgieter, T. (2018). Palliative chemotherapy: The perspectives and experiences of South African nurses. *Asia-Pacific Journal of Oncology Nursing*, 5(1), 77-82.
- Martim, Z., & Likoko, S. (2022). Influence of Capacity Building of Heads of Department on Implementation of Curriculum in Public Schools in Kericho County, Kenya. *International Journal of Trend in Scientific Research and Development* (6), 88-93.
- Mashaba, E.K. and Maile, S. (2021) The Impact of the School Budget on the Financial Management of the Disadvantaged Schools: A Case of Tshwane West District, South Africa. In: Harjeet, K., Ed., *Technology for Education and Employment*, National Press Associates, New Delhi, 187-196.
- Metcalfe, M. (2015). Jika iMFundo 2015-2017: Why, what and key learnings. *Learning about sustainable change in education in South Africa: the Jika iMFundo campaign, 2017*, 17-74.

- McIntyre, J., & Hobson, A. J. (2016). Supporting Masters, G. N. (2015). Planning a stronger teacher workforce. *Australian Council for Education Research*, 1-3. <https://www.teachermagazine.com.au/geoffmasters/article/planning-a-stronger-teacherworkforce>
- McIntyre, J., & Hobson, A. J. (2016). Supporting beginner teacher identity development: External mentors and the third space. *Research Papers in Education*, 31(2), 133-158.
- McMillan, J. H., & Schumacher, S. (2010). Research in Education: Evidence-Based Inquiry, MyEducationLab Series. *Pearson*.
- Mdabe, X. H. (2019). *The role of subject advisors in supporting teaching and learning: experiences of primary schools' departmental heads* [Doctoral thesis].
- Mehdinezhad, V., & Sardarzahi, Z. (2016). Leadership behaviors and its relation with principals' management experience. *Journal of New Approaches in Educational Research (NAER Journal)*, 5(1), 11-16.
- Meier, C., & West, J. (2020). Overcrowded classrooms—the Achilles heel of South African education. *South African Journal of Childhood Education*, 10(1), 1-10.
- Mestry, R. (2017). Empowering principals to lead and manage public schools effectively in the 21st century. *South African Journal of Education*, 37(1), 1-11.
- Mey, G. (2022). Qualitative methodology. In *International handbook of psychology learning and teaching* (pp. 1-26). Cham: Springer International Publishing.
- Mezmir, E. A. (2020). Qualitative data analysis: An overview of data reduction, data display, and interpretation. *Research on humanities and social sciences*, 10(21), 15-27.
- Mihas, P. (2019). Qualitative data analysis. *Oxford research encyclopedia of education*.
- Moeketsane, M., Jita, L., & Jita, T. (2021). Correlates of South African subject leaders' perspectives and their perceived competence on instructional leadership. *South African Journal of Education*, 41(1).
- Motsamai, P. C. (2016). *Differences in the quality of school-based assessment: Evidence for Grade 9 mathematics achievement* (Doctoral dissertation, University of Pretoria).
- Munhall, P. (Ed.). (2012). *Nursing research*. Jones & Bartlett Learning.

- Mnyende, P. E., Ncwane, S. H., & Bhengu, T. T. (2022). Leadership for learning at district level: Lessons from circuit managers working in deprived school contexts. *Educational Management Administration & Leadership*, 50(1), 99-120.
- Mpisane, B. B. (2015). *The role of high school heads of department as leaders of learning* (Doctoral dissertation).
- Mpolokeng, T.E. (2017). Financial Management and Fundraising Strategies for Quintile 1 and 2 Secondary Schools in the Free State Province. Doctoral Dissertation, Welkom Campus: Central University of Technology, Free State.
- Mthiyane, N., Naidoo, J., & Bertram, C. (2015). Balancing monitoring and support: The role of HoDs in curriculum coverage. *Learning about sustainable change in education in South Africa*, 169.
- Mulford, B., & Silins, H. (2009). Revised models and conceptualisation of successful school principalship in Tasmania. In *Successful school principalship in Tasmania* (pp. 157-183). University of Tasmania.
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1-4.
- Murphy, L. (2005). Transformational leadership: a cascading chain reaction. *Journal of nursing management*, 13(2), 128-136.
- Murphy, J., & Bleiberg, J. F. (2019). School turnaround policies and practices in the US: Learning from failed school reform. Cham, Switzerland: Springer.
- Murphy, J., Elliott, S. N., Goldring, E., & Porter, A. C. (2007). Leadership for learning: A research-based model and taxonomy of behaviors. *School leadership and management*, 27(2), 179-201.
- Murphy, J., Louis, K. S., & Smylie, M. (2017). Positive school leadership: How the professional standards for educational leaders can be brought to life. *Phi Delta Kappan*, 99(1), 21-24.
- Musundire, A., & Dreyer, J. M. (2019). Effectiveness of the clinical supervision strategy as a tool for improving teaching quality: perceptions of South African school-based managers and educators. *Africa Education Review*, 16(2), 109-125.

- Naicker, L. (2016). *Leadership for learning: lived experiences of foundation phase heads of department* (Doctoral dissertation).
- Naicker, I., Chikoko, V., & Mthiyane, S. E. (2013). Instructional leadership practices in challenging school contexts. *Education as change*, 17.
- Nalla, R. C., & Camaya, D. M. (2023). Adaptability of the Novice School Heads on the Dimensions of Leadership Practices in SDO City of Malolos: Basis for Technical Assistance.
- Nemaston, A. R. (2020). *Novice teachers' experience of support from the Head of Department in primary schools* (Doctoral dissertation, University of Pretoria).
- Nene, L. G. (2019). *Exploring SMTs' experiences in the supervision of CAPS at South African Primary School in Pinetown District* [Doctoral dissertation, University of KwaZulu-Natal]. University of KwaZulu-Natal Research Space. <http://hdl.handle.net/10413/15427>.
- Ngcobo, K. H. (2020). *Exploring teachers' experiences on the role of subject advisors in supporting teaching and learning in secondary schools in deprived contexts* [Doctoral dissertation].
- Ngcobo, S. N. (2021). *Instructional leadership in the midst of the COVID-19 pandemic: a case study of departmental heads in rural secondary schools* [Doctoral dissertation, University of KwaZulu-Natal]. University of KwaZulu-Natal Research Space. <https://researchspace.ukzn.ac.za/handle/10413/20484>.
- Ngole, D. M., & Mkulu, D. G. (2021). The role of school heads' supervision in improving quality of teaching and learning: a case of public secondary school in Ilemela district Mwanza Tanzania. *Int. J. Engl. Literat. Soci. Sci*, 6(1), 59-73.
- Nixon, L. A. (2017). *School Leaders Decision-Making Process for Academic Program Placement: A Phenomenological Study* [Doctoral dissertation, East Tennessee State University].
- Nixon, R. S., Luft, J. A., & Ross, R. J. (2017). Prevalence and predictors of out-of-field teaching in the first five years. *Journal of Research in Science Teaching*, 54(9), 1197-1218.
- Nieuwenhuis, J. (2007). Introducing qualitative research. In, K. Maree (Ed.), *First steps in Research* (4th ed.). (pp. 46-68). Pretoria: Van Schaik Publishers.

- Nkambule, G., & Amsterdam, C. (2018). The realities of educator support in a South African school district. *South African Journal of Education, 38*(1).
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-based nursing*.
- Norman, J. E., Lawton, J., Stock, S. J., Siassakos, D., Norrie, J., Hallowell, N., ... & Whyte, S. (2021). Feasibility and design of a trial regarding the optimal mode of delivery for preterm birth: the CASSAVA multiple methods study. *Health Technology Assessment, 25*(61).
- Nzama, N. M. (2021). *Teachers' experiences of teaching agricultural economics to grade 12 learners: a case study of two high schools in Ugu District, KwaZulu-Natal* [Doctoral dissertation, University of KwaZulu-Natal]. University of KwaZulu-Natal Research Space. <https://researchspace.ukzn.ac.za/handle/10413/19867>
- Ogbeifun, L., & Shobande, O. A. (2022). A reevaluation of human capital accumulation and economic growth in OECD. *Journal of Public Affairs, 22*(4), e2602.
- Ogina, T. A. (2017). How heads of departments understand their roles as instructional leaders: A South African study. *International Journal of Educational Sciences, 18*(1-3), 224-230.
- Olamo, T. G., Mengistu, Y. B., & Dory, Y. A. (2019). Challenges hindering the effective implementation of the harmonized modular curriculum: the case of three public universities in Ethiopia. *Creative Education, 10*(7), 1365-1382.
- Olibie, E. I., Mozie, M. E., & Egboka, P. N. (2016). Curriculum competences manifested by public and private secondary school administrators for clinical supervision in Anambra State. *European Journal of Education Studies*.
- Osai, J. A., Amponsah, K. D., Ampadu, E., & Commey-Mintah, P. (2021). Teachers' experiences with overcrowded classrooms in a basic school in Ghana. *International Online Journal of Primary Education, 10*(1), 73-88.
- Osanloo, A., & Grant, C. (2016). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house". *Administrative issues journal: connecting education, practice, and research, 4*(2).

- Otálora, C. M., & Jaime Hernández, Y. M. (2019). *The Implementation of a Professional Learning Community to Support Out-of-Field Teachers* [Doctoral thesis, Corporación Universitaria Minuto de Dios].
- Özdemir, M., & Demircioğlu, E. (2015). Distributed leadership and contract relations: Evidence from Turkish high schools. *Educational Management Administration & Leadership*, 43(6), 918-938.
- McFarland, T. D., & Parker, R. (1990). *Expert systems in education and training*. Educational Technology.
- Pendergast, D., Deagon, J., Du Plessis, A., McManus, S., & Blayney, B. (2022). Out-of-field teaching and Home Economics: Incidence and impacts. Global insights from the field. *International Journal of Home Economics*, 15(2), 213-233. Republic of South Africa. 1998. Employment of Educators Act 76 of 1998. Pretoria: Government Printers.
- Pham, L. T. M. (2018). Qualitative approach to research a review of advantages and disadvantages of three paradigms: Positivism, interpretivism and critical inquiry. *University of Adelaide*.
- Pillay, V. (2020). Jika iMfundo: a South African study of ‘turning education around’ through improved curriculum coverage. *Professional Development in Education*, 46(2), 229-244.
- Ployhart, R. E. (2021). Resources for what? Understanding performance in the resource-based view and strategic human capital resource literatures. *Journal of Management*, 47(7), 1771-1786.
- Pretorius, J. (2017). Teaching English as Home language in overcrowded and multilingual foundation phase classrooms in the Tshwane-West District. *dissertation, University of South Africa, Pretoria*.
- Rahayu, E., & Osman, S. (2019). Riding out the storm: Out-of-field teaching practice in Indonesia. *Humaniora*, 10(2), 161–166. <https://doi.org/10.21512/humaniora.v10i2.5628>
- Rahayu, E., & Osman, S. (2022). Unravelling Indonesian Out-of-Field Science Teachers’ Learning at Work. *Humaniora*, 13(1), 17-22.

- Rahi, S. (2017). Research design and methods: A systematic review of research paradigms, sampling issues and instruments development. *International Journal of Economics & Management Sciences*, 6(2), 1-5
- Rijal, P. (2020). *Causes of Low Performance in Mathematics* (Doctoral dissertation, Department of Mathematics Education).
- Republic of South Africa. 1998. The Education Labour Relations Council Resolution 8 of 1998. Pretoria: Government Printer.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational administration quarterly*, 44(5), 635-674.
- Rönnerman, K. (2015). Commentary: The Importance of Generating Middle Leading Through Action Research for Collaborative Learning. *LEARNing Landscapes*, 8(2), 33-38.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
- Sakhayedwa, M. C. (2022). *The influence of post-provisioning norms on quality curriculum delivery and management in secondary schools* [Doctoral dissertation, Univesity of South Africa].
- Sartori, R., Costantini, A., Ceschi, A., & Tommasi, F. (2018). How do you manage change in organizations? Training, development, innovation, and their relationships. *Frontiers in psychology*, 9, 313.
- Schueler, S., Roesken-Winter, B., Weißenrieder, J., Lambert, A., & Römer, M. (2015). Characteristics of out-of-field teaching: Teacher beliefs and competencies. In *CERME 9Ninth Congress of the European Society for Research in Mathematics Education* (pp. 3254-3261).
- Seobi, B.A., & Wood, L. (2016). Improving the instructional leadership of heads of department in under-resourced schools: A collaborative action-learning approach. *South African Journal of Education*, 36(4), 1-14.
- Setia, M. S. (2016). Methodology series module 5: Sampling strategies. *Indian journal of dermatology*, 61(5), 505.

- Shah, C., Richardson, P. W., Watt, H. M., & Rice, S. (2022). 'Out-of-Field' Teaching in Mathematics: Australian Evidence from PISA 2015. In *Out-of-Field Teaching Across Teaching Disciplines and Contexts* (pp. 71-96). Singapore: Springer Nature Singapore.
- Shaked, H., & Schechter, C. (2017). Systems thinking among school middle leaders. *Educational Management Administration & Leadership*, 45(4), 699-718.
- Siatun, S. (2020). The Efforts of The Headmaster In Improving The Ability Of Teachers To Manage The Learning Process Through The Implementation Of Clinical Supervision In Sdn Wonorejo V/316 Surabaya. *Al Ibtidaiyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 1(2).
- Singerin, S. (2021). The impact of academic supervision on teacher pedagogical competence and teacher performance: The role moderating by teacher efficacy. *International Journal of Elementary Education*, 5(3), 496-504.
- Singh, H. (2021). *Understanding and Supporting Science Teachers Teaching Outside Their Expertise: Studies of Teachers and Those Who Support Them*. [Doctoral thesis, University of Georgia].
- Skaalvik, C. (2020). School principal self-efficacy for instructional leadership: relations with engagement, emotional exhaustion and motivation to quit. *Social Psychology of Education*, 23(2), 479-498.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Sparks, D., & Loucks-Horsley, S. (1989). Five models of staff development for teachers. *Journal of staff development*, 10(4), 40-57.
- Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. *Educational researcher*, 30(3), 23-28.
- Stephenson, J. (Ed.). (2018). *Teaching & learning online: new pedagogies for new technologies*. Routledge.
- Strelan, P., Osborn, A., & Palmer, E. (2020). The flipped classroom: A meta-analysis of effects on student performance across disciplines and education levels. *Educational Research Review*, 30, 100314.

- Tanjung, B. N. (2020). Education Supervision in Increasing Competence Teachers in Curriculum 2013 (Study of Education Management Analysis). *Britain International of Linguistics Arts and Education (BIO LAE) Journal*, 2(2), 560-566.
- Tapala, T. T. (2019). *Curriculum leadership training programme for heads of departments in secondary schools* [Doctoral dissertation, North-West University (South Africa)].
- Tapala, T. T. (2020). The need for curriculum leadership training programmes for heads of departments as members of school management teams
- Tapala, T. T. (2021). School leadership and curriculum management for quality teaching and learning by school management teams. *School Leadership for Democratic Education in South Africa*, 134-148.
- Tapala, T. T., Fuller, M., & Mentz, K. (2022). Perceptions of departmental heads on their curriculum leadership roles: voices from South Africa. *Leadership and Policy in Schools*, 21(4), 816-829.
- Tapala, T. T., Van Niekerk, M. P., & Mentz, K. (2021). Curriculum leadership barriers experienced by heads of department: a look at South African secondary schools. *International Journal of Leadership in Education*, 24(6), 771-788.
- Taylor, J., Banilower, E., & Clayton, G. (2020). National trends in the formal content preparation of US science teachers: Implications of out-of-field teaching for student outcomes. *Journal of Science Teacher Education*, 31(7), 768-779.
- Teti, M., Schatz, E., & Liebenberg, L. (2020). Methods in the time of COVID-19: the vital role of qualitative inquiries. *International Journal of Qualitative Methods*, 19, 1609406920920962.
- Theofanidis'D., & Fountouki, A. (2018). Limitations and delimitations in the research. *Perioperative and nursing*, 7(3), 155- 163.
- Thomas, G. (2021). How to do your case study. *How to do your case study*, 1-320.
- Thomson, D. H. (2017). An assessment of approaches to quality in education. *Australian Journal of Education*, 51(4), 75-89.
- Thorn, B., & Brasche, I. (2015). Musical experience and confidence of pre-service primary teachers. *Australian Journal of Music Education*, (2), 191-203.

- Tian, M., Risku, M., & Collin, K. (2016). A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus. *Educational Management Administration & Leadership*, 44(1), 146-164.
- Torres, A. C. (2016). Is this work sustainable? Teacher turnover and perceptions of workload in charter management organizations. *Urban Education*, 51(8), 891-914
- United Republic of Tanzania (2019). Education sector performance report (2018/2019), Tanzania mainland.
- United Republic of Tanzania (2019). Education sector performance report (2018/2019), Tanzania mainland.
- Usman, Y. D. (2016). Educational Resources: An Integral Component for Effective School Administration in Nigeria. *Online Submission*, 6(13), 27-37.
- Valckx, J., Devos, G., & Vanderlinde, R. (2018). Exploring the relationship between professional learning community characteristics in departments, teachers' professional development, and leadership. *Pedagogische studiën*, 95(1), 34-55.
- Valckx, T., Cator, E. A., & Heres, J. (2019). Stochastic effects of customers on peak loads in a power distribution grid. *Radboud University Nijmegen (Master's thesis)*.
- Valdivieso, P. (2020). School Leaders and Inclusive Education in Peru: A Case Study of Principal Leadership in an Effective Inclusive School. *International Journal of Innovative Business Strategies*, 6(2). <https://doi.org/10.20533/ijibs.2046.3626.2020.0058>
- Vale, C., Campbell, C., Speldewinde, C., & White, P. (2020). Teaching across subject boundaries in STEM: Continuities in beliefs about learning and teaching. *International Journal of Science and Mathematics Education*, 18, 463–483. <https://doi.org/10.1007/s10763-019-09983-2>.
- Valle, F., Almager, I. L., Molina, R., & Claudet, J. (2015). Answering the call for 21st century instructional leadership: A case study of a school district and university job-embedded aspiring leaders' partnership. *Open Journal of Leadership*, 4(03), 86.
- Vellem, M. (2015). Factors contributing towards the decline in enrolment of learners in the rural Junior Secondary Schools in the Qumbu District of Education of South Africa.

- Vanblaere, B. (2016). *Working together, learning together?: a study into professional learning communities and experienced teachers' learning outcomes* (Doctoral dissertation, Ghent University).
- Van Meeuwen, P. V., Huijboom, F., Rusman, E., Vermeulen, M., & Imants, J. (2020). Towards a comprehensive and dynamic conceptual framework to research and enact professional learning communities in the context of secondary education. *European journal of teacher education*, 43(3), 405-427.
- Van Staden, S., & Motsamai, P. (2017). Differences in the quality of school-based assessment: Evidence in Grade 9 mathematics achievement. *Pythagoras*, 38(1), 1-10.
- Varpio, L., Paradis, E., Uijtdehaage, S., & Young, M. (2020). The distinctions between theory, theoretical framework, and conceptual framework. *Academic Medicine*, 95(7), 989-994.
- Veriava, F., Thom, A. & Hodgson, T.F. (2017) Basic Education Rights Handbook: Education Rights in South Africa. Section 27. <https://section27.org.za/basic-education-handbook>
- Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The qualitative report*, 20(2), 134-152.
- Yin, R. K. (2009). *Case study research: Design and methods* (Vol. 5). sage.
- Yin, R. K. (2014). Case study research.
- Wagner, M., Gegenfurtner, A., & Urhahne, D. (2020). Effectiveness of the flipped classroom on student achievement in secondary education: A meta-analysis. *Zeitschrift für Pädagogische Psychologie*.
- Weldon, P. R. (2016). *Out-of-field teaching in Australian secondary schools* (6th ed.). Australian Council for Educational Research.
- Wilson, B. L., & Corcoran, T. B. (1988). Successful secondary schools: Visions of excellence in American public education. (*No Title*).
- Wood, R. (2019). Students' motivation to engage with science learning activities through the lens of self-determination theory: Results from a single-case school-based study. *Eurasia Journal of Mathematics, Science & Technology Education*.
- Wurster, K. G., Kivlighan, D. M., & Foley-Nicpon, M. (2020). Does person-group fit matter? A further examination of hope and belongingness in academic enhancement groups.

APPENDIX A: DBE SCHOOL'S GATEKEEPER LETTER



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 382 1063

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma

Ref.:2/4/8/57

Mrs KF Gumede
1441161 B Henley Dam Village
PIETERMARITZBURG
3201


Dear Mrs Gumede

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "SUPPORTING TEACHING AND LEARNING IN THE OUT-OF-FIELD SUBJECTS: A CASE STUDY OF DEPARTMENTAL HEADS", 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 17 April 2023 to 31 March 2026.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMGUNGUDLOVU DISTRICT


Mr GN Ngcobo
Head of Department: Education
Date: 20 April 2023

GROWING KWAZULU-NATAL TOGETHER

APPENDIX B: UKZN ETHICAL CLEARANCE



06 June 2023

Khethiwe Frances Gumede (222122079)
School Of Education
Pietermaritzburg Campus

Dear KF Gumede,

Protocol reference number: HSSREC/00005603/2023

Project title: Supporting teaching and learning in the out-of-field subjects: a case study of departmental heads

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 10 May 2023 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

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

This approval is valid until 06 June 2024.

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

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

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

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

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

APPENDIX C: PRINCIPAL INFORMEND CONSENT

[REDACTED]
Date: 03 August 2023

Dear [REDACTED]

RE: INFORMED CONSENT LETTER

My name is Khethiwe Francis Gumede. I have registered for a Masters degree in pursuit of my continuing professional development, I have enrolled for a Master's in Education Degree in the field of Leadership and Management, at the University of KwaZulu-Natal. My research topic is: Supporting Teaching and Learning in the Out-of-Field Subjects: A Case Study of Departmental Heads.

I hereby seek permission to conduct part of my research in your school. The research will involve one departmental head. Data collection method that this research will use is semi-structured interview that will take place after school hours and will not cause any disruptions to the teachers and school's daily activities. The interview will not last for more than an hour.

Please be advised that the study involves no invasion of human rights and privacy. No confidential information regarding the one who participate in this study will be made known and they will be allocated a pseudonym as a means of protecting their identity. The researcher undertakes to share outcomes of this study with the school.

Your support and attention in this matter will be highly appreciated.

Yours faithfully

[REDACTED]
KF Gumede (Mrs)

Cell No. 081 251 1959

For any queries and further information, you may consult my supervisor, Prof. Phumlani E. Myende from MyendeP@ukzn.ac.za. Alternatively, you can contact the HSSREC contact detail: HSSREC@ukzn.ac.za

DECLARATION FROM PRINCIPAL

I HEREBY GRANT YOU PERMISSION TO INTERVIEW MY MEMBER OF STAFF.

Name of principal: [REDACTED]

Signature:



Date:

11-08-2023

Researcher's details:

Name of Student: Mrs Khethiwe Francis Gumede (222122079)

Institution: University of KwaZulu-Natal (Pietermaritzburg Campus)

Course: M Ed. (Educational Leadership, Management, and Policy)

Cell: 081 251 1959

Email: khethiwekazi@gmail.com or 222122079@stu.ukzn.ac.za

Supervisor's Details

Prof Phumlani Myende

Faculty of Education University of KwaZulu-Natal – School of Education

PMB Campus

Tel. No. 031-260 3965/ 031-260 5291

Email: MyendeP@ukzn.ac.za

UKZN Research Ethics Office

Tel. No. 031-2604557

Email: Hssrec@ukzn.ac.za

APPENDIX D: PRINCIPAL'S GATEKEEPER LETTER



3201

31 March 2023

Dear Khethiwe

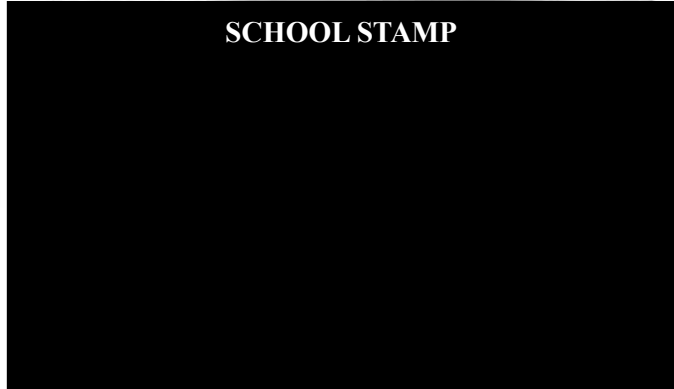
I am happy to inform you that the School Management Team has agreed to approve your desire to conduct the study at the school. I have received your request to do research at my school. This approval is subject to the Department of Basic Education's endorsement and the University of KwaZulu Natal's approval of the study's ethical clearance.

You should be aware that participants must always be protected throughout research activities and that no research activities may be carried out during teaching and learning hours. You are additionally advised that should the research interfere with teaching and learning, the school administration has the right to revoke your consent.


Yours Sincerely



SCHOOL STAMP



APPENDIX E: PARTICIPANTS' INFORMED CONSENT


PIETERMARITZBURG
3201

Date: 27 March 2023


RE: INFORMED CONSENT LETTER

My name is Khethiwe Francis Gumede. I am currently a teacher at Sikhululiwe Public Secondary School. In pursuit of my continuing professional development, I have enrolled for a Master's in Education Degree in the field of Leadership and Management, at the University of KwaZulu-Natal. As part of the prescribed procedures for completing this degree, I am required to conduct a research project. My research topic is: Exploring the Complexities of Supporting Quality Teaching and Learning Across Majors. This letter thus seeks to request you to participate in the study.

My study will involve interviewing sample of education departmental heads. The sample will comprise of 5 departmental heads. Interviews will be recorded and take up to a maximum of 60 minutes. An interview schedule will be semi-structured and be made available before the interview.

Additionally, please take note of the following regarding your participation:

- There will be neither financial rewards nor costs for participating in the research project, it is purely on a voluntary basis.
- Your identity will under no circumstances, be disclosed during and post the study.
- Any information given by you cannot be used against you, and the collected data will be used only for research purposes.
- Your choice to participate is only voluntary and you can withdraw at any stage and there will be no negative consequences thereof.
- Transcripts of all sessions will be made available to you and you are allowed to withdraw some of the information you will provide in the case of second thoughts.
- The information gathered in this study will be kept for five years in a secured and safe place at the University of KwaZulu-Natal.

For any further questions or concerns that you may have pertaining the study, I have enclosed the contact details of my supervisor and UKZN Research Ethics Representative

Yours faithfully,

|
|

KF Gumede (Mrs)

Cell No. 081 251 1959

For any queries and further information, you may consult my supervisors, Prof. Phumlani E. Myende from MyendeP@ukzn.ac.za. Alternatively, you can contact the HSSREC contact detail: HSSREC@ukzn.ac.za

Researcher's details:

Name of Student: Mrs Khethiwe Francis Gumede

Institution: University of KwaZulu-Natal (Pietermaritzburg Campus)

Course: M Ed. (Educational Leadership, Management, and Policy)

Cell: 081 251 1959

Email: khethiwekazi@gmail.com or 222122079@stu.ukzn.ac.za

DECLARATION FOR PARTICIPANTS

I, Delani Cyril Latha, (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby provide consent to:

	YES	No
Audio-record my interviews	√	
Discussion with interviewer	√	



31 March 2023

Signature of participant

Date

For any queries and further information, you may consult my supervisor, Prof. Phumlani E. Myende from MyendeP@ukzn.ac.za.

Researcher's details

Mrs Khethiwe Francis Gumede

Institution: UKZN (Pietermaritzburg Campus)

Qualification: M Ed. (Educational Leadership, Management, and Policy)

Email: khethiwekazi@gmail.com

Cell: 081 251 1959

APPENDIX F: SEMI-STRUCTURED INTERVIEW SCHEDULE

Topic: “Supporting teaching and learning in out-of-field subjects: a case study of departmental heads”

1. Which subjects fall under your department and which of those subjects you did not major in for your qualification?
2. What do you understand as the role of supporting and learning in general but also in subjects you did not major in?
 - a) In your understanding do you think your understanding of your role in supporting teaching and learning, and how is your experience in the subjects you have majored in and for those you did not major in?
3. What are the actual roles that you play in supporting teaching and learning, especially for subjects you have not majored in?
 - a) How do you do those roles?
 - b) Is there any difference in supporting teaching and learning in subjects you have majored in and those you have not majored in? if yes, what are the challenges you face?
 - c) How do you deal with those subjects?
 - d) Do you think there is a link between your understanding of the roles and the actual roles that you play?
4. What are the things that make it easy for you to support teaching and learning in subjects that you have not majored in?
 - a) How do those things help you to support teaching and learning in those subjects?
5. What are the factors that hinder you from supporting teaching and learning for the subjects you did not major in?
 - a) How do those things impact you in supporting educators of subjects you have not majored in?

APPENDIX G: TURNITIN CERTIFICATE

Supporting Teaching and Learning in the Out-of-field: Khethiwe Gumede

ORIGINALITY REPORT

10%

SIMILARITY INDEX

7%

INTERNET SOURCES

3%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1

researchspace.ukzn.ac.za

Internet Source

3%

2

Submitted to University of KwaZulu-Natal

Student Paper

1%

3

Tshepo T. Tapala, Molly Fuller, Kobus Mentz.
"Perceptions of Departmental Heads on their
Curriculum Leadership Roles: Voices from
South Africa", Leadership and Policy in
Schools, 2021

Publication

1%

4

repository.nwu.ac.za

Internet Source

<1%