AN EXPLORATION OF HOW TEACHERS UNDERSTAND CHANGE IN SCHOOLS

By

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UNIVERSITY OF KWAZULU-NATAL

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15 January 2014

Mrs Inbaranie Naidoo (211559875)
School of Education
Edgewood Campus

Protocol reference number: HSS/0408/013M
Project title: An exploration of how teachers understand change in schools

Dear Mrs Naidoo,

Full Approval – Expedited
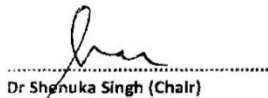
With regards to your response to our letter dated 17 December 2013, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

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.

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

Yours faithfully

....
Dr Shenuka Singh (Chair)

/ms

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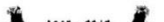
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I, Inbaranie Naidoo, declare that

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DEDICATION

This dissertation is dedicated to my loving husband, Yougan, my wonderful children, Shivania and Kimesan for their love, support and assistance throughout my study.

To my mother, Angela David who continues to be a source of inspiration for me.

A special dedication with love to my late dad G.V. David who believed

"Perseverance is success"

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Inbaranie Naidoo

ABSTRACT

The purpose of this study was to explore how teachers understand change in schools. Changes in educational policies affect principals, teachers, learners and the school as an organisation. Teachers are the essential drivers of good quality education. Therefore, any change in schools that involve teaching and learning needs the support of all stakeholders.

The research study was conducted within a qualitative research paradigm and took the form of a single case study in a suburban primary school in Pietermaritzburg in KwaZulu-Natal. The data collection instruments included questionnaires and semi structured interviews.

The findings of the research showed that the concept of change is understood in schools and in the classrooms. However, the findings show that communication is still from top to bottom structures, that a rigid hierarchy is still the structure of the school. Therefore, transformation and change using flatter structures and wider decision making processes in schools is not happening as expected. The case study school shows that there are barriers and gaps in terms of decision-making and communication among the SMT and the staff as well as in terms of policy as set out by the Government and practice, i.e. what is happening at school. However, despite these challenges teachers continue to work within their classrooms and outside, developing their capacity to be leaders and also for the functionality of the school.

The study revealed that human resources are vital for effective teaching and learning and the success of the school. Therefore, educators need the support and commitment from all stakeholders to realise their full potential. Hence they will be able to meet the demands of change in their classrooms in regard to the curriculum, diversity, the climate and culture of the school.

ABBREVIATIONS

C2005	Curriculum 2005
RNCS	Revised National Curriculum Statement
NCS	National Curriculum Statement
DOE	Department of Education
NSTE	Norms and Standards for Teacher Education
OBE	Outcomes Based Education
CAPS	Curriculum and Assessment Policy Statements
SMT	School Management Team
SGB	School Governing Body
SASA	South African Schools Act of 1996
UKZN	University of KwaZulu-Natal

CHAPTER ONE

BACKGROUND AND ORIENTATION TO THIS STUDY

1.1   Introduction

This chapter introduces the purpose of the study and the research problem underlying this study. It also outlines the purpose of this chapter which entails a brief discussion of key elements of the study. These elements include, but limited to the research background and the rationale, the key research questions that will be explored in the study and a brief outline of what follows in the subsequent chapters.

1.2   Purpose of the study

The purpose of this study was to explore how teachers understand change in the education system and how these changes in policy impact on their leadership roles in the classrooms for effective teaching and learning in schools. I believe that the process of change is an ongoing process and it can only be meaningful if all stakeholders in the school engage in it. Senge (1990) claims that schools need to transform themselves into learning organisations.

Transformation involves every aspect of life. Major steps have been taken by the state to transform the economy to promote growth. Social institutions are being transformed through welfare, health, housing and prison reforms. In the education system, organisation and structural change need to address the severe imbalances and strong bureaucratic control in the system (Department of Education, 1996).

1.3   Background and rationale

The policies and structures of school governance were influenced by local as well as international trends (Bush, 2007). According to Bush (2007) as the global economy influences economic growth, more governments are realising that schools need effective leaders for effective learners. The governments realised that a skilled workforce are their main assets in the international market. This needs trained and committed teachers and effective principals. These neo liberal trends relate

to self-management of schools and this involves the community, decentralised decisions and finances which are the driving forces. Furthermore, the South African Schools Act (SASA) of 1996, stipulates that all schools officially implement decentralisation or self-management of schools so schools will become autonomous (Heystek, 2011).

During the post 1994 era, the government had the task to dismantle education structures which were structured along unequal racial lines and to design and implement a new education system. According to Christie (2010) The White Paper One and Two on education brought about a range of new policy initiatives such as the National Education Policy Act of 1996 which brought new structures for decision-making in the new education system. The South African Schools Act, 84 of 1996 set out the framework for governance of schools. The Curriculum 2005 (Christie, 2010) introduced Outcomes Based Education in schools whilst the Education Labour Relations Act of 1995 and the Employers Equity Act of 1998 introduced frameworks for negotiating teachers' conditions of work, code of conduct, duties and responsibilities (Department of Education, 1996). The number of policies regarding education in South Africa since 1994 is an indication that the government believes that quality and formal education is crucial for societal transformation (Ngcobo, 2012). The belief was that this new approach to education will help alleviate poverty. However, a large number of schools appeared to be struggling with the policy changes (Ngcobo, 2012).

The new approach to education and management which was the school and the community in South Africa. "The school is the building block for transformation of the education system" (Department of Education, 1996, p. 8). According to the previous Minister of Education, Professor K. Asmal, the new approach to education depends on the following elements e.g. a value driven mission, managing through participation and collaboration, developing the school as a learning organisation and drawing on other levels of systems for support. The new approach relates to transmission of values and these values are accountability, equality, social justice, reconciliation, democracy, Ubuntu, respect, rule of law, non-sexism and non-racism (Asmal, 2001). In 1994 the new African National Congress (ANC) led government came to the fore in policy development. As part of the vision of a transformed, democratic, non-racial and non-sexist system of education with specific goals which included equity and redress, quality, development, democratisation and academic freedom, the new approach to education was formulated (Badat, 2009).

In the new approach the focus is on building effective schools with effective staff working towards a common purpose of promoting effective learning. These need to be related to the development of effective organisations. "The hallmark of the government's approach was to address equitable access to education and improving the quality of effective teaching and learning". However, to improve the quality of teaching and learning requires strategies of change in schools and classrooms (Department of Education, 1996, p.13). The drivers of change, require that principals at schools need to be adaptable, flexible and responsive and develop new skills and styles of working with all members of staff at school (Department of Education, 1996). The most significant change in schools is that management systems need to be built within schools so that the process of teaching and learning becomes effective. Human resources, financial, physical and organisational resources must be available to support this process of effective teaching and learning (Department of Education, 1996).

The main change to South African education system during the post-apartheid years, was seventeen different departments were brought under one ministry of education. The focus was on redressing differences in resources and access to education, whilst addressing the needs of the curricula, support services and teacher education (Wyk, 2010). This transformation required the values, attitudes, knowledge, skills and perceptions of educators, parents and learners and the community to undergo change (Wyk, 2010). The SASA of 1996 granted equal opportunities for all through the introduction of change in school communities where principals had to manage change in their learning environment. The two priorities in education in South Africa since 1994 had been racial integration and equity. However, these policy changes posed problems for implementation in a number of schools. They brought about insecurities, rejection of these policy changes and false clarities (Fullan, 2001). 'The new goals in education needed to be historically situated and the outcomes should be determined by the impact of contextual changes in school and the classroom practices. Each school or organisation is marked by its own ethos and culture which is rooted in the racial historical past, for example African schools, Indian schools, Coloured schools and White schools (Chisholm, 1999, p. 89). Educational change and transformation means different things to each school, to its own organisation, history and context and if it is re-contextualised. Educational change and transformation is explored through the lenses of teachers

in schools who make sense of these changes (Chisholm, 2004). Schools differ according to their socio-economic status and their communities.

The role of the principals under apartheid was bureaucratic and political compliance with state policy was demanded. The hierarchy of internal and external control where principals were obedient civil servants who executed their duties was the order of the day (Wyk, 2010). Now, in the new system, the role of the principal is in the capacity of change, to expand the school capacities to learn democratic values by creating collaborative learning communities to solve problems facing their learning organisations (Sayed, 2004). The principal is expected to initiate change and to implement it with regard to democratic values and practices. However, the values of leaders in townships and rural schools in South Africa must be understood at various levels. Leaders must manage and lead across boundaries, deal with new values from national and provincial policy that may clash with values of parents, teachers and learners (Tikly, 2010). The introduction of Outcomes Based Education (OBE), the abolishing of corporal punishment, gender equity and redress in national policy must be implemented against the backdrop of traditional values held by some parents, teachers and principals (Jansen, 2001). The value of educational leadership is related to a differing in political traditions and realities in townships and rural areas. Therefore, the political structures continue to influence leadership over and above values of policy (Tikly, 2010).

This democratic school governance is part of the moral agenda for a transformed South Africa. However, the commitment to decentralise schools requires participation of all stakeholders and a different mindset of leadership skills and to recreate schools as learning organisations (Wyk, 2010). The policies in Education in South Africa since 1994 indicate that the government believes that quality of formal education is crucial for the societal transformation of the country's needs especially in relation to poverty alleviation. However, a large number of schools appear to be struggling with policy changes and factors that indicate these struggles are poor academic performances and violence in a number of schools (Department of Education, 2008).

Educational change challenges begin with a lack of understanding about the role of formal education in societal transformation. Therefore, in an effort to help schools and principals with

these challenges, the National Department of Education introduced an Advanced Certificate in Education for School Leadership (ACE:SL) . This suggests that the role of leadership for school effectiveness and improvement has been acknowledged by the Department of Education (Ngcobo, 2012).

According to Muthukrishna (2004), almost ten years into democracy schools are still grappling with apartheid legacy of separate and unequal schooling. In spite of legislation and policies, the SASA (Republic of South Africa, 1996), the White Paper on Education and Training (1995) instructed schools to provide equal opportunities for all learners. In the South African context schools respond to changing the demographics by adopting approaches that allow them to maintain the status quo and the ethos of the school. This is a process of assimilation where learners are expected to fit into the existing ethos and culture of schools (Muthukrishna, 2004). According to Jansen (2001) it is one thing to open the doors of learning and then quite another to change what's behind them.

Against this historical background of change and transformation in the South African educational system, I set my research in the Transformational Leadership theory framework based on the works of Burns (1978), who is the founder of this theory, Bass (1998), Bush (2010) and other recent researchers on transformation. The transformational leader inspires his followers to rise above their levels of competencies. They also work towards a common goal in understanding the changes at school and school principals who work with educators to bring about school effectiveness. I also used Grant's (2006) model of transformational leadership to assess where educators are in the change process at schools.

1.4 The research rationale

In schools, change over the past twenty years has spread across the major areas of curriculum, school management, organization, governance and finance. None of the changes in education have been as rapid and radical as that of post 1994. Presently, the principal and the School Governing Bodies (SGBs) are at the helm of managing the school structures and the finances. The SASA of 1996 states that all schools will come to manage themselves and that the changes within the schools will depend on the nature and quality of the internal management of the school. However, in South

Africa, schools vary enormously, from under resourced rural schools to well-resourced urban school (Christie, 2010).

I am an educator at a local school in Pietermaritzburg with over thirty years of teaching experience and as a master teacher I have been through many processes of change in curriculum, as well as new managers and their varying styles of managing and the changes in the community.

Furthermore, discussions with teachers reflect conflicting views on the new approach to education and not everyone is content with the new policies and structures that are in place. Novice teachers, on the one hand are glad to implement methods that they were taught at universities and they are flexible with governance. On the other hand, senior teachers from the apartheid structures still cling onto past methods and find change difficult to adjust to. They appear to prefer top-down structures rather than the new inclusive and flatter approach to the education system. The new approach to education requires teachers to work as a team, in collaboration to share knowledge, skills and attitudes for effective teaching and learning.

My aim is to explore how teachers understand change in the education system and how these changes in policy impact on their leadership roles in the classrooms in respect of the curriculum and decision making in the school as an organisation for effective teaching and learning in schools.

1.5 Key research questions

My key research questions that guided my study are:

1. How do school teachers understand change in their schools?
2. How do teachers understand their role towards change and how does this influence their teaching?
3. What factors enhance teachers in the process of change or do they experience challenges?

1.6 Outline of the study

Chapter One explains the background to changes in the South African educational system since 1994. This also includes my theoretical framework which is the transformational leadership theory, the purpose of my study and the aims of the research.

Chapter Two outlines the literature based on South African authors as well as international authors and their views of change in education and transformational leadership roles. The literature also acknowledges some of the limitations of educational change and transformation in the South African context.

Chapter Three outlines my research design which is an interpretative paradigm using a qualitative approach. The research methodology is a single case study used to generate data on how teachers understand change in schools. In my exploration of the topic in question, my research instruments are questionaires with closed questions and open-ended questions and semi-structured interviews.

Chapter Four outlines my findings and the analysis of the questionnaire and semi-structured interviews using the thematic approach to analyse the raw data that has been captured. Triangulation of data helps to test the validity of the data generated.

Chapter Five draws on the conclusion of the whole research and ties up all the chapters.

1.7 Chapter summary

In chapter one I introduced the research topic, I outlined the purpose of the study on how teachers understand change in schools. The research rationale and background explains my interest in the topic and why there is a need to research this study. I also mentioned the key questions that guided my study together with a brief outline of each chapter.

The proceeding chapter aims at reviewing literature on change in schools and attempts to define the concepts of change through the notion of transformational leadership as the theoretical underpinnings of this study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

The previous chapter outlined the background and the rationale of the study. This chapter commences with the literature on educational change. The literature review draws from both national and international literature and also empirical research to explore how teachers understand change in schools and how change affects teachers, leadership roles and curriculum in schools. In this chapter I begin by reviewing and discussing major approaches to change and to make sense of the theory of transformational leadership in the South African context. The focus of this chapter will be on the definition of change, school leadership and governance, the role of the teacher and the challenges teachers face with leadership in their schools, the school as an organisation and the gaps in the South African educational policies.

2.2 Understanding change

Change can be defined as a 'shift' or a 'transition'. Change is a journey and not a blueprint because it is journey from what is partially known to the unknown (Fullan, 1993). The National Council for Curriculum and Assessment, a statutory advisory body to the Minister of Education, stated that educational change comes in many forms, affecting the lives of students and teachers and the school as an organisation. Schools are being changed by globalization, technology and change is an ever present factor in schools, therefore, change is part of the rhythm and life of the classroom and the school (Bush, 2006). However, educational change that is deep and lasting takes time and change is essential for growth (Department of Education, 1996). Change can cause turbulence and unsuccessful change brings grief and there is the common belief that leaders like change and followers dislike change because change produces instability, anxiety and resistance in the organisation (Fink, 2003). However, successful change involves growth and stakeholders and school leaders who initiate change must understand the landscapes before change is initiated in schools. This is necessary for school effectiveness and it paves the way for more productive

outcomes. Therefore, if teachers recognise the commitment of their principals, they will consider implementing change themselves (Kearney, 2010).

Teachers are the essential drivers of good quality education and continuing professional teacher development is successful when teachers themselves are integrally involved, as they reflect on their own practice and there is a strong school based component present (Department of Education, 2008). However, for schools to achieve change involves changing the way teaching and learning happens and the culture of the school. During the change process, individuals must confront the loss of old and commit to the new beliefs and behaviours. Any significant change involves intense personal learning and problem solving where people must support each other (Fullan, 1993).

Leaders need to be proactive and deliberate in their planning for change. They also need to develop organisational awareness and commitment in their employees, to minimise uncertainty through effective communication and to involve all participants in strategic decision making (Morrison, 1998). In the educational context, a transformational leadership is when leaders are able to affect value based vision, cultural, structural and systemic changes in schools by empowering people. Hence, the leader listens attentively and acknowledges that everyone can contribute to the developing vision, imagination and passion, being perceptive to the moods of others in the organisation where everyone can lead by example and everyone can take on a leadership role in the organisation (Davidoff, 2004). However, an effective leader is sensitive to the politics of the organisation and one who can synergise and develop strategic alliances. In flatter structures power is much more fluid and constantly negotiated. Those in power should adopt a subtle and sensitive approach to overcome resistance to changes (Morrison, 1998). In this way leadership is shared and this empowers all staff members.

Understanding change in schools today has impacted on the role of the teacher and leadership of the school. The teacher's role in the past was to teach a subject and impart knowledge to learners. The present understanding of change from an educational perspective, the curriculum changes have moved from teacher centred education to learner centred focus. The curriculum is based on national standards for all learners in South Africa.

As society changes so do change take place in the school communities. The role of the teacher is to include that of a mother, nurse, counsellor and others. Schools now provide nutritional meals

for learners on a daily basis. The high absenteeism and the abolishment of corporal punishment, high school pregnancies all affect the teaching and learning process. These changes are what teachers experience in the context of their schools. According to Wenger (2000) the focus on schools and the organisations are on communities of practice. This new phenomenon is formed where people who share a common passion for something they do. In this way they learn to do things better. In the context of the schools today, communities of practice are the ideal approach to solving the challenges teachers and the schools experience.

2.3 Changes in policy

One of the core aims of the South African constitution is to improve the quality of life of all citizens, and to redress past injustices, to improve education and to lay the basis for economic talent by democratically transferring and encouraging educational partnership between the community and the state (MacGregor, 1997). The focus for the new approaches to education in South Africa, is that schools are the building blocks for transformation of the education system (Department of Education, 1996). The government acknowledges that it is incapable of accomplishing the SASA of 1996 goals alone so it calls upon parents to take control of their school's fund raising and improvement of the quality of education of the school (Department of Education, 1996). In schools the culture of teaching and learning must be re-created and foundational lessons for democracy learned. In South Africa, the new education policy and legislation promotes a process of decentralised decision making about resources and ways in which schools are managed and governed and schools will increasingly come to manage themselves (Department of Education, 1996). Furthermore, schools will need to become learning organisations and as learning organisations, schools will need to develop the capacity to learn and reflect and innovate. Therefore, strategic approaches to leadership and planning must be shaped and guided by the school's value and mission which are developed and owned by all stakeholders of the school (Morrison, 1998).

Internal leadership in schools will need to become more participative and collaborative and the self management of the school rests heavily on the shoulders of the school principals and the School Governing Body (SGB) who are integrated partners of the school's maintenance and

development (Bush, 2006). The report by the Task Team in Education acknowledges that this new approach offers no guarantee of a positive change but real transformation will depend on the internal management of schools (Department of Education, 1996).

The core purpose of educational leadership is to facilitate effective teaching and learning and it is acknowledged throughout the world and it is now emerging in South Africa. Transformation of schools will automatically lead to effective teaching and learning (Thurlow, 2003). However, the school based management needs to transform the culture from one of control, to values of autonomy and empowerment. Such reform and restructuring needs professional development in shared decision making, team building, conflict resolution, effective, communication and planning on the part of the school leadership. Therefore, school based leadership must be structured around improvement, equity and equality of opportunity otherwise it will be another reform which will fail (Bush, 2007).

However, the vision for transformation in the education system has been set in policy frameworks for example the SASA of 1996 but schools are still shaped by ethos and procedures of the apartheid past. These structures are hampering the process of transformed education process (Government, 1996). Hence, changes in the education system and governance of schools have led to some principals to be confronted by challenges in their new roles and lack of confidence in the School Management Teams (SMTs) and teachers. It is now the time for them to create a new ethos for their schools for effective teaching and learning to take place (Christie, 2006).

In her article mapping changes for leadership, Christie argues that the expectations for school leadership and the framework policies set out by the post apartheid government provides a new terrain for principals to navigate and their work has changed in complex and contextually different ways. New policies are more suited to well functioning parts of the education system and the unintended effects of the new education system has increased the historical inequalities within the system (Christie, 2010). Human resources in schools deal with change on a daily basis therefore, empowering people requires support and developing their skills ensures continuous and positive improvement. Change for the school creates excellence and this is a challenge that most principals face. The education system of South Africa is part of a bureaucratic structure and this does not allow for rapid decisions which are necessary when change is introduced. This structure does not

facilitate team work as the hierarchical structure does not promote the trust that is needed when decision making is important (Grobler, 2012).

For schools to become autonomous strong leadership involves setting the mission, standards and culture of the school. Leadership of change can be found everywhere in the school because leadership is about creating direction, vision and transformation within the school (Bass, 1998). In light of this description of change and the identification of an effective transformational leader I intend to establish in my literature review that change involves all resources in schools e.g. principals, teachers, the curricula and the organization as a whole and I base my theoretical framework in the transformational leadership theory. Transformation involves every aspect of South African life and education is no exception (Department of Education, 1996). Organisational and structural changes are required to address severe imbalances such as curriculum, race, equity and gender and also strong bureaucratic control over education at all levels (Department of Education, 2008). Although the government has achieved much, it appears to be placing less emphasis on matters related to education and have become subservient to neo-liberal policies which resulted in drastic cuts in education. This does not help level the playing fields across race and class in South Africa (Singh, 2005).

2.4   Theoretical framework

In exploring how change affects teachers in the school situation, my theoretical framework is based on both Transformational Leadership Theory and on Grant's (2006) model on Transformation and Change. Grant's model helps to understand the teachers' role in school leadership. The four zones of teacher leadership and teacher roles will be discussed in chapter four.

My theoretical framework is on Transformational Leadership Theory based on the works of Burns (1978), Bush (2006 to 2010) and Bass (1994 to 1998) and other authors on theory of leadership. Leadership in education has created an interest among researchers and most of the literature on transformational leadership theory is based on sources from North America and Europe (Bush, 2007). Burns (1978), the founder of transformational leadership theory describes transformation as exploring conventional relationships and understandings where leaders and followers raise one another to higher levels of motivation and morality. The whole leadership process brings about

change in the character of individuals and the leader guides his followers with values, goals and capabilities that the followers have.

2.4.1 Transformational Leadership Theory

In the process of transformation, anyone can become a leader however, it requires commitment to the process and the ability to operate with clarity, depth, confidence and integrity (Bass, 1998). Transformational leadership occurs when a person engages with others, where leaders and followers raise one another to higher levels of motivation and morality and people can be lifted into their better selves (Burns, 1978). Hence, in schools, working with a transformational leader can be an uplifting experience because people will follow a person who shows passion, energy and care in everything so that the followers can succeed (Burns, 1978). The characteristics of Transformational leadership theory, is confirmed by Bass (1998). It is the extent to which leaders will influence its followers and followers will go after a leader who shows trust, honesty and the stronger these qualities are, the greater the loyalty they have for the leader. The leader, therefore, acts as a role model, mentor or teacher to a teacher, inspiring followers to the purpose of the goals and vision. The leader will use charismatic approaches to urge the group to go forward (Bass, 1998). Transformational leaders focus on the commitments and capacities of its members to higher levels of personal commitment and to attain goals which results in extra effort and productivity (Leithwood, 2008).

A transformational leader creates adaptive, innovative, entrepreneurial and flexible organisations. Their personal and professional image makes it possible for them to successfully lead people, to stimulate change and realise them successfully. Transformational leaders are able to take risks, assume an attitude to face the reality of a situation even though it may not be pleasant (Simie`, 1998). The relationship of a transformational leader and his followers is that of openness and teachers stand to gain considerably from transformational leadership as problems can be sorted out through an increased knowledge base such as a greater understanding of decisions and improved

understanding of reason and methods for change (Chapman, 1990). The National Department of Education (1998), maintains that it is the leaders in schools i.e. the principals, teachers and the SGB who need to transform the previous top-down structures (hierarchy) to horizontal and participatory leadership (Department of Education, 1996). However, participation to decision making raises the possibilities that people and relationship can affect the process of transformation and change incorrect planning, weak motivations, poor communication networks and structural disorganisation and behaviour of individuals (Singh, 2011).

The transformational leaders draw lessons from their own experiences and they are ready to perform changes with their own attitudes, behavior and their approach (Bass, 1994). Persuasive leaders can influence groups to pursue an objective (Gardner, 2000). Hoy and Smith (cited in Kearney, 2010) define ten principles of persuasion that principles can facilitate and influence the opinions of their staff which are reciprocation, social proof, consistency, authority, scarcity, liking, trust, fairness, self-efficacy and optimism. These are character traits which Senge (1990), refers to as linguistic style. Similarly, Nohria (1996), makes claims that transformational leaders are ambitious, with a sense of humility, strives for truth, face up to uncertainty and take responsibility for their actions. Such qualities of an effective leader should have perseverance, integrity, ambition, ability to sustain hard work, enthusiasm, be able to identify opposition, be able to understand others, be open minded and be prepared to share responsibility when things go wrong (Morrison, 1998). According to Bush (2008) leaders shape the goals, values and vision and the management is concerned with planning, organising and deploying. Miles (1987, cited in Fullan) confirms that leadership is related to mission, direction and inspirational management. Leadership also involves designing and carrying out plans, getting things done and working effectively with people (Fullan, 2001). Therefore, these two concepts, leadership and management have closely related functions and cannot be attended to separately and successful principals do both, especially in the South African context (Bush, 2010). A study of leadership in schools in New Zealand, found that principals respond to change by emphasising hierarchy and management. At the same time these principals admit to responsibly leading their school and these school principals support change efforts that come from national and provincial levels. Hence, principals do play a vital role in determining whether the school or staff will embrace change initiative, however, principals must firstly embrace the challenges themselves (Kearney, 2010).

The aims of transformational leaders help their followers to become more self reliant to achieve their goals with minimum effort. Thus, transformational leaders motivate their followers to do more than they expect they can do and so increasing the value of the task by directing themselves to the interest of the team (Simie`, 1998). Transformational leadership is therefore more complex and requires its leader to be visionary and more inspiring. If this positive relationship exists between principals and the staff, then, these principals are characterised as transformational leaders. Where school principals and staff relationships are positive, researchers have found trust in teamwork and job satisfaction to be prevalent in schools (Avolio, 1988).

Transformational leaders understand, recognise and address each staff's need on a one-to-one basis. Staff members feel more involved, empowered, motivated and committed to the organisation (Simie`, 1998). Individual competence is important but such competence needs to be developed in the context of the organisation (Bush, 2007). In schools members of the staff will go the extra mile but we need the resources to achieve transformation (Fullan, 2004).

Transformational leadership has been effectively used in countries with changing leadership styles and has been recently introduced in South Africa as a leadership option. The SASA (1996), states that all stakeholders be involved in decision making and the decision making process should be transparent and open to participation by all stakeholders (Department of Education, 1996). Similarly, influential leaders can exert a positive influence on their schools and they can indirectly influence effective teaching and learning and student success which is on a rise (Kearney, 2010).

Transformational leadership appears to be accepted in South Africa, however, there are contradictions towards the nature, practice and outcomes of transformational leadership in schools. Firstly, there is too much confusion when using the concept leadership as this is a new structure for accomplishing organisational goals and objectives. If the goals are important then it is favourable to compare leadership to management in South African schools (Singh, 2011). Secondly, transformational leadership requires leaders and followers to unite for the attainment of the common goal. However, in some situations transformational leadership can be created to conceal autocratic forms of leadership (Naidoo, 1997 cited in Singh). Thirdly, participatory decision making has its drawbacks because some leaders may lack specific skills such as mutual trust, sharing, accountability and these skills have to be developed first because the process may

become problematic when the participant's background prevents individuals from seeing a common goal (Singh, 2011).

2.4.2 Grant's Leadership on Transformation and Change

Grant (2006) claims that authentic leadership connects with notions of transformational leadership where it promotes commitment among followers and the willingness to offer support in pursuit of collaborative goals where staff pool their expertise. Therefore, for changes in schools to happen certain structural changes and cultural conditions are necessary. I used Grant's teacher leadership model of the four zones to analyse data and to explore how teachers understand their role in change at their schools. The model is designed to show where teachers lead in four zones and their roles in each zone, in the classroom, with their peers on curriculum issues, in the whole school and between neighbouring schools (Grant, 2006). From the frequencies of the coding I was able to determine in which zones teacher leadership roles were most dominant.

2.4.3 Grant's (2006) Transformation and change model

Figure 1: Towards a model of understanding teacher leadership in South Africa (Grant, 2008: 93)

Figure 1: Towards a model of understanding of teacher leadership in South Africa
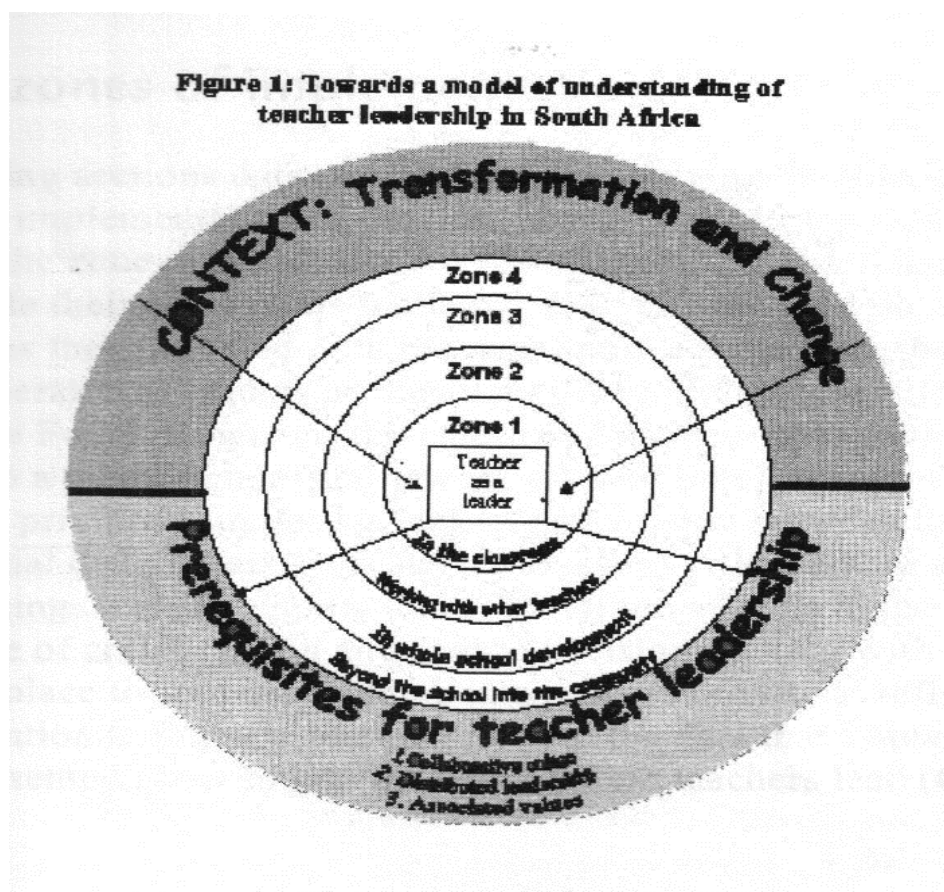
Teacher Leadership	
First Level of analysis: Four Zones	Second level of analysis: Six Roles
One In the classroom	**One**: Continuing to teach and improve one's own teaching
Two Working with other teachers and learners outside the classroom in curricular and extra-curricular activities	**Two**: Providing curriculum development knowledge
	Three: Leading in-service education and assisting other teachers
	Four: Participating in performance evaluation of teachers
Three Outside the classroom in whole school development	**Five**: Organising and leading peer reviews Six: Participating in school level decision-making
Four Between neighbouring schools in the community	**Two**: Providing curriculum development knowledge **Three**: Leading in-service education and assisting other teachers

A more detailed analysis is conducted in chapter four where the findings are linked to the model.

2.5 The role of the principal in transformation and change in schools

Transformational leadership of principals was the best approach and the most appropriate approach to school leadership. Leithwood (2004) argues that transformational leadership manifests itself in times of change and the change in school is reform and restructuring which has goals that look into the future. The hallmark for effective leaders are energy, idealism, an intolerance of any barriers to success, development of change and as a visionary, with a clear focus with effective interpersonal skills, trustworthiness and one who demonstrates respect for others. As a transformational leader, he/she has the ability and willingness to take risks and believes that they could make a change. The ability to empower others through effective leadership in the organisational culture should have effective communication skills, personal responsibility and accountability as the characteristics of a transformational leader (Clark, 1994 cited in Morrison). This leader instills pride, faith and respect in his/her followers and treats followers as unique individuals (Dumay, 2009). A transformational leader therefore, is a visionary to look to the future, challenging staff to be alert to challenges and making sure that members of the school share your vision and build on it (Davidoff, 2004).

According to Blasé and Blasé (1999) professional socialisation influences shared language before the individual becomes a principal and principals need to develop networks of relationships related to restructuring and change (Fullan, 2001). Therefore, knowing people is crucial in developing trust and respect that is characteristic of collaborative relationships. We need to know each other as colleagues, friends, parents and citizens and what values they hold for leaders to build relationships that encourage leadership (Slater, 2008). In transformational change we are dealing with people's hearts and minds which needs to change and not their preferences or behaviours. Therefore, a moral purpose, interaction with others, ideas, resources and the hope of getting there, need to be combined (Fullan, 2004). According to Bass and Avolio, the four I's of skills of a transformational leader are idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Furthermore, effective application of these skills to the organisational transformation will bring about creativity, team orientation, appreciation of others,

responsibility and recognition to identify situations for a job well done among staff (Avolio, 1988). Transformational leaders, as a role of the principal makes use of personal relationships to facilitate change in resources of those involved in leader-follower relationships to an elevation for the betterment of both. Therefore principals just find a style and a structure that is best suited to their context (Davidoff, 2004).

Principals on a global level face many challenges in schools and that may produce changed opportunities for them (Slater, 2008). The 2008 Education White paper of England identified collaboration as critical to promoting student well being and increasing the efficiency in school. The Educational Reform Act of 1988 in England and the educational reform in United States of America (USA), which is ' the no child left behind' Act of 2001, implies that internationally there are calls for educational reforms (Coleman, 2011). According to Bush (2008), globalisation, communication and technology are forcing educators to face changes and principals hold the key to improving the quality of schools.

As the role of the principal becomes more complex, principals need to lead their schools effectively according to educational changes and "The Principal is the gatekeeper of change" (Fullan, 2009, p. 56). In schools today, principals need to share the lead as well as the load and the success of their performance depends on their ability to inspire a culture of empowerment among teachers. The key aspect to building capacity in schools is collaborative relationships which leads to effective communication (Slater, 2008). In the context of shared governance the principal's role changes from the boss who made all decisions and sole decision maker to now involving others in the process of new roles for parents, teachers and learners. Therefore, school leadership has expanded to include teachers, parents as well as principals, and teachers are now viewed as a source of expertise (Slater, 2008). In addition, school principals should adopt an open school climate and team spirit as this could assist teachers in developing positive perceptions of school leadership (Grobler, 2012).

In Australia, there is a trend for principals to credit their leadership success to their personal qualities of passion, persistence and determination. They were able to select talent, acquire resources and align people to the goals of the organisation and to motivate staff to participate in more change (Gurr, 2011). These principals had a vision and high expectations to create world class schools.   In addition, a principal of a special school in Australia who had a resilient and

determined personality together with an assertive leadership style, believed that all learners could be educated. Her interpersonal skills helped to build relationships with school and the community which contributed to an effective school, a factor identified as critical for managing change and raising achievement of learners (Gurr, 2011). Thus effective leadership is an important characteristic in the role of the principal. However, in South Africa, in most disadvantaged and in difficult contexts, there is a shortage of what constitutes effective leadership. In addition, in times of turbulent change in rural and township schools, understanding and interpreting in terms of local values, perceptions and realities are important. There is no one package for school leadership or one model to be learned and applied in respect of culture and context (Tikly, 2010). In these contexts, a degree of flexibility constitutes effective leadership in times of complex change (Fullan, 2003). Furthermore, the role of the principal is about moving forward and having direction for all staff, constantly making contributions to the school and not allowing "the school to be stale or in a rut" (Davidoff, 2004, p. 66).

2.6 Creating learning organisations

The school as a learning organisation must be open to decision making, have clear vision and mission which is shared by the staff and must be perceived in a meaningful way (Steinback, 1999). In addition, the culture of a school must be collaborative, sharing a belief in professional growth and there must be respect for colleagues and share in the success and commitments to helping students (Leithwood, 2008). Culture will influence the personality of a person and their decisions and it also determines how people react towards each other. Therefore, the organisational culture will have an influence on those involved with the school and has a great influence on what teachers and learners believe and think (Xaba, 2007).

In school effectiveness research, the school culture and school ethos has been indicated as the key enhancing factor of school effectiveness. In England, the school ethos is the guiding principle for school effectiveness (Dumay, 2009). However, in South Africa, the government report claims

"the focus is on building effective schools, staffed with effective personnel with a common purpose of promoting effective learning" (Department of Education, 1996, p. 33). The organisational culture comprises of the way in which one school differs from another such as urban schools and rural schools. A culturally competent school effectively responds to the needs of its students (Lumby, 2012). When different cultures honour respect, value and preserve the dignity of cultural differences and similarities where teaching and learning are meaningful for all students (Simie`, 1998), then leaders help to foster reforms by acceptance and utilising various strategies for change (Fullan, 2009). Change within an institution depends on how people are willing to undergo transformation that leads to group improvement. When reforms are internally driven then, teachers respond well to change efforts. Thus, educators serve as a critical resource for any successful reform at school (Kearney, 2010).

The way the schools operate as a whole, contributes to the leadership capacity where there is respect, openness and acknowledging the contributions made by one another. Furthermore, there is transparency and accountability and when every staff member is valuable, then this part of developing an effective school becomes a reality (Davidoff, 2004). Thus, influence and beliefs are done through the formation of organisational culture and climate which involve shared beliefs where transformational leaders shape shared beliefs and create organisational climates so that people who are similar to one another in beliefs and attitudes, work towards a stronger and high level of autonomy in the school (Berson, 2011). Hence, an organisation that is developing and enhancing its capacity is to focus on the process and content of change so the organisation becomes skilled in creating, acquiring and transferring knowledge (Morrison, 1998). In addition schools also learn through experimentation with new ideas and approaches and this requires effective and rapid communication, attentive listening, openness to criticism and the breaking down of boundaries to exchange ideas (Morrison, 1998). Furthermore, organisational commitment is a strong belief and acceptance of the organisation's goals and values. Simie` (1998), defines organisational commitment as the individual dedication and loyalty to the organisation, where employees have a purpose, that they are involved and help to solve problems. They go beyond what is expected of them to make a difference and contribution to the organisation. Therefore retaining staff should be a high priority of the organisation (Simie`, 1998) so staff develop and enhance the school's ethos, culture and climate of the school as an organisation.

In addition, the organisational structure needs to realise its mission and respond proactively to ongoing changes. There is also the need to address co-ordination and consistency so as to build opportunities for personal and professional development of the individual within the organisation. Thus motivation is built effectively and efficiently. Hargreaves and Hopkins claim that tensions between stability and change need to be recognised in schools' organisational structure. There is the need to balance the present context with the needs of future goals and the changes it will bring (Hargreaves, 2006). Therefore, organisational structures can be regarded as networks where social and formal architecture of the organisation integrates. This is where the workload is shared and the emphasis is on teamwork with flatter structures and supervision becomes less formal. Hence, the organisational culture becomes developed and is capable of responding to pressures for change and development of its individual staff. Thus, teachers become self controlling, creative and responsive to the environment and if the organisation is to operate effectively and efficiently, then the organisational structure and the culture must support each other (Morrison, 1998). According to Hargreaves (1992), it is not possible to establish school cultures without changes in school structure. He believes that changes in structure and climate will impact on curriculum, assessment and it creates improved opportunities for teachers to work together (Hargreaves, 1992).

The cornerstone of a learning organisation is personal mastery, which is a discipline that is a deepening of our personal vision so that we focus our energies and see the reality objectively (Senge, 1990). Therefore, in a learning organisation, there is a need to encourage growth of its untapped resources i.e. the teacher. School leaders should work with team members in an open and trusted way with clear goals so that there is a lower sense of isolation and there is more support from colleagues. This will lead to higher job satisfaction and effective school improvement (Devos, 2009).

Hence, in terms of raising the standards a school as an organisation can be truly effective if students and staff are motivated because motivation is essential to those who lead and manage at all levels to raise learners standard of achievement (Brundrette, 2008). In schools, staff members must be motivated to change and to be able to cope with the imbalances that change brings. The function of motivation to change is whether change brings about an improvement or a resistance to change can result from a lack of commitment to change. Nevertheless, working on change is not solely

on the content of the change or the organisation of the change but working on the personal dimensions of the change. Furthermore, rejection or resistance to change may be as a result of personal concerns such as anxiety, alienation or stress (Morrison, 1998). Therefore, effective approaches to change call for the combining and balancing factors that do not go together for example simplicity and complexity, and strong leadership for improvement which requires an understanding of the process, a way of thinking that cannot be captured in any lists of steps (Fullan, 2001).

2.7 Curriculum changes for effective teaching and learning

In the light of the need for transformation and change, South Africa needs an in-depth curricular that will be appropriate and address issues of national and social demands of equity and redress. The aim of the curriculum is to create active and informed citizens to learn to be creative. The SASA of 1996, stipulated that the principal has delegated powers to organise and control effective teaching and learning in schools. Educational changes have impacted on leaders in schools in various ways and principals now have to lead curriculum as well as be responsible for organisational changes (Msila, 2010).

In addition to these curriculum changes, the then Curriculum 2005 (Department of Education, 2005) had three features, it was outcomes based, it integrated knowledge systems and it was a learner-centred pedagogy (Wedekind, 2004). The Curriculum 2005, had its influences on the local curriculum as well as a global curriculum (Chisholm, 1999). The Curriculum 2005 intended to integrate education and training, with a view of a learning theory, practice, knowledge and skills. It fostered learning which encompassed a culture of human rights, multi-lingualism and sensitivity to the values of reconciliation and nation building. Therefore, the Ministry of Education was committed to transformation and educational changes through the curriculum (Department of Education, 2008).

The curriculum provides sets of expectations of what teaching and learning should be. Hence, at classroom level, teaching is an interpretative process based on how teachers understand what they are teaching. The core curriculum provides information that all students from all backgrounds should learn the same knowledge (Lumby, 2012). However, effective teachers who have

knowledge of subject matter are able to establish goals for themselves and their learners compared to those teachers who are less proficient in the academic content. The teacher, therefore, plays a pivotal role in promoting academic excellence among students and achieving quality academic results (Saeed, 2010). In addition to this, South African teachers now need to transform by mobilising awareness and a consciousness which is part of the values of education initiative (Singh, 2005). Singh (2005) also notes that this coincides with national goals of rebuilding a society along non-racial lines and equality of access of resources.

The landscaping of curriculum issues in teacher education takes its lead from changes in the school curriculum issues (Christie, 2010). The shift is in the framework of curriculum where the focus is now on the learner-centred approaches. Teachers are expected to play different roles, as the policy identifies the different needs of competencies that learners need to achieve (Jansen, 2001). In addition, the new teacher education provides newly qualified teachers to train in skills to operate in OBE frameworks with learner focused work, problem solving, environment and work on all learning areas. Hence, this is a shift from rote learning to a transmission orientated approach (Sayed, 2004). In South Africa schools are confronted with changed curricula since post 1994, Outcomes Based Education (OBE), Revised National Curriculum Statement (RNCS) and the National Curriculum Statement (NCS). The most recent curriculum change is the Curriculum and Assessment Policy Statement of 2010 (CAPS). Schools are confronted with changed curricula since post 1994, in addition to all the teaching and learning in a multicultural context and greater democratization in schools, schools now have the responsibility of their own change and development (Thurlow, 2003). Thurlow notes further that if schools want to become effective for their learners and teachers, schools have to transform and become empowered.

According to Wedekind (2004) while the political vision clearly affects the curriculum, there is little evidence that the curriculum, C2005 and RNCS had shown its effects of bringing about the vision as stated in the policy document. Christie (2010), states further that Curriculum 2005 embraced a political project but schools and teachers responded to the pedagogical design in different ways, where historically advantaged schools were flourishing with Curriculum 2005, most disadvantaged schools were floundering. Christie (2010) claims that the sophistication of new policies widened the gap between the advantaged and disadvantaged schools.

2.8 The teacher in leadership roles

In 1997, the National Department of Education (DOE), outlined Norms and Standard for Teacher Education (NSTE) and this policy identifies the roles for educators in South Africa. They are to be mediators, interpreters, designers of learning programmes, leaders, administrators and managers, and life-long learners, play a community and pastoral role and be a learning area specialist   (Christie, 2006). In recent years new roles for teachers have emerged such as team leaders, curriculum developers and staff development trainers This is helpful in understanding what exists and what is needed but the curriculum change has a crucial effect on teachers and their work responsibilities. Although the learning areas are linked to the seven roles of teachers, much of the learning areas are aligned to global developments (Christie, 2006). The individuals moral purpose is linked to the social good where teachers need to focus on school changes to create an environment which will be effective for learners to learn (Fullan, 1993). Further to this, at the heart of leadership action lies the school's moral purpose which is the improvement of the lives of learners and teachers are the most significant influence in the learners performance (Dempster, 2012).

All current reform efforts of the curriculum influence student learning and teaching in the classroom. This depends on the success, motivation and capacities of leadership and how it affects student learning (Mascall, 2008). Therefore, the teacher as a transformational leader, draws on the classroom leadership conditions which are needed for change if teaching and learning are to improve. Leithwood, (2008) claims further that teachers are the key to effective teaching and learning in the classroom, because of the pedagogical knowledge and leadership to impress upon learners which is central to effectiveness. Singh (2005) claims that it is the teacher who brings to the classroom, creative ideas about an understanding of value-based education in nation building and democracy. If there is any chance of making teaching a noble profession then teachers must combine the values of moral purpose with the skills for change (Fullan, 1993). Furthermore, Fullan (1993) believes, that the increased commitment by teachers in the classroom alone is a recipe for moral purpose which keeps teachers close to the need of children and helps them to develop better strategies to accomplish their goals in the classroom. This moral purpose is concerned about making a difference and bringing about improvement through collaboration and team effort.

However, teachers need to develop better strategies for accomplishing their goals of effective teaching and learning (Fullan, 1993).

For teacher growth, leaders that focus on development of human potential opens doors for staff to experience job satisfaction and they feel energised and motivated to work (Barth, 2003). Hence, teachers become fully alive in environments that foster leadership and effective team efforts demonstrate the ability of all members to lead at different times. However, this ability to lead requires insight and support from an insightful and supportive formal leader, with a good understanding for motivation of those who they lead (Lambert, 2003 cited in Coleman, 2011). Collaboration is concerned with sharing leadership with followers to promote learning and enhance organisational effectiveness. Similarly, distributed leadership in schools as a means of organisational management of schools means leadership becomes a collective rather than an individual effort (Coleman, 2011). Thus, effective schools are now led by teams rather than individuals. Hence, collaboration relates to style of leadership that is characterised by open, inclusive and empowering teachers and it conceptualises using joint working and collaboration forms the focus for leadership (Coleman, 2011).

Change affects behaviour because of anxieties about aspects of change and how change will be implemented. Therefore, change will become favourable only if it is done by and with employees and in doing so building involvement and making it an opportunity and cementing this with rewards and incentives (Morrison, 1998). In addition to this, sharing leadership and responsibilities which engages all stakeholders leads to school improvement. However, some schools respond better to changes emanating from government reforms that others (Dumay, 2009) because of affluent stakeholders and qualified human resources. Dumay (2009) further notes that positive social and professional relations among staff brought about a higher student achievement and to this effect, the school's norms are designed by the teachers' attitudes. Hence, individual competence is important but such competence needs to be developed in the context of such organisation and its structures. A link needs to establish between the individual development needs and the organisational needs (Slater, 2008).

For teacher leadership and change to happen there must be a culture of trust because trust establishes higher levels of teacher self confidence, commitment, collaboration, collective vision and a strong sense of belonging to the school (Rooyen, 2009). Bush (2009) believes that in this

way trust grows and ensures an understanding of the teacher's goal and the individual teacher accepts challenges and is faithful to his career path. Every teacher has leadership capabilities and it is the school principals who have the influence to unlock teacher leadership opportunities (Barth, 2001). Therefore professional development is an ongoing process and it is embedded in the school's professional activities. This development concentrates on how teachers can work more effectively with their learners (Wasely, 2001). Thus, the culture and climate of change in school, where teachers are supported by school leaders and there is collaboration and shared decision making, these principals are identified as transformational leaders. Also the school caters for the professional development of teachers with regards to curriculum changes, staff changes and teacher leadership roles as well as global changes in educational reform (Grant, 2008).

2.9 Some challenges teachers and principals experience with regard to change and transformation in schools

The challenges facing South Africa's transformation and the teacher are wide and complex. As much as social diversity is seen as an asset it can also be a hurdle that must be crossed to achieve equity and redress (Singh, 2005). From 1948 to 1994, the government of South Africa and its education system were based on an institutionalised system characterised by inequalities (Mncube, 2009). Post 1994, the new democratic government of South Africa published a White Paper on the organisation, governance and funding of schools with the aim of fostering democratic school governance (Mncube, 2009). Mncube further claims that the SASA of 1996 mandates that all schools in South Africa must have democratically elected SGBs consisting of the principal, educators, non-teaching staff, parents and learners who are in grade eight and above. In addition to this, Heystek claims that uncertainty about the exact functions of the principal and the governing body hinders the effective functioning of the SGB because the SASA of 1996 does not provide clarity on their exact roles and functions (Heystek, 2011).

Another challenge that faced teachers and principals was the school improvement being passed to the SGB by the SASA of 1996 and the basic functionality of the schools as well as expenditure needs of the school was the responsibility of the stakeholders of the school (Chisholm, 2004). The introduction of educational changes showed pronounced differences between various principals as

well as various schools. Some of the challenges these schools were confronted with were poor school conditions, high levels of illiteracy, lack of parental participation in School Governing Bodies, poor transportation, non-attendance and shortage of teachers (Jansen, 1998). Furthermore, Jansen notes that the inadequacy of the SGBs to capture funds in poorer schools make improvements difficult and this impacts on the curriculum and teaching methods and teacher quality. Christie (2010) notes, that the South African schools are vastly unequal regarding human and financial resources. In former white and Indian schools, they used their resources to their advantage to employ additional staff to offer a broad curriculum with specialist support, while in the majority of the schools, the people in the poor communities were too to pay school fees and this de-motivated the teachers working in these difficult circumstances - such as no libraries, laboratories and lack of curriculum support (Christie, 2010).

In post-apartheid South Africa, the ministry of education introduced three reform initiatives on national curriculum for South African schools. These significant policy decisions by the South African government were the devolution of authority to the school governing bodies, the prohibition of Corporal Punishment and inclusive education (Buchler, 2010). The introduction of the new curriculum exposes inadequacies prevalent in rural schools. Similarly Jansen (1998) notes, that minimal physical resources and lack of professional expertise are some of the challenges the rural schools face in educational changes.

Other challenges principals face are new forms of leadership, HIV/AIDS awareness, poverty alleviation and the plight of rural and township schools (Beeka,2012). Further (Beeka, 2012) notes that leaders in South Africa according to Batho Pele principles (people first) are to transform their old and redundant leadership styles and adopt collaborative transformational leadership forms. Unfortunately principals had little or no training to assist them to deliver these services to their clients (Beeka, 2012). Furthermore, the lack of preparation programmes for leadership and the lack of criteria for principals appointment has resulted in the underperformance of principals in their new leadership roles (Mestry, 2006). Consequently, in the recent changes in education, these principals had the mammoth task of leading change because they needed to guide their followers and also alleviate the fears of change (Msila, 2010).

In response to the rapidly changing conditions throughout the education system, many primary schools had to make changes to class sizes, and language composition (Broom, 2010). In South

Africa with the influx of Black learners to predominantly White, Coloured and Indian schools the change in learner profile in these schools has been dramatic (Sujee, 2002). In many of these schools teachers were unable to make changes envisaged in the National policy because leadership and staff in these schools are predominantly homogenous (Muthukrishna, 2004). Furthermore, the public schools have undergone radical changes and created opportunities for learners from diverse backgrounds to attend the school of their choice. According to Vandeyar (2010) the move to schools of their choice had a profound impact on various stakeholders and these educational reforms set new challenges and demands on teachers in the classrooms (Vandeyar, 2010). Hence, teachers found different ways of dealing with diversity and language barriers in the classrooms. In the South African context, some schools responded by adopting approaches that allow them to maintain the status quo while many schools used the process of assimilation where learners are expected to fit into the existing ethos and culture of the school (Muthukrishna, 2004). In addition Vandeyar (2010) notes, that many teachers completed their training in separate education systems and institutions, so they had taught homogenous learners throughout their careers. Now, they had to come to terms with teaching through the medium of a second language and they had to teach learners in a language they were not proficient in. In some schools teachers find themselves in a dilemma and they use vernacular as more equitable and also English as it empowers learners (Buchler, 2010). In schools where learner population are not fluent in either English or Afrikaans where this is the medium of instruction, can be a challenge for teachers (Singh, 2005).

Consequently, schools are challenged to transcend educational integration but in the South African context only former white, coloured and Indian schools have desegregated and integrated (Chisholm, 2004). The teaching strategy of many teachers was according to hegemonic culture of schools e.g. former white schools, coloured schools and Indian schools where the teachers fostered an assimilation approach to teaching. Consequently, it is because of this hegemonic culture of schools that teachers curriculum delivery and assessments were viewed through the lens as if she taught a group of Indian students (Vandeyar, 2010). In her research Vandeyar (2010) believes that "change and transformation were like buds of spring flowers pushing through the earth after a long hard bitter winter" (Vandeyar, 2010, p. 356). Vandeyar (2010) further argues that teachers should recognise the differences and incorporate this into their daily lessons and classroom practices.

Another challenge for novice teachers is that teachers are not prepared for the harsh realities of teaching in South African schools. This is because of the professional and institutional realities and demands that go beyond what their teacher training course covered which is in part cultural, political, economic and historical context of the South African communities (Chisholm, 2004).

Furthermore, principals are faced with the gap that exists between the ideal form of leadership that has been prescribed in policy frameworks and the leadership that is practiced in the schools, the hands on approach (Grobler, 2012). Hence, a factor identified as critical for managing change and raising achievement of learners is effective leadership. However, in most disadvantaged and in difficult contexts, there is a shortage of what constitutes effective leadership.

2.10   Gaps in policy and practice

A radical transformation of education and training cannot occur without change because of many years of apartheid there is still the feeling that South Africa was lagging behind in terms of other nations (Vambe, 2007). Therefore, South Africa needed to catch up with the rest of the world and the focus was on OBE which was interpreted as a demonstrable outcome in education (Vambe, 2007). Transformational OBE is an ideal with its focus on imparting critical thinking to all learners. This OBE results is what the government of South Africa would want to achieve but it avoids questions of by when the learner should know or understand and teachers interpreted the OBE curriculum differently. According to Vambe (2007), OBE failed to improve education in a fundamental sense and it was flawed to assume that OBE can affect all learners in the same way because of the disparities in schools in South Africa. OBE has further helped to entrench inequalities between rich and poor learners (Vambe, 2007). Jansen (1998) further notes that the OBE curriculum will undermine the fragile environment in the classroom in the new South Africa because the language policy was too complex and confusing for the teacher to implement into practice. The departmental documents are ambitious in changing demands made of the teacher and place teachers in a particular role of a facilitator.

In her article Landscape for Mapping Changes for Leaders, Christie (2010) argues that the expectations for school leadership and the framework policies set out by the Ministry of Education provides a new terrain for principals to navigate. Their work has changed in complexity and in

contextually different ways. The policies of the new approach to education are more suited to well functioning schools. Consequently, the unintended effects of the new approach to the education system had increased the historical inequalities within the education system (Christie, 2010).

One of the most significant policy changes after 1994 was the transfer of greater autonomy to schools and the community. This decentralisation was viewed as democratisation and also in line with global trends. However, on the one hand, researchers are not convinced that decentralisation is the answer because it has reinforced inequalities (Buchler, 2010). On the other hand, the ethos, structure and content of the apartheid government were used to promote dependent authoritarian mentality and most teachers were victims of that system. Consequently, in the new approach to education, many teachers are ill equipped to educate the learners of the rainbow nation, to help develop values and attitudes to sustain democracy (Dean, 1998).

2.11 Chapter summary

The literature review explored the definitions of change. It also discussed changes in the education policies in South Africa which lead to changes in schools. I set my theoretical framework in the Transformational Leadership Theory based on the works of Burns (1978) and other authors. I also used Grant's 2006 model of transformation and change. The literature discussed how leadership of the principal and the teacher can bring about changes in schools. The curriculum, organisational culture and challenges principals and teachers experience with regard to change which was drawn from other research studies to determine whether these challenges were similar to that which emerged in the study. The next chapter focuses on research methodology and design of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

The previous chapter focused on the literature review and the theoretical framework of the study. The focus of this chapter is on the discussion of the methodological approach and the methods used to generate data. This chapter outlines the research design, the research paradigm, methodology, an explanation of data generation, analysis of findings and the limitations of the research study.

3.2 Research paradigm

A paradigm is a "set of beliefs that guide the action or the study" (Creswell, 2012, p. 19). The research paradigm most suitable for this study is the interpretative paradigm because the characteristics of this paradigm are a concern for the individual and in the context of the interpretative paradigm the key component is to "understand the subjective world of human experience" (Cohen, Manion, & Morrison, 2007 p. 21). Through close interaction with participants my role as an interpretative researcher was to make sense of the participant's life world. Through these interactions with the participants I was able to clarify the meanings they ascribed to both their perceptions and their motivations.

3.2.1 Interpretative paradigm and qualitative research

The interpretative researcher begins with individuals and sets out to "understand their interpretations of the world around them" (Cohen, Manion, & Morrison, 2007, p. 22). An interpretative approach is holistic in nature and it aims to understand the social life and meaning of its participants (Vos, 2008). In qualitative research the participant's experiences, their perceptions and the meaning for their accounts are important to the researcher who wants to understand the phenomenon. It involves their beliefs and values, therefore, in qualitative study samples are purposively selected (Vos, 2008). As a qualitative researcher I begin with the assumptions that " a world view, the use of theoretical lens and the study of the research problems inquire meaning which the individual gives to a social or a human problem in order to study this problem" (Creswell, 2012, p. 31). A qualitative approach together with an interpretative paradigm will be employed for this research study. In the interpretative paradigm the focus is on action or behaviour with meaning and when the actions become meaningful then the researcher is able to share the experiences of the participants (Cohen, Manion, & Morrison, 2007).

The interpretive approach is holistic in nature and it aims to understand the social life and meaning people attach to everyday life. It produces descriptive data in the participants own words either spoken or written and the participants beliefs or values that underline the phenomenon. Qualitative research is concerned with understanding the subjective exploration of reality from the perspective of an insider (Vos, 2008).

In the context of the school I, as a researcher want to understand how teachers understand the changes in the school and how they cope with the current changes in education policy. Furthermore, in my research study I want to gain an in-depth understanding of how change affects teachers and the contributing factors that create change in schools which will focus on transformational leadership of principals, teachers and the change in schools. As a qualitative researcher my aim is to explore the perspectives and shared experiences, to develop insight into situations and to make sense of feelings, experiences as they occur in the real world (Cohen, Manion, & Morrison, 2007). Since the questions that guide my study are interpretative in nature, I want to understand the perceptions of teachers on change in school leadership, the roles that teachers assume in order to make the organisational changes effective.

3.2.2 A case study approach

My research study is a case study method, using a qualitative approach and the hallmark of a case study in this approach is to identify "understanding and in depth-inquiry" (Rule & John, 2011, p. 61). A case study will show "what it is like to be in a particular situation and it will also provide a close up reality and thick description of the participants lived experiences of thoughts and feelings about the situation" (Cohen, Manion, & Morrison, 2007, p. 254).

A case study is an empirical inquiry that "investigates a phenomenon in its real life context and it is also a systemic and in-depth investigation of a particular phenomenon in its context to generate knowledge" (Yin, 2003 cited Rule & John, p. 4).

A case study is an in-depth analysis or an exploration of a bounded system. My research study is a single case in a bounded system and takes place through in depth data collection methods which involves interviews and questionnaires (Vos, 2008).

3.3 Sampling technique

The method of sampling I opted for was a non-probability sample. "In this type of sampling the researcher deliberately selects a particular section of a wider population" (Cohen, Manion, & Morrison, 2007 p. 110). Small scale research uses non-probability samples because they are less complicated and less expensive. Here, participants are purposively selected and this is a feature

of qualitative research. Samples are chosen for a specific purpose. In this study, I used purposive sampling to gain an in-depth knowledge from teachers at a school on how they understand change at their school. These participants were purposively selected on gender, seniority, novice and diversity.

This case study is a single case study of a public school in the suburbs of Pietermaritzburg. It is a primary school and the language of teaching and learning is English. It has an enrolment of about 400 learners and a teaching staff complement of fifteen. The school is well resourced according to the quintile ranking of the school. The school has approximately two thirds Indian learners with one third African, Coloured and White learners. Of the fifteen teachers, two are African teachers, one is the Special Needs Learners teacher and the other is the teacher of isiZulu who also teaches Mathematics in the Intermediate Phase. Two heads of department, one for the Foundation Phase and one for the Intermediate Phase and the principal comprise of the School Management Team (SMT). Three teachers on the staff are employed by the governing body. The school has a new principal and the School governing body chairperson is serving his second term, this indicates there is stability with SGB membership.

The school is well maintained and fenced, has a security guard at the front gate, a scholar patrol points man and two administrators, one temporary and the senior administrator. The culture of learning and teaching in the school is effective. I used convenient sampling in my choice of school because I am a member of staff at this school and I feel comfortable working with my colleagues. Four members of the staff were purposively selected as my unit of analysis because I want to gain an informed understanding of the research problem and the subjective exploration of reality from the perspective of an inside observer (Vos, 2008).

In the light of the above it is within this context that I chose to conduct my research because I am a member of the staff and because it will provide me with a close up reality of changes that have taken place and also it will provide a "thick description of the participants lived experiences of thoughts about feelings for the situation" (Cohen, Manion & Morrison, 2007, p. 4) and changes that have taken place.

3.4 Ethical issues

At the outset of my research I applied to the University of KwaZulu-Natal for permission to conduct the research. Thereafter, I applied to the College of Humanities at UKZN for permission to conduct research based on my proposal. I gained ethical clearance with full approval to conduct my research.

The study was done in the context of the school so ethical issues such as seeking informed consent from the school principal and the Department of Education was a priority of the research study. Informed consent formed a contractual relationship between myself and the participants and served as a foundation on which ethical considerations will be based (Cohen, Manion, & Morrison, 2007). As a researcher and an inside observer I remain detached from the findings and let the voices of the participants be heard.

Prior to the study I gained permission from the principal of the school in the study to conduct the research. The nature of the study and the research instruments were explained to the principal. Permission was granted and all participants were addressed in a short meeting by me, the researcher and they were informed of the research study and the purpose of the case study as well as anonymity and confidentiality. To assure the participants of anonymity they were informed that their names would be protected and pseudonyms would be used. They were given an explanation of what "informed consent" is. It is an important principle in research and formed the basis of an understood contractual relationship between the researcher and the participants. It also serves as a foundation on which ethical consideration is structured (Creswell, 2012) and a participant may withdraw from the study if they wish. The use of an audio recorder will only be used if the participant consents to its use. Therefore, in view of this, a letter of consent was signed by all participants. Permission was granted to me by the principal and the KZN Department of Education where a description of procedures and the purpose of the research are set out in Appendices 1, 2 and 3.

3.5 Methods of data generation

My research instruments are questionnaires as well as interviews. I distributed my questionnaires to approximately fifteen teachers with ten returns. Of the ten returns I chose four participants for

their rich open-ended questions, interest and availability. I chose four participants which is a manageable number.

The questionnaires consist of closed questions and open-ended questions. The closed questions enable the participants to choose a response from a range of prescribed options and when analysing the data I will be able to generate frequencies in their responses that are quick to code (Cohen, Manion, & Morrison, 2007). These questions are more direct and focused. The questionnaires comprise of closed questions and three sections, the biological information of the teachers and the school information, the teacher leadership and change comprises of ten questions. The open ended question is where participants felt free to give their opinions on how they feel about change.

The open-ended questions in the questionnaire captured the specific data of this situation that is how teachers understand change in their school. Open ended questions are useful because my research study is exploratory and participants can write free accounts of their emotions, feelings and experiences in their terms (Cohen, Manion, & Morrison, 2007).

The interviews serve the purpose of gathering direct information on the research objectives by gaining access to what is "inside a person's head and what the person knows, the likes and dislikes, their values and their attitude" (Cohen, Manion, & Morrison, 2007, p. 272). I chose to use interviews and questionnaires to go deeper into the responses of the participants to acquire a "thick description of raw data" (Cohen, Manion, & Morrison, 2007). Semi-structured interview schedule with a few predetermined questions provides a guide to the process (Vos, 2008). I asked participants permission to use a recorder and the interview was conducted in a conversational style atmosphere. At the start of the interview the participants were assured once again of complete confidentiality, as the face to face interview may cause the participant to feel restricted in their responses. The interview is a social and interpersonal encounter therefore; I created an atmosphere where the participants feel secure to talk freely (Vos, 2008). In a qualitative approach, methods of observations and semi-structured interviews are used to acquire in-depth knowledge of how persons construct their social world (Vos, 2008).

Questions for the semi structured interview were designed so that I am able to ascertain an in-depth knowledge of how persons construct their social world and to get rich responses. Since it is

an exploratory case study I want to know how teachers perceive all these changes that are happening in the education system and how they are affected by these changes in their schools.

In piloting the research I chose a semi structured interview schedule and a questionnaire as a means of data generation. I used purposive sampling and I chose a level one, senior educator whom I work closely with and who was willing to assist me to test the instrument. I found piloting the instrument useful as it increases the reliability and validity of the instrument which was the questionnaire and the semi-structured interview schedule. Feedback from the participant's response was good and piloting the instrument enabled me to evaluate the effectiveness of the instrument.

3.6 Data analysis

The purpose for conducting a qualitative study is to produce findings and qualitative analysis transforms data into findings. This involves reducing raw material, sifting significance, identifying significant patterns and constructing a framework for communicating the essence of what the data reveals. Data analysis is the process of bringing order, structure and meaning to the mass of collected data. The coding of data is stringent in order to pull together, structure and bring order to a wealth of material (Cohen, Manion, & Morrison, 2007). I read and re-read the data and became thoroughly familiar with the data and note of patterns, interesting or unexpected features. I also looked for categories and key features in the analysis, also finding links between my units of analysis (Cohen, Manion, & Morrison, 2007).

The concept of triangulation is based on the assumption that any inherent bias in a particular data source will be neutralised when used in conjunction with other data sources and methods (Cohen, Manion & Morrison, 2007). Triangulation in qualitative research using multiple perspectives can provide greater confidence, that what is being targeted is accurately captured. It allows the researcher to be more confident of the results. Using content analysis I will analyse the content from participants view on how teachers understand change and how they see their role in the change process, what are the barriers and challenges they experience in schools.

Data analysis and interpretation forms a critical part of the case study research process and it is here that thick descriptions are constructed and identified in order to theorise the case. "The best way to data analysis is through hands-on process of experiential learning" (Rule & John, 2011, 75). To conduct this research I use the qualitative approach in the natural setting i.e. the school using the inductive analysis to establish themes and patterns. Babbie (2001, cited in Vos, 2008), states that inductive reasoning moves form a particular to the general. Hence, as the researcher I used specific occurrences to draw conclusions, from specific observations to the discovery of patterns to obtain a degree of reasoning.

3.7 Issues of trustworthiness and rigour

The four most common criteria used to assess the rigour of qualitative research is credibility, confirmability, dependability and transferability (Rule & John, 2011). My research instruments are questionnaires and semi structured interviews and I used the method of triangulation to increase the credibility of the analysis. The triangulation method also strengthens the trustworthiness of the data and features in the analysis. It also helps to find links between the response of my units of analysis in the interview and the questionnaires (Cohen, Manion, & Morrison, 2007).

Triangulation in qualitative research using multiple perspectives can provide greater confidence that what is being targeted is accurately captured. It allows the researcher to be more confident of the results. Highlighting the importance of this view, Creswell (2012, p. 39) argues thus "Work involves researchers working back and forth between themes and the data base until a comprehensive set of themes are established". It may also involve collaborating with participants interactively so that they have a chance to shape the themes that emerge from the process (Creswell, 2012). Participants also verify the accounts written about them are authentic and they confirm the contents of the interview are true. This exercise helps improve accuracy and completeness of data generated and also contributes to the credibility (Guba, 1981 cited in Rule & John, 2011).

Interpreting the case

Interpreting the case study is a critical aspect of the research process where the researcher constructs thick descriptions and identifies themes to theorise the study (Rule and John, 2011). In

this chapter I analysed the data to gain meaning through interpretation of the data collected. My focus is through qualitative data analysis in order to generate meaning on how teachers understand change in schools. Firstly, I worked with the coding using pseudonyms for participants as teacher A, B, C and D. Working closely with the data and coding is an integral part of data analysis and offers an analytical and systematic decision about "what the data is saying" (Rule & John, 2011, p. 77).

Using content and thematic analysis of the data, I explored how teachers understood change in their schools and their role in change, including what barriers they experience in their role as leaders. Using raw data to extract themes "helps to convey vividly the relationship between themes and data to provide a blend of the real and the abstract" (Rule & John, 2011, p. 78). In my case study which is an intrinsic case study, I explore teachers' understanding of change in their school. Through data analysis of generating themes and patterns I wanted to discover commonalities, differences and similarities using the raw data. Although my case study is focused on a suburban school and my case is a single case, my unit of analysis is small but "the data is rich, thick and detailed" In abiding by the principle of "Fitness for purpose" (Rule & John, 2011, p. 87). I explored the interpretations of the participants on change in their school. I also researched the participants' views on leadership at their schools, how the school culture impacts on their roles, levels of motivation and teacher development which are important aspects of change in schools today.

3.10   Limitations to the study

The limitation to my research is the choice of the case study which is my school. The convenient sampling and my interest in the school are factors that lend to limitations. However, from the outset I planned to be transparent about my positionality to my participants and its effects to contribute to the credibility and validity of my research. Professional ethics will be my guide to my relationship with my participants. As a researcher I position myself as an inside observer.

Another limitation I foresee is my sample is small, one primary school and four participants, so in a single case study this does not allow the findings to be generalised. The purpose of the case study was to explore and understand the research question in its context. An in depth exploration was

important to make sense of the 'why', 'how' and 'what' questions and to understand how teachers view change in the context of their school.

My personal interest in the school and my position on the staff may influence data generated but as far as possible I will try to interpret data from a researcher's point of view and not allow bias to affect the quality of my research. As far as possible I will remain detached from the findings and let the voices of the participants be heard and let the data speak for itself.

3.10   Chapter summary

This chapter outlines the research methodology and the design of study. The research study is an interpretative, qualitative study aimed at exploring teachers' understanding of change in the schools based on the Transformational Leadership Theory as my theoretical framework as well as Grant's 2006 model on Transformation and Change. In this chapter, I discussed the unit of analysis, sampling procedures, the context of the school, ethical consent, issues of trustworthiness and rigour and limitations of the study. A case study research was most suitable to my research because it is a single case, which is well suited to producing data which is very valuable. The next chapter presents the results and discussion of the findings.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSIONS

4.1 Introduction

The previous chapter outlined the research design and the methodology employed in this study. This chapter focuses on the presentation analysis and discussion of data generated by means of questionnaires as well as semi-structured interviews with participants. It is important for leaders to motivate, inspire and influence staff and learners in the face of change and transformation of the learning organisation (Bass, 1998). I believe that positive change and transformational leadership are indicators of a strong and responsible leadership of an organisation.

The aim of this research was to explore how teachers understand the concepts of change in schools. This chapter presents major findings and themes that emerge from the data generated using questionnaires and semi-structured interviews. In my presentation, I used as many direct quotes of the participants to show how teachers perceive change in their school.

I linked the findings of the conceptual framework of change and transformational leadership theory, to the literature on change, what influence this has on the principal as a transformational leader, organisational changes and school governance, curriculum changes and finally teachers in leadership roles and the challenges they face with change in the new approach to education. I also linked data to Grant's (2006) four zones of teacher leadership, change and transformation model.

The key themes that emerged from the data generated from the questionnaires, open ended questions in the questionnaires and the interviews were: Change as perceived by teachers, Leadership roles of teachers, support and challenges in the classroom, curriculum challenges and the Principal's role in teacher development.

4.2 Presentation of the emerging themes from the data

In presenting the data that emerged from my interviews I chose to include many quotes from the participants in the research to illustrate their understandings of the questions and concepts. I also analysed the responses of the participants to the questions asked in both the questionnaire as well as the semi structured interviews.

4.2.1   Analysis of questionnaire and interviews

The four participants responded to the questionnaire. The format of the questionaires has been described in Chapter Three. After careful analysis of the questionnaire data it was found that the participants were divided on whether the majority of teachers take on leadership roles at their school. However, they agreed that people in authority should lead. Some participants agreed that teachers are part of the decision making process at their school while others disagreed. All participants agreed strongly that teachers should be encouraged to take up leadership initiatives. According to all participants who agreed strongly to the question on 'I believe teachers respect values, customs and norms of the community'. This was perceived strongly by all participants which indicates that personally and professionally, values and respect are a priority to them. All participants strongly agreed that mentoring of teachers is important for successful teacher leadership roles. This links closely with the literature on values, skills and knowledge which is part of the new approach to education.

Participants agreed that collaboration among staff improves learner achievement. Teacher D's response to the open-ended question was:

> **We need to develop and focus on standards that are driven by goals that are connected to teaching and learning. Also teamwork and support among educators themselves, access to mentoring, advisory programmes and build a climate in which educators take responsibility for their learners.**

In response to Teacher D, I believe that the participant emphasises that goals are the driving force to effective teaching and learning. These goals also give opportunities for teachers to work as a team.

Participants were divided on their response to the question that their school has a positive environment for effective teaching and learning. Teacher B's response in the open-ended question was:

> **We need to work together to build our school. We need to be treated with respect. Better communication with staff to help grow our school.   We need support from parents to help their children.**

I believe in response to this question of a positive environment, the participant is aware that for a better working environment there must be collaboration, respect and communication for the school to grow. This can only happen if all stakeholders support each other. Caldwell and Spinks (Spinks, 1992) also believe that a transformational leader is important to autonomous schools. They succeed in gaining the commitment of their followers to attain higher levels of commitments and this is necessary for the successful transition to a system of self-management of schools. Furthermore, Leithwood (1992) builds on transformational leadership on three dimensions which are, building the school's vision, establishing school goals and providing intellectual stimulation by offering individualised support and modeling practices and values of the organisation thus, creating a culture and climate to foster participation in school's decision making processes.

After careful analysis of the questions it was found that on the subject of leadership the majority of the participants believed that people in authority should lead. However, the participants in their schools are not part of the decision making process. This was mentioned in the interview by Teacher B. Two participants view the majority of teachers taking up leadership roles at the school and the other two disagreed. I believe that as stated by the SASA of 1996, all stakeholders of the school should work in collaboration for the upliftment of the school.   Leithwood (2008) is of the opinion that principals in their days work carry out their work on behalf of the school and the learners and the nature of this work reflects the context of school. Therefore, principals should emphasise the school's functionality, which gives clarity to the goals that is discipline and order in the school and the classrooms. Once this function is in order then the principal outlines the aims and goals and develops a vision with the members of the staff (Jantzi, 2008). After close analysis of the questionnaires and the open-ended questions, it became obvious that "respect, mentoring and working together/collaboration" was a theme that came through strongly.

On the question of "Every teacher is a leader in the process of change", the participants were in agreement that every teacher is a leader for change and that at their school teachers are encouraged to take on initiatives. However, they disagreed to the question on "All teachers are supported when taking on roles for change". It can be perceived that teachers who take on roles do not have the support they expected for these initiatives. In the open-ended questions teacher A's response was:

> **At our school we need to know that efforts are not recognised and acknowledged.**
> **Leaders need to know what the goals are and work with the staff towards that**
> **rather than dictate.**

I believe that the principal needs to acknowledge teachers inputs. The behaviour of the principals and the staff of a school, the respect they have for others display the culture of the school. All stakeholders should work collaboratively towards the success and the vision of the school. This is in keeping with Fullan (1993) who claims that change involves all learning that comes together, to understand and be good at it, therefore any activity that supports learning must be part of the change efforts.

All participants understood the concept of change and their interpretations were as follows:

> **Change is something positive and encouraging; you look forward to new challenges.**
> **You have to be optimistic because you grow from change. Whether change is good**
> **or bad it is up to the person to grow from change (Teacher A).**

> **Change, empowers teachers to promote creativity. But in my school there are only**
> **situational demands from the School Management Teams (SMT). (Teachers B).**

> **Change is adjusting, improvising to different   circumstances and situations.**
> **(Teacher D).**

All participants understood that the concept of change as a move forward and that change is perceived differently by individuals. According to the Task Team report on Education and Management (Department of Education,1996) human resource in schools deal with change on a

daily basis and they have to make change possible. Therefore, the organisation requires support and developing their skill which ensures continuous support, positive improvement and change for the organisation (Department of Education, 1996).

As the researcher in the study, I define change as something different, a movement or a shift forward to a new experience or a new approach which brings about challenges. Change in school is a process that has to be incorporated into the structure and the culture of the school and all members of the staff must work collaboratively to overcome any challenges that change brings.

4.3   Teachers in leadership roles

Teacher A and Teacher C are newly qualified teachers with under ten years of teaching experience and they see their roles as:

> **I co-ordinate volleyball, swimming and I am a housemistress. I plan for excursions and plan for my lessons as a class teacher (Teacher A).**

> **As a leader in school I am the conveners for chess and netball. In my class I guide learners and educate   them. I am young and I am a model to my learner (Teacher C).**

Both Teacher A and Teacher have similar views of their roles as leaders. They see their roles as co-ordinators of extra-curricular activities and class based teachers. The novice teacher must improve the situations in his or her environment actively through team effort and working in collaboration with colleagues. Teachers can never improve the learning conditions in the classroom unless they improve conditions outside the classroom (Fullan, 1993). In schools teachers hold formal and informal leadership roles. In the classroom the teacher displays the formal leadership roles and on the field, this is the extra-curricular activities, which forms the informal role. Some of the roles participants in the study are assigned to are that of a conveners of sports codes and planning for excursions.

Teacher B and Teacher D are senior teachers and they view their leadership roles as that of mentors and support guides for teachers and learners. However, Teacher B only sees her role as a class teacher and conveners of sport and secretary for staff meetings but she does not participate in drawing up of policies in school. She is involved in committees that are responsible for drawing up the learner code of conduct and pastoral care. But these committees are just on paper, the committee has not met this year. Teacher B says that she does not know what her portfolio is on the committee. Teacher D sees himself as a mentor, a guide to teachers and support for learners and colleagues. He does administration and management duties because he is the most senior teacher in the intermediate phase. Bass (1998), claims that the transformational leader need not be in a prominent position to influence others and the transformational leaders can occupy positions at various levels of the organisation and this transformational leadership can be informal. Therefore, these teachers have taken on an informal mentoring role at their school and yet, they believe that "only the SMT should be lead"

At the school under study, the participants mentioned that teachers are assigned duties according to a roster that comes around at the beginning of the year. What comes through strongly is this kind of leadership which places emphasis on record keeping which is an important role at the school. This opinion is also perceived by Singh (2011), who states that schools in South Africa differed in the emphasis to change in leadership as claimed in the education policy of 1996. He also claims that some schools are still influenced by traditional roles of bureaucracy (Singh, 2011). I agree with Singh (2011) because the case study school it appears that administration is a priority and record keeping is a show.

4.4 Classroom challenges

In respect of classroom challenges teachers need support and their responses were:

> **I don't really get management support, it was the more experienced teachers who helped with the emotional support as well as support with resources (Teacher A).**

> **No support at all, I don't know whether it is because I am a specialist teacher for Education for Learners with Special Needs (ELSN) class. I only get controlling and expectations from the principal. You have pitfalls and no guidance (Teacher B).**

Working with learners with various disabilities and limited resources. I do not get much help with second language learners who need help with the LOLT (Language of learning and teaching) of the school (Teacher C).

Not much. Too much 'red tape' with certain policies in school (Teacher D).

From the data generated it appears that Teacher A and Teacher B have similar views on teacher support. Teacher C also has challenges with learners with disabilities and Teacher D states that there are "*too much red tape with certain policies in school*". In order for schools to function effectively, there needs to be support structures in place. I refer to the literature review in the typical South African school, the formal structures of support will come from the school's SMT and other stakeholders like the school governing body and parents of learners. According to Coleman, a principal who practices transformational leadership in schools, shares leadership functions and attempts to empower staff. Transformational leaders and followers unite to pursue higher goals and both want to shape the school in a new direction and there is commitment (Coleman, 2011). Hence, principals should create an open school climate and team spirit to assist teachers to develop positive leadership skills (Beeka, 2012).

All four participants found that learner discipline to be most challenging in the classroom.

It is difficult to deal with discipline now days with no help or parental interest from the home (Teacher C).

I think the government needs to have more workshops on discipline (Teacher B).

I believe that in schools the relationship between the principal, the teachers, the parents and the learners must be defined by clarity of goals and vision. All stakeholders must know what the goals of the school are and they must become involved for effective teaching and learning to take place. Teacher B says that '*you have pitfalls and no guidance*'. It appears that teachers are expected to solve their problems on their own. According to Jansen (1998), teachers and their pedagogy have been displaced as he refers to the disappearing of teacher policy images, as teachers become facilitators. Teachers had to give up their space, instruments of control i.e. corporal punishment and content and text books. This can be challenging for teachers in the schools today. In keeping with challenges at school, the inconsistent supervision by management

can also lead to an increase in frustration of novice teachers (Bergman, 2011). I do agree with Jansen (1998) and Bergman (2012), teachers are facing challenges and it is up to the leadership of the school to provide guidance and support to be able to achieve effective teaching and learning.

In response to the question of 'what support do you receive in your classroom challenges participants faced many challenges in the classroom. One of the problems that emerged strongly was with governance and they expressed their views were as follows:

> **I always had problems with chairs, desks and lights and I suggested to the SGB ways of attending to the needs of the school but I did not get any help. Boundaries are blurred with regards to SGB roles, they interfere with professional matters. I know I am answerable to my principal but now I am answerable to other people as well (Teacher A).**

> **From my side there is a misunderstanding of duties and they have a negative effect on professional matter (Teacher B).**

> **As an SGB paid educator there is no stability and a lack of benefits, no bonus at the end of the year. I am a qualified educator and there are no incentives for my hard work (Teacher C).**
> **The SGB at my school stunted effective learning and teaching (Teacher D).**

I believe that these findings are not in keeping with what the literature states. For change to happen in schools, school improvement is one of the strategies to help accomplish their educational goals and strengthen the organisational support and contextualise the school's educational programmes (Thurlow, 2003). As schools are given autonomy, the scope and the nature of the educational management has changed radically and responsibilities are passed to the schools and communities (Coleman, 2011). In schools, transformational leaders have their own vision for their schools that is the future state of their schools; therefore, the principal must be inspirational and motivate the staff to work with enthusiasm and pride (Coleman, 2011).

I believe that the SASA of 1996, brought about many changes in schools and the objective was to make all schools autonomous. At the same time, many school principals and SGBs are not ready

to take on this task of governing the school effectively. Therefore, at the grassroots, teachers are experiencing challenges. Badat (2009) claims that institutionalised change is concerned with governance, financing, curriculum, teaching, learning and equity. The SASA of 1996, decentralisation and the quality of school improvement was passed on to the SGB and the basic functionality of the school now became the responsibility of the SGB.

Teachers are the key human resource for conditions needed for change because of their pedagogical knowledge to impress upon learners which is central to effectiveness in the classroom (Mascall, 2008). I am in agreement with Mascall (2008) because in the context of change the organisation plays an important and significant role which gives rise to new forms of leadership and at different levels. In the SASA of 1996, the SGB of the school has been mandated to be responsible for taking ownership of the school. They have been given the power to adopt a school policy with regards to uniform, school fees, code of conduct for learners, the budget and the finance of the school. If members of the staff are not happy it must be brought to the attention of the SGB meeting via the staff representative. All stakeholders must know what happens at school and the vision and goals of the school are very important. Mncube (2009) suggests that parents, teachers, learners and non-teaching staff should be involved in the governance of the school. This enables all members to have ownership of the school and in a way that they are responsible and accountable for what happens at the school. This corresponds with the SASA of 1996.

4.5 Challenges teachers face with the curriculum

In the study the responses of the participants to the question 'what challenges do you face as a teacher with the new curriculum' were:

> **I am not confident as a teacher. I read books about the curriculum on my own. I find that everyone's interpretation is different and everyone is teaching differently. We are not clear about whom to follow. I do a lot of work in mathematics and now there are more assessments. Children need to take mathematics seriously (Teacher A).**

With curriculum changes there is no proper training for level one educators and they need us to produce what is correct after a couple of days. There are too many demands and expectations in short period (Teacher B).

There is not much information and few workshops about the new curriculum. The new curriculum features lots of changes and insecurities, lots of questions are unanswered and I don't know who to ask. How do slow learners cope when the curriculum is so advanced and how do they meet the promotion requirements set by the Department of Education (Teacher C).

There is insufficient support in terms of workshops. The Department of Education needs to re-implement the curriculum through in-service training for teacher (Teacher D).

From the responses of the teachers on the curriculum, it appears that they have similar views on training and workshops. Since 1998 the education system has been through many curriculum changes. We had curriculum 2005 and Outcomes Based Education (OBE), National Curriculum Statement (NCS), the Revised National Curriculum Statement (RNCS) and in 2010 the latest curriculum is the Curriculum and Assessment Policy Statement (CAPS). Presently teachers in Grade R to Grade 12 are implementing the new curriculum and teachers still face many challenges.

It is only through supportive leadership in schools that teachers will overcome shortcomings in terms of curriculum. The new approach to educational change demands that teachers work together in collaboration and team effort. This strategy in teaching creates a fluid movement of pedagogical knowledge from one grade to the next. In my opinion, participants need to be taught how to teach the new curriculum and it is the responsibility of all members of staff to foster mentoring in schools. I believe it is the structure of the school that needs to change. School leadership needs to create collaboration and working together for these participants to overcome these challenges. I believe that if teachers do not understand the curriculum and that there are insecurities as teacher C expressed, then learners will not benefit and achieve their best. Leithwood and Jantzi (2008), claim that direct and indirect leadership does affect student learning and student outcomes. Transformational leadership which has its origins in Burn's theory inspires staff to new

challenges and commitments. This commitment helps to develop the capacity of staff to work collaboratively and helps overcome challenges and aids the school to reach ambitious goals.

Wedekind (2004) claims that as the new curriculum will begin to integrate education and training by incorporating learning which rejects division, it will also foster learning which will encompass a culture of human rights, multiculturalism, multilingualism and sensitivity to values of nation building. I am in agreement with Wedekind (2004) as his claim is the core of the new approach to education.

The new curriculum places burdens on teachers to manage this new, innovation and continuous assessments, teachers will need to reorganise the curriculum time to monitor individual learner's progress. Thus the new curriculum requires teachers to be retrained to secure the implementation that is required for success (Jansen, 2001). I agree with Jansen's claims and this links to the literature in chapter two on challenges teachers face.

4.6 Development of teacher leadership roles

The important question to ask is: Are teachers being effectively developed to perform functions in leadership roles at their schools? On this question "what effect do principals have on teacher development'? the participants expressed their views as:

> **I think the principal can be more helpful and encouraging but this is not the case (Teacher A).**

> **Identify and remedy problems instead of criticising staff. When we look at the future we must also look at the back to our past and see where we are coming from (Teacher B).**

> **A principal needs to be a role model to teachers and learners and everyone needs to work together as a team, support each other and co-operate and be helpful and approachable (Teacher C).**

Principals who are 'au fait' with all school matters would be in a position to support staff. Principals who work with educators will enjoy more support and co-operation from educators (Teacher D).

Teacher D's response the "*principals who are au fait with school matters would be in a position to support staff*" I believe that Teacher D refers to a knowledgeable principal who knows about all school policies and is able to give his teachers the support they need. The report by the Task Team on Education (Department of Education, 1996), on Educational Management in post 1994, depends on the following elements, a value driven mission, managing through participation and collaboration, develop the school as a learning organisation and drawing on other support (Department of Education, 1996).

All participants appear to want to be appreciated and accepted by the principal. There appears to be a gap between the principal and the participants because of what the participants said. In this case study, my interpretation of the voices of participants on teacher development is that there is a lack of communication between principal and the participants. The principal is not seen as a role model. Teacher C says "*a principal needs to be a role model to teachers and learners*". There appears to be a gap in communication between the principal and the participants. Teacher D's response was "*Principals who work with educators will enjoy more support and co-operation from educators*". If this is not so, then there is a break in communication and this is not in keeping with Burn's (1978) theory of transformational leadership. Principals are to inspire teachers to new levels where leaders and followers develop a relationship to work towards the goals of the school. In my opinion principals need to work closely with the staff to create a culture and a climate that is conducive to teaching and learning.

At the end of the semi-structured questions, participants were asked if they have any further comment they wish to raise and this was their response:

Leaders should be more informed about policies and our role should not be to go to others to be informed. Leaders should share responsibility with staff. The approach of a leader should be strong and approachable. He does not have to be rude and aggressive (Teacher A).

The SMT are pillars of the school and they need to prepare continuously how to do the job better. They work not for themselves but for the school. The SMT and SGB must be invitational instead of being autocratic (Teacher B).

Changes in assessment policies and the government need to provide more than one workshop. It is also difficult to deal with discipline and no help from the parents (Teacher C).

A transformational leader shapes these goals and motivates others into action which initiates change in order to reach existing and new goals (Bush, 2007). However, the quality of leadership makes a difference to the school and student's achievement and in many parts of the world including South Africa, the recognition that schools need effective leaders for the best education of their learners. Transformational leadership is influencing others actions to achieving the desirable ends. It is believed that as the global economy gathers momentum more governments are realising that their main assets are their people and becoming competitive in the global market requires a highly skilled workforce. This requires not only a highly trained and committed teachers but they also need the leadership of effective leaders and principals (Bush, 2007). School aims are strongly influenced by pressures from the external environment but the school leadership is able to modify the government's policy and develop approaches which are based on their values and vision (Bush, 2010). In schools, policies mobilise human resources for continuous school improvement (Fullan, 2003).

The findings in the study show that participants volunteer to give assistance to others in an informal capacity as Teacher A states that "*our role should not be to go to others to be informed*". The language used by Teacher A indicates that the principal should be more compassionate, a person who listens, shows a willingness to work with others and be approachable. This is similar to what Teacher B says "*the SMT are pillars of the school, the SMT and SGB must be invitational and not autocratic*". Harris (2004) believes that firm and direct leadership is required in a democratic style of leadership in schools to move and improve. She also states that effective leadership encouraged teamwork and it is concerned with knowing how to motivate others and to make a difference. I

agree with Harris that schools with strong leadership gives staff and learners direction and support to handle any challenge that comes their way.

Data from the questionnaire shows that participants do not see themselves as leaders they see the SMT as leaders who are appointed. The following views of the participants indicate that they see the SMT as part of school management team who has the authority to lead. Teacher B states that "*SMT need to prepare continuously on how to do the job better. They work not for themselves but for the school*". In the South African context the structure of the school is prescribed by the Department of Education. At the helm of the school is the SMT, even though change and transformation has been set in policy, teachers still look to their respective leaders for support to accomplish the goals of the school. In this research study, participants say that they are motivated to change whatever is within their circle or their space. It is evident that they are leaders in their classrooms and they take on formal and informal roles.

4.7   Grant's leadership model on transformation and change

I used Grant's (2006) teacher leadership model in understanding teacher leadership in the change and transformation at schools. The explanation of Grant's model (2006) has been discussed in chapter three. From the findings it would appear that teachers understand their role to be mainly inside the classroom and outside in the extra-curricular duties which is Zone1 and Zone 2 respectively.

Another finding is that teacher A is passionate about teaching but this does not go beyond zone 1 and Zone 2 on Grant's (2006) model. In my opinion, she extends her passion to her colleagues but she seems reluctant to talk about the principal's involvement in teacher development. The passion and initiative showed in planning of excursions and extra-curricular activities, is both inside and outside the classroom.

In solving discipline problems Teacher A and Teacher C said that they work around these issues but they did not mention whether they received any help from the SMT. In my opinion, if they resolved these issues on their own, then they are displaying leadership roles which they are not aware of. Here again, the leadership is restricted to the classroom.

By working around language diversity, teaching both first and second language learners through the medium of English and seeking solutions is displaying leadership roles. However, these teachers only see leadership in formal situations where the SMT is the authority to lead. Teacher C states that she does not receive much help with discipline and language diversity but she does not mention whether she has asked the SMT for any assistance in this regard.

4.8 Leadership opportunities for teachers

All teachers engage in leadership roles and the school culture and climate can enhance or inhibit teacher leadership or teacher development in schools. The findings show that Teacher C and Teacher D have taken their own initiative to help teachers even though they were not assigned the formal duty to be a grade leader or a mentor at their school. Their response to support received from the SMT were that the SMT was autocratic and teachers do not have clarity on issues. "*Just get assessed for IQMS with no guidance" and "not much".*

In my opinion, if these teachers motivate themselves, they are accountable and responsible therefore, appreciation should be acknowledged by the SMT. It can be demotivating if the SMT does not acknowledge their contribution to work towards the effective functionality of the school. This is evident in Teacher C's response: "*what is disappointing is no appreciation for my hard work".* As stated in the literature that teachers are the essential drivers of good quality education (Department of Education, 2008). Also Fullan (1993) states that change involves personal learning and problem solving where people must support each other.

The findings show that despite the SMT's lack of appreciation the participants perform their duties and they show enthusiasm. In the questionnaire participants viewed respect and values to be important. They took responsibility to teach and they encouraged the colleagues to take on responsibilities. I believe that principals should acknowledge that all staff members have leadership and they should help them to develop their capacity to build teacher leadership. This is in keeping with Barth (2001), as stated in the literature in chapter two.

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Principals play a major role in teacher development and principals create an environment, climate, and support collaboration, recognise and reward for a job that is well done. Articulating the importance of the school principal, Mncube (2009) refers to as finger on the pulse on what is happening in school. In contrast to this, the findings show that the participants response to teacher development show negatively. The response to the question on 'what support do principals offer on teacher development' Teacher A's response was: "*Principal needs to praise members of staff for hard work, it's the approach of someone*".

Participants believed that the Department workshops on curriculum were limited and there could be more. In terms of curriculum development they did not mention any internal development by school SMT on curriculum. This is evident in what Teacher C mentioned "*I don't know who to ask*".

In applying Grant's (2006) teacher leadership model, findings show that teachers are not given opportunities to develop personally. In terms of professional development participants have up graded the academic qualifications and their professional qualifications.

School governance also affects teaching and learning. Participant seemed demotivated at not being consulted. Findings from participants show that their inputs are not always valued. This is evident in what Teacher A said "*I suggested to the SGB ways of attending to the needs of the school but I did not get any help*".

Participants work in collaboration with colleagues but not with the SMT. There appears to be a hierarchy in management. This emerged when Teacher D mentioned "*principals who work with educators will enjoy more support and co-operation from educators*". I view this as a divide or a lack of support from the principal. In support of this, Grant (2008) states that teachers, principals and schools need to develop the knowledge, skills and values necessary for teacher development to become a reality. In schools today principals need to be supported as they delegate their duties and teachers also need to be supported when they volunteer to take up leadership roles.

Roles and duties are according to roster but the committee has not met to discuss matters. Therefore, Teacher B responded by saying that "*she does not know her portfolio on the committee, she is on because it is in the office as symbols and for the officials*". It appears to be that the

administrative work is done efficiently so that when a department official visits the school to monitor the functionality there is evidence.

Findings show that there is a lack of communication between the SMT and level 1 educators. In this regard Teacher C responded by saying she did not know who to ask about problems she experienced in learner diversity and assessments. When asked the question on what challenges do you face as a teacher with the curriculum? She says: "*It has lots of features, changes and insecurities. Questions are unanswered and I don't know who to ask*".

In determining the participants' understanding of change in school, I applied the responses of the four participants to Grant's (2006) teacher leadership model. I used the four zones and the six roles to locate the areas in which the participants experience these changes and where they perceived to see change strongly (Grant, 2006). I used the four zones to enrich the analysis of the data and I am able to see areas where teachers engage in leadership and areas where leadership is lacking. Here as class based teachers they reflect on their teaching practices and develop strategies to improve their teaching and learning in the classroom through mentoring from their colleagues.

In zone two, teachers do work with other teachers and learners outside the classroom in curricular and extra-curricular activities. Their role functions would be located in zones two and three where they provide curriculum development knowledge for themselves and they assist other teachers in the school. As in role four they would participate in evaluating their peers for the IQMS but no mention of this leadership was made by any on the participants.

Zone three, outside the classroom in the whole school development, participants did not feature in roles five and six because they are not involved in school level decision-making.

Teacher B's response to decision making was: "*The code of conduct forms were distributed by the principal, I asked for a copy, I was told to collect the acknowledgement and forward to office. It was an instruction. I had no knowledge of this and I am on this committee*". It appears that the teacher of the class had no knowledge of what was distributed to learners until she asked for a copy. It is indicated from the tone of the response that there is a lack of communication between the principal and the staff.

Zone Four involves neighbouring schools in the community. Roles Two and Roles Three display providing curriculum development knowledge, leading in-service education and assisting other teachers. Although participants display role functions two and three they are only at school level and not functioning in zone four. This is because no participant mentioned whether they networked with neighbouring schools on curriculum. The findings show that roles of teacher leadership is only in zone one, zone two and zone three but not in zone four on Grant's (2006) model of teacher leadership. The findings also show that autocratic leadership and a lack of communication with the SMT came out strongly. The leadership in the case study showed definite lines of authority from the principal to the teachers and it differed from the change in leadership as stated by the Department of Education (1996). The report by the Task Team on Education Management Development states that "resistance to change flourishes where there is poor communication, little or no active participation and involvement in decisions". The report further suggests that "to overcome this resistance there should be open lines of communication, participation and involvement of all stakeholders and an atmosphere of facilitation, support, negotiation and agreement" (Department of Education, 1996 p. 32). Schools today are still being influenced by traditional roles of bureaucracy. However, participants still have a strong commitment to teaching and learning and a belief in a collegial process to change. Despite the limited guidance from the SMT, the challenges they face with discipline and the limited resources, all participants viewed participation in class-based teaching and collegial structures of mentoring to be important. The new meaning of educational change, according to Fullan (2004), is to get deeper commitment and creativity from teachers and to do this, transformational leaders need to build more structures that work on capacity building and standards which are expectations for students and the teaching force that will be accountable for effective teaching and learning. Capacity building is at the heart of change that gives direction to people's work and it is highly interactive in professional settings (Fullan, 2003). Therefore, this theory of transformational leadership is applicable to my research study because it emphasises how transformation in school leadership brings about change which eventually leads to effective teaching and learning in schools.

4.9 Chapter summary

In this chapter I presented findings that were categorised into themes. Participants in the case study encouraged their colleagues to participate and to take on responsibilities despite the hierarchical culture of the school. Participants allowed change to happen in their own circles. They used their roles as teachers and their experience to make a change or make a difference. Senior teachers took on the initiative to mentor novice teachers without this task being delegated to them. The findings also reveal that there is not enough opportunities created for teachers to develop professionally. Teachers felt that there is a gap in communication and working relations between the SMT and the participants. In the next chapter I present a summary based on these findings.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter has thematically presented and discussed the data from both data sources. This chapter makes the findings drawn from the data and ultimately the recommendations are made based on the findings.

5.2 Summary of the study

This study explored the experiences of how teachers understand change in schools. This was a case study of four teachers in the primary school. The first chapter has outlined the background to the study, including the discussion of the rationale, research questions and the outline of the study. The second chapter has focused on the review of related literature including the theoretical framework.   The third chapter provided a detailed discussion of the research design and methodology that was used to generate data and assist in answering the research questions. The fourth chapter presented the data which was organized into five themes and these were discussed in full. The last chapter presents the findings as well as the recommendations.

5.3 The research questions restated

The findings are presented and summarized under each research question that was posed in the first chapter. This was meant to indicate the extent to which the data successfully answered the key questions that guided the study.

5.3.1 How do school teachers understand change in their schools?

The discussion below details the findings regarding the teachers understanding of change in their school. After discussing the themes that emerged from the data in chapter 4 it appeared that teachers understand what change in schools is. The teachers also have knowledge of how change in schools can empower individuals to move forward. They mention that change brings about creativity, change is uplifting and change brings about growth.

However, the data shows that teachers face challenges with regards to change in their schools. As Teacher B responded by saying that "*in my school there is nothing to empower teachers to promote*

creativity, only situational demands". The data indicates that the teachers work in their own classroom and in their own spaces. They also work with their colleagues but not with the SMT.

The study shows that the challenges the teachers face in promoting change in their schools is largely associated with the principal and the SMT. The SMT at their school need to develop teacher leadership. The data also shows that the culture of the school is still set in a hierarchical culture because teachers did not consult with the principal on any matters. In keeping with transformational leadership, Bush (2010) recommends that the starting point to change in schools is to develop a vision for the school. This places teaching and learning at the centre and the SMT members need to lead by example to attain the changes for school effectiveness. Section 4.4 in Chapter 4 provides more details.

5.3.2 How teachers understand their role towards change and how does this influence their teaching?

The data has shown that teachers are still passionate and committed to teaching. However, teachers are still instructed by the principal to carry out duties implies that the autocratic approach to management still prevails. The data also shows that mentoring among teachers have come through strongly and it is done informally by senior teachers. This indicates that despite the autocratic management styles, the teachers work in collaboration with colleagues and they see themselves as role models for their learners. More details about these issues can be found in section 4.3 of Chapter 4.

The data shows that the teachers are not part of the decision-making process at their school. Despite this lack of involvement in the decision-making process these teachers continued to co-ordinate and convene sports such as netball, soccer, swimming which are major codes at their school. The findings show that teachers use these codes of sport to develop their leadership roles. This is discussed in section 4.8 of Chapter 4. If the goals for the school are clear then teachers can participate in problem solving that relates to school improvement.

5.3.3 What factors enhance teachers in the process of change and do they experience challenges?

The process of change and transformation appeared as an important instrument in the school in this study. However, the findings show that one of the factors that hinder teachers in the process of change is leadership of the SMT. The data has shown that teachers believe that the principal must be a role model to the teachers and Teacher B states "*SMT are pillars of the school and that all stakeholders including the principal and SBG must be invitational and not autocratic*". The principal of the school has the important role of changing autocratic structures to democratic structures. I believe this will solve the challenges teachers face about development of teachers and also allow free communication.

The data clearly shows that teachers do have challenges using the CAPS policy. This new curriculum, like all the previous curriculums needs a lot of planning, team work, guidance, support and resources. This curriculum being the national curriculum intends putting all teachers on the same level of understanding. As one participant mentioned "*everyone interprets the policy differently*". This is seen as a major gap in the policy because as stated in the literature review, all schools vary in the South African context. This is discussed in section 4.5 in Chapter 4. The study establishes that the challenges facing the teachers in the process of change are largely associated with the SMT and the teachers of the school. Clearly every SMT should want the teachers to develop to their full potential where changes with flatter structures need to take place. As Mncube, (2009) recommends that teachers must remember that learners are the direct beneficiaries of the curriculum.

5.4 Recommendations

This study sets out three recommendations; the first is directed at teacher development, the second recommendation is directed at motivation and the culture of the school and the third recommendation is directed to the perceptions of transformation in urban and rural schools.

5.4.1 How do curriculum changes affect teacher development and the role of professional development in schools?

The school curriculum forms the common focus for all teachers. When teachers are confident of how to teach and the methods they use in their classrooms, then they build confidence to become better teachers. This will enhance their role as leaders and will lead to effective teaching and learning. The Curriculum policy changes affect all teachers. Teachers must be able to teach with strong self-confidence. They teach future leaders therefore, there is a need to teach the teacher. There needs to be uniformity in the implementation of the curriculum.

5.4.2 How does mentoring and motivation affect the culture in all schools in South Africa?

In schools novice teachers need mentoring and motivation to teach. In the absence of teacher training colleges, which taught students in training, the hands-on methods of teaching, novice teachers rely on the SMT of the schools to give them the mentoring and motivation. These teachers adapt to the culture of teaching and learning at their schools.

5.4.3 What are some of the perceptions of teachers in both rural and urban schools on transformation in schools?

In the South African context, urban and rural schools differ vastly. Teachers interpret transformation and change differently. In the light of this, it is interesting to learn from teachers where transformation is prevalent and where transformation is lacking. I believe that there is a need for more research on how educational reform affects the professional development of teachers and principals.

5.5 Chapter summary

This chapter has presented the findings and recommendations that are directed at the teachers and the SMT in the process of change in schools. The chapter begins by providing summary of the entire study before presenting the findings which are organised under the research questions.

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Appendix 1a

Gatekeeper's letter: Permission from the Department of Education to conduct research

<div align="right">

38 Hesketh Drive
Hayfields
Pietermaritzburg
3201

</div>

The Circuit Manager of Education
Department of Education and Culture
Pietermaritzburg
3201

30 December 2013

RE: RESEARCH ON CHANGE IN SCHOOLS

Dear Sir

I, Inbaranie Naidoo, am currently a student at University of KwaZulu-Natal, School of Education, I am studying towards a Masters degree in Education (Med) and I am doing research on change in schools. My project title is "An exploration of how teachers understand change in schools, a case study of a suburban school".

Sir, you are aware that recent changes in education policy and curriculum have impacted on the organizational structure, culture and human resources at schools today. The aim of the study is to explore how teachers understand change in schools. In schools, since post 1994, change has spread across major areas of curriculum, governance and finance of schools, school management and leadership and teachers conditions of service. A case study research will explore the support and challenges teachers experience in the face of transformation and educational changes in the current climate in the school.

I hereby request your permission to conduct a study at _____ Primary School. The participants in the study will be four teachers from the school. They will be required to

complete a questionaire and participate in an interview that will be approximately 60 to 90 minutes per interview.

Please note that:

- The school and the participants will have their identities protected in accordance with the code of ethics stipulated by the University of KwaZulu Natal. I, as the researcher undertake to uphold the confidentiality of all participants by using pseudonyms for all participants in the study.
- The school and the participants will not receive any material gains for participation in the study.
- Participation is voluntary and participants will be free to withdraw at any time from the study without any negative or undesirable consequences.
- Participants will reflect their own personal opinion and they will not be forced to disclose what they don't want to reveal.
- An audio recording of the interviews will only be used if permission from the participant is obtained.
- All data will be stored in a locked cupboard in my possession for a maximum period of five years, thereafter it will be destroyed.
- My contact details are 0832813760/ 033 3963157
- My supervisor, Mr P. Jugmohan can be contacted on 033-2606046

The Human and Social Sciences research office details are : Ms P. Ximba,
031 2603587
Email: ximbap@ukzn.ac.za

Please feel free to contact me should you have any queries or questions you would like answered.

Thank you

Yours sincerely

_____
Inbaranie Naidoo
Researcher Masters in Education
Email: inba29@hotmail.com

education
Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: T. L. MVUBU   Reference: .   Date: 30Jan 2014

To : Ms I Naidoo
        Primary School
Pietermaritzburg
3201

Dear Ms I. Naidoo

RE GATEKKEPER'S LETTER : PERMISSION TO CONDUCT RESEARCH AT PRIMARY SCHOOL

1. The above matter refers
2. On behalf of the KZN Department of Education I would like to firstly take this opportunity to congratulate you for having reached this level in your academic achievements
3. Secondly I would like to re-assure you of the support that this department and the entire school community will give while pursuing your master's degree
4. I would therefore like to inform you officially that permission is granted to you to conduct your research on CHANGE IN SCHOOLS at   Primary School.
5. You are further reminded to abide and observe the rules and regulations pertaining to conducting a research especially where participants will be involved
6. Please make sure that all relevant school structures are aware of the contents of this letter before you embark on your research
7. Lastly on behalf of the department of education I take this opportunity to wish you well in your studies and hopefully your findings will ultimately enhance the delivery of quality education in our South African Schools

Yours truly,

T. L. MVUBU
CIRCUIT MANAGER

Letter for Gatekeeper: The Principal

Appendix 2a

<div align="right">
38 Hesketh Drive
Hayfields
Pietermaritzburg
3201
</div>

The Principal

_____School

Dear Principal

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I, Inbaranie Naidoo, am currently a student at University of KwaZulu-Natal, School of Education, I am studying towards a Masters degree in Education (Med) and I am doing research on change in schools. My project title is "An exploration of how teachers understand change in schools, a case study of a suburban school".

The aim of the study is to understand how teachers see change in schools. In schools, since post 1994, change has spread across major areas of curriculum, governance and finance of schools, school management and leadership and teachers conditions of service.

I hereby request your permission to conduct a study at _____ Primary School. The participants in the study will be four teachers from your school. They will be required to complete a questionnaire and participate in an interview that will be approximately 60 to 90 minutes per interview.

Please note that:

- The school and the participants will have their identities protected in accordance with the code of ethics stipulated by the University of KwaZulu Natal. I, as the researcher undertake to uphold the confidentiality of all participants by using pseudonyms for all participants in the study.

- The school and the participants will not receive any material gains for participation in the study.

- Participation is voluntary and participants will be free to withdraw at any time from the study without any negative or undesirable consequences.

- Participants will reflect their own personal opinion and they will not be forced to disclose what they don't want to reveal.

- An audio recording of the interviews will only be used if permission from the participant is obtained.

- All data will be stored in a locked cupboard in my possession for a maximum period of five years, thereafter it will be destroyed.

- My contact details are 0832813760/ 033 3963157

- My supervisor, Mr P. Jugmohan can be contacted on 033-2606046

- The Human and Social Sciences research office details are: Ms P. Ximba,

031 2603587

Email: ximbap@ukzn.ac.za

Please feel free to contact me should you have any queries or questions you would like answered.

Thank you

Yours sincerely

_____

Inbaranie Naidoo
Researcher
Masters in Education
Email: inba29@hotmail.com

Appendix 2b

DECLARATION

I _____ **(Full name)** principal of
_____ school hereby confirm that I understand the contents of this document and the
nature of the research project.   I am willing to allow my teachers to participate in the project and
for my school to be a research school.

Signature of Principal

_____

Date:_____

Appendix 3

38 Hesketh Drive

Hayfields

Pietermaritzburg

3201

26.11.2013

Dear Participant

RE: Request for your participation in a research study

I Inbaranie Naidoo, am currently a student at University of KwaZulu-Natal, school of education and I am doing a research on change in schools. My project title is "An exploration of how teachers understand change in schools, a case study of a suburban school".

The aim of my study is to understand how teachers see change in schools and the focus is on primary schools.

Please note that:

- That as a participant you will not receive material gains for participation in the research.
- Your identity will not be divulged under any circumstance.
- Pseudonyms will be used throughout the research (your school name and your name will not be divulged).
- Participation is voluntary, therefore, you will be free to withdraw at any time without any negative consequences to you.
- You will be required to complete a questionaire and participate in a semi structured interview and your responses will be treated with complete confidentiality.
- An audio recording of the interviews will be used only if you give me permission to do so.
- Data will be stored in a locked cupboard by me for a maximum period of five years thereafter it will be destroyed.
- I can be contacted on 083 281 3760 and my supervisor Mr P. Jugmohan can be contacted on 033-260 6046 at the Faculty of Education Pietermaritzburg campus.

I thank you.

Yours sincerely

_____

Inbaranie Naidoo

Researcher

Informed consent document for participant

I ………………………………………………………………………………………….(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 consent/do not consent to this interview being recorded.

Signature of Participant

………………………………………………………….

Date

……………………………………

Appendix 4

Teacher Questionnaire

Please place a CROSS(X) in the appropriate box for each of the items below

A. Biographical Information

1 Gender:

Male		Female	

2 Race:

African		Indian		Coloured		White	

3 Age:

Below 30		30-40		40+	

4 Formal Qualification:

M+3		M+4		M+5 and above	

5 Nature of employment:

Permanent		SGB		Temporary/contract	

6 Years of teaching experience:

Below 10 years		10-20 years		20 years and over	

7 Member of a labour union:

Yes		No	

B: School Information

8 Learner enrolment:

1-300		301-500		501+	

9 School type:

Primary		Secondary	

10 Number of teachers in your school:

1-10		10-15		16 and above	

C. Teacher Leadership and change

Place a CROSS (X) in the column that most closely describes your opinion on the role of leadership in your school.

SCALE: 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree

	I believe:	4	3	2	1
11	The majority of teachers in my school take up leadership roles				
12	That people in formal positions of authority should lead				
13	The majority of teachers in my school are part of the decision making process				
14	In my school teachers are encouraged to take up initiatives				
15	Teachers respect the values, customs and norms of the community.				
16	All teachers are supported when taking on roles for change				
17	Every teacher is a leader in the process of change in my school.				
18	Mentoring is important for successful teacher leadership roles.				
19	Collaboration among staff improves learner achievement.				
20	My school has a positive learning environment for effective learning and teaching.				

Opened-ended questions:

Please write a response to the questions in the space provided below.

21. To achieve effective teaching and learning in our schools, we need to:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

22. Any other comment in respect of how teachers can use opportunities to change and transform schools:

_____
_____
_____
_____
_____
_____

Appendix 5

Interview Schedule for Case Study Research

Time of interview   : _____

Date   : _____

Place   : _____

Interviewer   : _____

Interviewer   : _____

Position of interviewee   : _____

Description of case study research: My case study is on how teachers understand concepts of change in their schools. The aim of the study is to explore change in schools under the new approach to the educational system and how you feel about your teaching experience in your school. An audio tape recording will also be used if you agree to it.

QUESTIONS

1. How would you define change?
2. What has been your role as a teacher leader in your school?
3. What support do you receive in your classroom challenges and from whom?
4. How does school governance affect your teaching and learning?
5. What challenges do you face as a teacher with the new curriculum?
6. What effect do principals have on teacher development?
7. Any further comment you wish to raise?

Appendix 6

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
wyebanksec@telkomsa.net
sathsgovender4@gmail.com

Dr Saths Govender

17 AUGUST 2014

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

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

AN EXPLORATION OF HOW TEACHERS UNDERSTAND CHANGE IN SCHOOLS, by I. Naidoo, student no. 211559875.

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

Yours faithfully

DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.