

**The perceptions and experiences of School Management Teams  
(SMTs) on teamwork**

**By**

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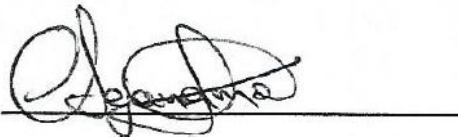
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## DECLARATION

Student number: **444-900-54**

I declare that **“The perceptions and experiences of School Management Teams (SMTs) on teamwork as an alternative to school management”** is my own project. All the sources that have been used or cited have been listed and recognized by means of comprehensive references.

Signed:

A handwritten signature in black ink, appearing to read 'C.M. Sejanamane', is written over a solid horizontal line.

C.M. Sejanamane

06/11/14

Date

## **ABSTRACT**

The Changes within the South African education system have turned-around the view that regards principals as “sole” people responsible for leadership and management of schools. The task of the school principal has undergone a radical change. Over the years the notion has been replaced by the view that sees management and leadership as prerogative of many, including stakeholders within and outside education. The move has become world-wide phenomenon compelled by the dual imperatives changing societal values and the rate of change.

This study is aimed at investigating the perceptions and experiences of School Management Teams (SMTs) on teamwork as an alternative to school management. The investigation was framed within the mixed-method approach, and sought to unpack the experience of SMT members with regard to teamwork. An interpretive paradigm made it possible for me to gain an in-depth understanding of SMT members’ experience of teamwork within their school contexts. I used interviews and questionnaires as research tools to gather data. This study has found that, although the concept of teamwork is well-received, there are still significant obstacles to the implementation of teamwork as an alternative form of school management.

## **KEY TERMS**

School-based management; School management teams; Teamwork; Transformational leadership; Perceptions of teamwork; Benefits of teamwork; Challenges of teamwork; Instructional Leadership; Capacity building.

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"He knew me before conception and even when I was in my mother's womb, He was still there and has carried me since I was born and has been taking care of me. Even when I am old, He is still the same. Even when my hair starts turning grey, He will be taking care of me. He made me and will take care of me". Thank you my Father for your strength. I would never have come this far if you were not present at all times! From the old into the new, keep travelling with me.

## TABLE OF CONTENTS

Declaration	ii
Abstract	iii
Key Terms	iv
Acknowledgements	v
Acronyms used in this study	xii
<b>CHAPTER 1: INTRODUCTION AND BACKGROUND</b>	
1.1 Introduction	1
1.2 Statement of the problem	2
1.3 Aims and objectives of the research	3
1.4 Significance of the study	3
1.5 Definition of concepts	4
1.6 The organization of the study	7
1.7 Chapter Summary	7
<b>CHAPTER 2: LITERATURE REVIEW</b>	
2.1 Introduction	10
2.2 The changes that were effected in the education system since 1994	11
2.3 The challenges and contradictory tasks of principals emanating from the transformation in education sector	31
2.4 School-based management	42
2.4.1 Introduction	42
2.4.2 Four major roles constituting leadership in a self-managed school	48
2.4.2.1 School principal as a governor: political leadership dimension	49
2.4.2.2 School principal as a manager: managerial/transactional leadership dimension	50
2.4.2.3 School principal as a teacher: instructional leadership dimension	53
2.4.2.4 School principal as an agent: transformational leadership dimension	55
2.5 Education Policies and Plans Introduced and Amended	60
2.5.1 Action Plan 2014: Towards the Realisation of Schooling 2025	61

2.5.2	Action Plan to 2019: Towards the Realisation of Schooling 2030	63
2.5.3	National Strategy for Learner Attainment (NSLA)	63
2.5.4	National Development Plan (NDP), Vision 2030	65
2.5.5	Continuing Professional Teacher Development (CPTD) Management System	68
2.5.6	Integrated Quality Management Systems (IQMS)	70
2.5.7	Curriculum Assessment Policy Statements (CAPS)	71
2.5.8	Annual National Assessment (ANA)	74
2.5.9	Learner Attainment Improvement Plan (LAIP)	77
2.6	Teamwork	79
2.6.1	Introduction	79
2.6.2	Teamwork practices by SMT	81
2.6.3	A shift from authoritarian to democratic leadership style	85
2.6.4	Benefits of teamwork in the SMT	87
2.6.5	Types of teams	91
2.6.6	Handling Team Conflict	99
2.6.7	Characteristics of effective teams	111
2.6.8	The role of the team leader	120
2.6.9	The role of SMTs and their knowledge and skills on teamwork	130
2.6.9.1	SMT and curriculum delivery	135
2.6.9.2	SMT and Integrated Quality Management Systems (IQMS)	142
2.6.9.3	SMT and Continuing Professional Teacher Development (CPTD)	154
2.6.9.4	SMT and community relationships	169
2.7	The five stages of team development	172
2.8	Barriers to team building	176
2.9	Guidelines to improve the SMT training on team building	178
2.10	Instructional Leadership	193
2.10.1	Introduction	193
2.10.2	Definitions of Instructional Leadership	195
2.10.3	The role of Instructional Leaders	198
2.10.4	The five Basic Functions of Instructional Leadership	206



2.10.5	The qualities of Effective Instructional Leaders	208
2.10.6	Instructional Leadership and Parent/Community – the link	211
2.10.7	Instructional Leadership and New Approaches to Education	222
2.10.8	Instructional Leadership Skills	224
2.10.9	Models of Instructional Development	225
2.10.10	Assessing Instructional Leadership	227
2.11	Developing a Vision	228
2.12	Reflection and conclusion	232

### **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

3.1	Introduction	241
3.2	Mixed-method	243
3.3	Sampling	246
3.3.1	Purposeful sampling	246
3.4	Data collection	248
3.4.1	Questionnaires	251
3.4.2	Interviews	255
3.5	Data analysis	260
3.5.1	SPSS	262
3.6	Validity and Reliability	262
3.6.1	Piloting	265
3.7	Ethical considerations	266
3.7.1	Voluntary informed consent	267
3.7.2	Privacy/confidentiality/anonymity	269
3.7.3	Limitations of the study	270
3.8	Chapter Summary	271

### **CHAPTER 4: DATA ANALYSIS AND INTERPRETATION**

4.1	Introduction	272
4.2	Questionnaire Analysis	272

4.3	Interviews Analysis	306
4.4	Chapter Summary	318

## **CHAPTER 5: DISCUSSIONS, RECOMMENDATIONS AND CONCLUSION**

5.1	Introduction	319
5.2	Summary of Findings	319
5.3	Recommendations	324
5.4	Conclusions	326
	<b>REFERENCES</b>	328

### **ANNEXURES**

	ANNEXURE A: Notice of intention to submit	355
	ANNEXURE B: Interview questions	356
	ANNEXURE C: Interview Management Plan	358
	ANNEXURE D: Teamwork questionnaire	359
	ANNEXURE E: Application to conduct a study	368
	ANNEXURE F: Evidence of approval to schools	369
	ANNEXURE G: Proposal acceptance letter	370
	ANNEXURE H: Evidence of editing	371
	ANNEXURE I: Proof of registration	372
	ANNEXURE J: Participants' responses to SECTION D-Questionnaires	373

### **LIST OF FIGURES**

	FIGURE 2.1 Team effectiveness model	112
	FIGURE 2.2 Key Features of Effective Appraisal	144
	FIGURE 2.3 Relationships between Professional Development and Attainment of Institutional Goals	156
	FIGURE 2.4 The Seven Steps in Creating Professional Development	163

Programme	
FIGURE 3.1 The Five Phases of Qualitative Research	251

## **LIST OF TABLES**

TABLE 2.1 Effective Instructional Leader checklist	226
TABLE 4.1 Demographic characteristics of Participants	275
TABLE 4.2 Benefits of teamwork	280
TABLE 4.3 Characteristics of teamwork	281
TABLE 4.4 Team roles	284
TABLE 4.5 Team building	286
TABLE 4.6 Achievement of team goals	289
TABLE 4.7 Team meetings	292
TABLE 4.8 Team motivation	294
TABLE 4.9 Team conflict management	297
TABLE 4.10 Monitoring performance	298
TABLE 4.11 Creativity and risk taking	300
TABLE 4.12 Team work skills of the head teacher	302
TABLE 4.13 Leadership style	303
TABLE 4.14 Correlations of different aspects of teamwork	305

## **ACRONYMS USED IN THIS STUDY**

AA: Administrative Assistance

AAPR: Annual Academic Performance Report

ACE: Advanced Certificate in Education

ANA: Annual National Assessment

ANC: African National Congress

AO: Area Office

ATP: Annual Teaching Plan

BELA: Basic Education Laws Amendments

CAPS: Curriculum and Assessment Policy Statement

CPD: Continuing Professional Development

CPTD: Continuing Professional Teacher Development

DA: Developmental Appraisal

DAS: Developmental Appraisal System

DBE: Department of Basic Education

DoE: Department of Education

DSG: Development Support Group

ECD: Early Childhood Development

ELAA: Education Laws Amendment Act

ELRC: Education Labour Relations Committee

EMGD: Education Management Governance and Development

ETDP SETA: Education Training and Development Practices Sector Education and Training Authority.

EWP 6: Education White Paper 6

FET: Further Education and Training

GET: General Education and Training

GG: Government Gazette

HoD: Head of department (school subject)

IL: Instructional Leadership

INSET: In-service Education and Training

IQMS: Integrated Quality Management Systems

ISPFTED: Integrated Strategic Planning Framework for Teacher Education and Development

LAIP: Learner Attainment Improvement Plan

PLC: Professional Learning Committee

LTSM: Learner Teacher Support Material

MGSLG: Matthew Goniwe School of Leadership and Governance

NAPROQSA: National Association for Productivity and Quality in South Africa

NCS: National Curriculum Statement

NDP: National Development Plan

NEEDU: National Education Evaluation Development Unit

NEPA: National Education Policy Act

NGO: Non-Governmental Organisation

NGP: National Growth Plan

NMLC: National Management and Leadership Committee

NMM: Ngaka Modiri Molema

NPC: National Planning Commission

NPFTED: National Policy Framework on Teacher Education and Development

NQF: National Qualifications Framework

NSLA: National Strategy for Learner Attainment

NWPED: North West Provincial Education Department

OBE: Outcomes Based Education

OECD: Organisation for Economic Co-operation and Development

PAM: Personnel Administrative Measures

PD: Professional Development

PDP: Personal Development Plan

PDP: Professional Development Portfolio

PED: Provincial Education Department

PGP: Personal Growth Plan

PIMRS: Principals Instructional Management Rating Scale

PIRLS: Progress in International Reading Literacy Study

QLTC: Quality Learning and Teaching Campaign

RCL: Representative Council for Learners

SACE: South African Council for Educators

SACMEQ: Southern and Africa Consortium for Monitoring Education Quality

SADTU: South African Democratic Teachers Union

SAOU: Suid Afrikaanse Onderwyser Unie

SASA: South African Schools Act

SA-SAMS: South African -School Administration Management Systems

SBM: School Based Management

SDP: School Development Plan

SDT: Staff Development Team

SGB: School Governing Body

SIP: School Improvement Plan

SMT: School Management Team

SPSS: Statistical Package of Social Science

SQLTC: School Quality Learning and Teaching Campaign

TIMSS: Trends in International Mathematics Science Studies

TLO: Teacher Liaison Officer

WSE: Whole School Evaluation

# CHAPTER 1

## INTRODUCTION AND BACKGROUND

### 1.1. INTRODUCTION

Education is part of broader processes of social changes that are happening all the time. Education in South Africa has not always been the same. There was a system of segregated and unequal education. According to Christie (2006:55), white education was expanding and black education was neglected. Traditionally, the principal resembled the middle manager suggested in William Whyte's 1950's classic *The Organization Man* – an overseer of buses, boilers and books.

Before 1994 the main purpose of the education system, which was characterized by hierarchical and authoritarian relations, was to restrict wider participation and to ensure political control by the top echelons of the education departments (African National Congress Education Department, 1994:20). The authoritarian nature, rigid bureaucracy and rule-bound hierarchy of the various education departments were often replicated at school level where most of the local power was vested in the school principals (Atkinson, Wyatt and Senkhane (1993:4).

The leadership style of school principals was rigid and domineering; with close and constant control over teachers and school activities (Calitz and Shube, 1992:37). Grant (2006:525-526) attributes this affinity for autocratic leadership on the part of South African school principals to factors like: an authoritarian mentality, fear of the loss of power, school cultures that are steeped in deeply ingrained attitudes, values and skills as well as ethnic, cultural and gender biases. These factors are people-based.

Grant furthermore ascribes it to an understanding of leadership as being linked to a formal position due to, amongst others, a sense of insecurity on the part of teachers and official policy which emphasizes principal accountability. Within this essentially top-down functionalist perspective of leadership in South African schools, teachers are relegated to what Watkins (1986:4) refers to as "mere ciphers or automatons devoid of any



semblance of human agency”. The leadership potential of the majority of teachers remained largely untapped during the apartheid era. Most South African teachers were effectively prevented from fulfilling meaningful roles as leaders at school level.

A consequence of the authoritarian ethos that persists at many South African schools is the fact that it militates against the establishment of the free space in which creative interaction and deliberative exchange are encouraged. At such schools the possibility of teachers becoming agents of their own destiny as opposed to mere functionaries of the state is minimized. One scholar describes this situation as follows: “Lowly ranked managers are still on the level of depositing, serving mainly as administrators not privileged to take initiatives, apply their creative skills and knowledge and participate in decision making”.

## **1.2. STATEMENT OF THE PROBLEM**

Teamwork plays a critical role in the effective and efficient management of teaching and learning in school. It also contributes to the successful implementation of education policies at micro level, specifically at school setting. Notwithstanding challenges of the successful implementation of the flawed education policies (Curriculum 2005, National Curriculum Statement and Revised National Curriculum Statement), the absence of teamwork among others, in the SMT at Ditsobotla Area Office, Ngaka Modiri Molema district schools, appear to have impacted on the educator’s performance at classroom level and on the quality of teaching and learning.

Within this context, this study argues that the absence of teamwork in schools has a potential of affecting the Curriculum Assessment Policy Statement (CAPS). There appears to be a knowledge gap on teamwork in the SMTs that affects schools’ performance. Central to this study is the assumption that teamwork in the SMT should be driven from an instructional leadership perspective. Little research, if any, has been conducted on teamwork in the North-West Province schools.

Flowing from the above, central and guiding question for this study is as follows: How do SMTs experience teamwork? In line with the central question, the guiding research sub-questions are:

1. What are the perceptions of SMT on teamwork at Ditsobotla Area Office schools?
2. Do SMTs have sufficient knowledge and skills on teamwork?
3. How does absence of teamwork in SMT impact on the quality of managing teaching and learning?
4. What is the status quo of the teamwork skills competencies of the principals in Ditsobotla Area Office Ngaka Modiri Molema district schools?
5. What guidelines could be employed by the Department of Education to build teamwork training programmes in Ditsobotla Area Office Ngaka Modiri Molema district schools?

### **1.3. AIMS AND OBJECTIVES OF THE RESEARCH**

The aims of this study are to:

1. Explore the perceptions of SMT on teamwork in Ditsobotla Area Office schools.
2. Scrutinize SMT knowledge and skills on teamwork.
3. Examine the impact of absence of teamwork among SMT and educators on quality of teaching and learning.
4. Investigate the status quo of the teamwork skills competencies of the principals in Ditsobotla Area Office schools.
5. Suggest guidelines by the Department of Education to build teamwork training programmes in Ditsobotla Area Office schools.

### **1.4. SIGNIFICANCE OF THE STUDY**

This study has the potential of helping school management team members (SMTs) by empowering them with the knowledge and skills which will assist them to share their leadership widely and equally to maximize the potential benefit for learners' education. It will also enable the SMT to realize that teamwork is central to efficient and effective school management. The study also hopes to influence the SMT to realize that teamwork plays a key role in improving schools' outcomes by influencing the motivations and capacities of teachers as well as the school's climate and environment. In addition, the study has the potential of providing the Department of Education with

guidelines to improve on training SMT on teambuilding so that effective teams exist in schools.

## **1.5. DEFINITIONS OF CONCEPTS**

It is fundamental to clarify concepts in the study as they may bear diverse connotation for different people and as a result, may lose their connotative meaning. The concepts clarified below are critical to an understanding of the discourse in this study. More detailed explanations are provided in the text below.

### **1.5.1. Teamwork**

Medwell (2009:320) states that teamwork is a gathering of workgroup of individual experts by prescribing purposes, having communication, having cooperation, decision making together, knowledge and ability to work together in making work plans to accomplish the goal.

Teamwork means people or educational managers who do not seek power over their teammates but rather would insist on quality of all members (Mogotlane, 2006:43).

Brill (2008:320) explains that teamwork is generally practised in schools because it is gathering of workgroup of individual experts by prescribing purposes, having communication, having cooperation, decision-making together in making work plans to accomplish the goal.

### **1.5.2. Instructional leadership**

Theron and Bothma (1990, cited in North-West University, Potchefstroom Campus study material, 2008) suggest that instructional leadership “is about successful orchestration of the talents of teachers, learners and parents to ensure successful curriculum delivery. They say to succeed in this respect; the effective principal must keep abreast of and know trends in the development of the school curriculum. He or she must play an enabling role for both the learners and the teachers.

Petersen (2001:159) describes instructional leadership as “a professional relationship involving school leaders and teachers. An alliance where the leaders assume a supportive role and think of others as constituents”.

According to the KwaZulu-Natal Department of Education (2002:40), instructional leadership is “a process of striving towards the goal of effective teaching and learning”. The purpose and goal of instructional leadership, in this regard, is to support, improve and enhance teaching and learning.

Stronge (1993:4-5) states that Instructional leadership emphasizes those tasks that are directly linked to the supervision of teaching and staff development, and ignored the general management tasks.

Donmoyer and Wagstaff (1990:20) advance a different view that Instructional leadership “is no longer a separate function distinct from a principal’s managerial duties; rather, the easiest, most direct way for a school principal to exercise instructional leadership, is through the managerial tasks he or she engages in everyday”.

Southworth (2002:77); Mark and Printy’s (2003:373) broad view of Instructional leadership include management and leadership functions that influence the teaching and learning activities indirectly.

According to Robbins and Alvy (2004:88) instructional leadership is a moral responsibility, where leaders are unwaveringly committed to students’ success and teacher growth.

### **1.5.3. Perceptions**

Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, what we perceive can be substantially different from objective reality (Robbins, Judge, Odendaal and Roodt, 2009:119).

Michener, Delamater and Myers (2004:106) refer to perception as a “process by which we form impressions of other people’s traits and personalities”.

According to Rao and Narayan (1998:329-330), “perception is the process whereby people select, organize and interpret sensory stimulations into meaningful information about their work environment”. They argue that perception is the single most important determinant of human behaviour, stating further that “there can be no behaviour without perception.

They also state the following as the elements of the definitions of perception:

1. Our attention, feelings and the way we act are influenced by our environment.
2. Perception helps you to gather data from your surroundings; process the data and make sense out of it.
3. In perception, it is sometimes difficult to separate the information from the action.
4. It is basically a process of gaining mental understanding.
5. Perception guides the perceiver in harnessing, processing and channeling relevant information towards fulfilling the perceiver’s requirements.

From the reference retrieved from the internet, perception has been defined as “the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment”. What one perceives can be substantially different from what another person perceives, and both can be very different than the actual objective reality. In fact, behaviour is based on one’s perception of what reality is, not reality itself. It further states that perception can be defined as “a process by which individuals select, organize and interpret their sensory impressions, so as to give meaning to their environment”. It reasons that perception is a complex cognitive process and differs from person to person.

People's behaviour is influenced by their perception of reality, rather than the actual reality. Sometimes, different individuals may perceive the same thing differently. Differences may arise due to factors associated with the perceiver (attitudes, motives and expectations.) or the situation (time and place.) or the target (novelty, background, sounds and size). The first reference maintains that perceptions have a crucial role in individual decision-making in organizations, by affecting both the decisions as well as the quality of the decision. The decision taken by an individual is a complex process

involving the intake of data, screening, processing, interpreting and evaluating of data, based on the perception of the individual.

#### **1.5.4. Experience**

Brainy quote share the following definitions:

Experience is “the effect upon the judgment or feelings produced by any event, whether witnessed or participated in; personal and direct impressions as contrasted with description or fancies; personal acquaintance; actual enjoyment or suffering”.

Experience is “an act of knowledge, one or more, by which single facts or general truths are ascertained; experimental or inductive knowledge; hence, implying skill, facility or practical wisdom gained by personal knowledge, feeling or action; as a king without experience of war”.

### **1.6. THE ORGANIZATION OF THE STUDY**

The entire study is organized into five chapters.

**Chapter one** introduces the study. It also addresses the focus of the study. It includes the background, the significant, the research questions and the overall study.

**Chapter two** presents the review of literature.

**Chapter three** outlines the methodology of the study.

**Chapter four** captures the findings of the study.

**Chapter five** gives the conclusion and recommendations.

### **1.7. CHAPTER SUMMARY**

In this chapter an introductory overview and background, problem statement, research questions and the aim of the study were presented. Also, the research methodology was outlined and the definitions of key concepts in this study were highlighted.

In Chapter two the literature review continues and focuses on the aims of the study revealing, relevant information on different aspects of SMTs' teamwork and instructional leadership. The key aspects of school management teamwork which will be under review are:

- The changes that were effected in the education system since 1994;
- The challenges and contradictory tasks of principals emanating from transformation in the education sector;
- School-based management;
- Educational policies and plans that were introduced and amended;
- Teamwork; and
- Instructional leadership.

Methodology is a set of all strategies and specific methods that could be chosen to deal with specific issues in the research (Mouton, 2001:55-56). Based on the above, chapter three will address the aim of the study, namely: to determine the perspectives and perceptions of SMTs on teamwork as an alternative form of school management. The research design that the researcher consider to be most appropriate to investigate experiences, opinions and difficulties of teamwork and instructional leadership will be discussed in detail with specific focus on the research problems, questions, sampling, instruments used for the purpose of the study, data collection strategy and how the data was processed.

Chapter four will present evidence of the data gathered from participants through questionnaires and interviews. Data will be analysed using SPSS. Themes identified from questionnaires and interviews will be analysed and discussed.

In Chapter 5 the findings based on the main research question in this study which sought to answer "how SMTs and other teachers were experiencing teamwork" within the school context will be shared in detail. In addition, the researcher will make recommendations in relation to the outcome of the study and make suggestions for possible future research projects.

In the next chapter, the aims of the study will be addressed by reviewing the literature in relation to key concepts, perspectives and theoretical frameworks relevant and related to school management teamwork. The key concepts, perspectives and frameworks will guide this study and will be discussed and elucidated. Instructional leadership will also be positioned in its developed theoretical framework as embedded in collaborative, participative and shared leadership.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter focuses on the research problem and the changes that were effected since 1994. The changes gave rise to a more collegial and participative view of the role relations between the principal and staff members. The challenges and contradictory tasks of the school principal emanating from the transformation in the education sector will also be highlighted in this chapter.

The chapter further examines the volume of literature that deals with my research question under the following headings: school-based management (SBM); education policies and plans that were introduced and amended; teamwork practices by School Management Teams (SMTs); shift from autocratic to democratic leadership style; benefits of teamwork; types of teams; characteristics of effective teams; the role of a team leader; instructional leadership and vision.

The apartheid education was introduced to Parliament by Hendrik Verwoerd in 1953. It was also referred to as Bantu Education. The apartheid system was characterized by well-known patterns of educational inequalities i.e. shortage of money for black schools; few schools; overcrowded classrooms and poor facilities. The separate education systems also entrenched patterns of social class and was structured in a way that ensured that “control” came from the top. The principal had to manage the school on his or her own and the Department made the managerial decisions. The principal was considered to be successful if he or she was a good administrator.

Some of the important developments in education under the Nationalist government were the passing of the education Acts. Example: Bantu Education Act of 1953 which was later replaced by the Education and Training Act of 1979; Extension of University Education Act of 1959; Separate “tribal colleges” for black university students (blacks

could no longer attend white universities); Coloured Persons' Education Act of 1963; Indian Education Act of 1965 and National Education Policy Act of 1967.

Under Bantu Education, many black children went to school, but received an inferior education. The learning environment collapsed in many schools due to the emphasis on learning by heart and the teaching that focused on examinations only. Learners did not know how to solve problems or think critically. Lack of resources created apathy and despondency in black schools.

In 1980 the De Lange Commission was set to conduct an in-depth investigation into education and make recommendations for an education policy for South Africa. Their report recommended a single education for all South Africans, education of equal quality for all and a changed schooling structure.

By the 1990s, resistance to apartheid had shown that certain education practices do not work and the future of opposition had undermined the legitimate role of school management and leadership in South African public schools. Principals were at the receiving end and the Department was receiving a lot of criticism from the community. Principals were working in an environment which was closely regulated and were used to receiving and giving instructions.

## **2.2. THE CHANGES THAT WERE EFFECTED IN THE EDUCATION SYSTEM SINCE 1994**

This section will discuss changes that gave rise to a more collegial and participative view of the role relations between the principal and staff members in the education sector.

Preedy, Bennet and Wise (2012:27) share that school is an important cultural institution in every society with a special purpose to contribute to the education of the next generation to become active, knowledgeable and caring citizens of their societies. Therefore the purpose of school is to provide a comprehensive, liberal education with a responsibility to community-education for democratic citizenship-and learning (also

called '*Bildung*'), so that the students can grow or develop into being independent and enlightened adults who are concerned with equity and social justice.

As countries struggle to transform their educational systems to prepare all young people with the knowledge and skills needed to function in rapidly changing societies, the roles and expectations for school leaders have changed radically. They are no longer expected to be merely good managers but leaders of schools as learning organizations. Effective school leadership is increasingly viewed as key to large-scale education reform and to improved educational outcomes, (Rapporteur, Moorman & Nusche, 2007:4).

I concur with Gaetane's (2008:1) explanation that 'A critical mass of high-performing, transformational principals, superintendents and other advocates is needed to infiltrate and transform school systems. 'Stewards of social justice' confront foundational inequities in their school communities and advocate for students of all backgrounds to become full participants in America's economy and democracy'. A harsh reality of schooling cultures is that transactional leadership is the premium mechanism through which teachers and students are educated to think and act.

Onsite observations of public schools indicate that the educators are so focused on test scores that they overlook the importance of creating 'more socially just learning environments', Shields and Mohan (2008:290). Because some practitioners separate social justice thinking from accountability, they may benefit from learning to integrate student achievement and equity goals (English, 2011:74).

English (2011:81) states that until the end of the 19th century and the beginning of the 20th century; full-time building administrators were not typically found in schools. Since then, the role of the principal has constantly been reshaped, redefined and renegotiated. Beck and Murphy (1993:197) provide the following as a reason 'the role of the principal is an extremely malleable one, shaped by a diverse set of concerns and events', conceptualizations are problematic. Principals face a daunting task in trying to fulfill these unrealistic and often conflicting demands (English 2011:82).

Harris (2008:58) highlights that the standards agenda is beginning to crumble and in its place is emerging a process of school transformation based on collaboration and networking. This principle is at the very heart of system redesign. One of the most significant events in the post-apartheid era has been the acceptance of a constitution that is based on democracy, equal citizenship and the protection of fundamental human rights and freedom.

Preedy et al (2012:272) indicate that there is a utopian strand within mainstream management literature that claims that hierarchical management is being replaced by horizontal form of coordination. Wilkinson, Gollan, Marchington and Lewin (2010:13) share that 'managers are the dinosaurs of our modern organizational ecology. The age of management is finally coming to a close...autocracy; hierarchy; bureaucracy and management are gradually being replaced by democracy; heterarchy; collaboration and self-managing teams'. This view is now widespread within the school leadership literature (Preedy et al 2012:272).

In the education sector the South African Constitution has found manifestation in a number of new policies. Higham, Hopkins and Matthews (2009:129), explain that policy changes appear 'to be leading us inexorably towards a transformational moment, where the dominant forms of top-down control can be replaced by more lateral forms of accountability and support'.

One of the prominent approaches is instructional leadership. Through this chapter on literature review, I attempt to find conceptual and practical logic among the following inter-related concepts: school-based management through school management teams (SMTs), teamwork and instructional leadership. Upon forming the logic, it will serve as a conceptual framework for the study of the perceptions and experiences of School Management Teams (SMTs) on teamwork.

The South African Journal of Education (2008) shares that the devolution of decision-making in schools in South Africa advocated by official documents (from the Task Team Report on Educational Management Development (Department of Education (DoE), 1996) to the more recent (undated) Draft Policy Framework for Educational

Management Development) rests on an acceptance of site-based management (SBM). According to van Deventer and Kruger (2008:235), in keeping with the current international trend towards democratization, there is a tendency to move away from totally dependent public schools to school-based management schools or self-managing schools.

The transformation of the South African education system since 1994 has resulted in what one school principal referred to as “policy overload”. The national Department of Education created new policies and new laws to redefine the roles of leading, managing and governing schools. They are outlined in documents such as the South African Schools Act, 1996 (Act No 84 of 1996), also known as “SASA”, and “Norms and Standards for School Funding”. Various policies embedded in the South African Schools Act (No 84 of 1996), have been implemented to provide for democratic school governance involving school managers, educators, parents and learners.

Examples of the new policies that were introduced are: Constitution of RSA, Act No. 108 of 1996, Government Gazette No. 22961 of 19 Dec 2001; Government Gazette No. 16814 of 13 Nov 1995; Basic Conditions of Employment Act, No. 75 of 1997; ELRC Resolution 07 of 2001, dated 13 December 2001; ELRC Resolution 3 of 1999; Personnel Administration Measures for Educators (PAM, 2003); Leave dispensation in the Public Service December 2005.

In 1998, South Africa adopted a policy which aimed to change the curriculum in all schools. This programme was initially called “Curriculum 2005” since it was to be fully implemented by the year 2005. It was based on outcomes based education (OBE), an approach that shifted emphasis of learning and teaching from rote learning to concrete educational results called “outcomes”. The outcomes for learning in broad terms and teachers were expected to customize teaching and learning activities.

The National Curriculum Statement (NCS) was introduced in 2002. The intention of the programme was to specify knowledge component. The Minister of Basic Education received many complaints and comments regarding the implementation of the NCS, among others:

- The overburdening of teachers with administrative tasks.
- Different interpretations of the curriculum requirements.
- The levels of learner underperformance in literacy and numeracy.

The appointment of a Ministerial Task Team and Curriculum Review process recommended the following:

- Rationalise the current NCS documents into a single set of simple and coherent curriculum documents.
- Conduct regular external annual assessment in Grade 3, 6 and 9.
- Introduce the teaching of English as a subject from Grade 1.
- Reduce the overload in the intermediate phase by reducing the number of subject to six.
- Ensure that teacher training is strengthened.
- Re-assert the role of textbooks and develop a national catalogue of textbooks.
- Reduce teachers' workload i.e. allow more time for teaching.
- Clarify subject Advisors' roles nationally i.e. specify the exact nature of in-classroom and school support they should provide to teachers.
- Portfolios by all learners as separate compilations of assessment tasks will no longer be required.
- CTA at Grade 9 has been discontinued with effect from 2010.
- Curriculum and Assessment Policy Statement (CAPS) documents per subject per phase were developed in 2010.
- The number of projects required for each learning area/subject will be reduced to one project per year per learning area/subject.
- Teachers are required to develop a single Teacher File for planning purposes.

Policy makers need to adapt school leadership policy to new environments by addressing the major challenges which have arisen over the past decades. There is a growing concern that the role of principal designed for the industrial age has not changed enough to deal with the complex challenges schools are facing in the 21st century. Countries are seeking to develop new conditions for school leadership better

suited to respond to current and future educational environment, (Pont, Nusche and Moorman, 2008:6).

Since 1994, the idea of what it means to be a school leader has changed. SASA encourages schools to become self-managed and self-reliant through striving for Section 21 status. Self-managed and self-reliant schools create new challenges for those responsible for leading and managing them. The principal is ultimately responsible for the day-to-day professional and operational leadership and management of the school. He or she performs these responsibilities as an employee of the state in terms of Section 16A of SASA and Section 3 of the Employment of Educators Act, Act No 76 of 1998.

It is my contention that the increased emphasis on participation in school management has led to a renewed interest in teamwork and more especially in team management and leadership. Parallel with these expansions has been the development of leadership approaches which de-emphasizes the individual leader and stress group or team leadership. Preedy et al (2012:261) share that 'principals need to have time to work on their system leader roles and thus need to delegate some of the school management and other tasks more'.

The principal acts on behalf of the provincial head of department. Fortunately the principal is no longer expected to perform these responsibilities alone. Preedy et al (2012:271) mention that it is argued that the future workplace and the 'enlightened organization' must consist of a culture and practice of participation as a vital characteristic of its portfolio of practice. There are various imperatives contributing to the development of participation. It is seen as an essential ingredient of the way organisations harness employee creativity and commitment for the cause of economic success. According to Lucio (2010:105) increasingly, management texts and gurus suggest that successful organisations are those that 'involve', 'empower' and 'listen'.

As Leithwood, Mascal and Strauss (2009:5) highlighted, schools are complex organisations. Therefore, knowledge is dispersed and needs to be shared for purposes of management and improved school performance. In order to drive organizational

improvement, professional knowledge and practice need to be disembedded from individual teachers' tacit craft knowledge and made available to the whole organization.

The language of the PricewaterhouseCoopers/DCSF report (2007:92) is quite clear: it speaks of the 'delegated task' and refers to a survey of the 'views of...heads regarding the tasks they would like to delegate' (p.110). This can be, as Fitzgerald and Gunter (2008:334) suggest, 'simply a modernized way to seduce teachers to take on additional tasks and responsibilities without the commensurate increase in their salary or time allowance.

A growing body of evidence confirms that teachers and leaders are the two most significant school-based factors in improving learner achievement, particularly in under-performing schools. Landmark research commissioned by The Wallace Foundation in 2004 also suggests that there are virtually no documented instances of schools being turned around without strong leaders. Effective education leadership makes a difference in improving teaching and learning. Leadership undoubtedly is a catalyst to school improvement. Investing in school leadership is a cost-effective way to improve teaching and learning, and targeted investments in principals can significantly affect student achievement.

The South African Schools Act, Act No 84 of 1996 section 16 (3) stipulates that the professional management of a public school must be undertaken by the principal under the authority of the Head of Department. This Act also expects the principal to perform Section 16A functions as outlined and amended in 2011. The good news is that, the principals are no longer "sole" leaders in schools. The national policy suggests that the school management be shared with others to overcome the problems arising from the school's context and to build on the supportive factors.

The national policy prescribes that the management of the school cannot be the exclusive responsibility of a single person. It must be shared with teachers in management roles through the SMTs; elected parents through the SGBs, parents, teacher unions, sister departments and businesses through Quality Learning and Teaching Campaign (QLTC) structures.



Schools are complex organisations (Leithwood et al 2009:5). Knowledge is dispersed and needs to be shared for two reasons. First, Head teachers are subject to bounded rationality and to manage, they need detailed knowledge of organisational performance. Second, in order to drive organisational improvement, professional knowledge and practice need to be disembedded from individual teachers' tacit craft knowledge and made available to the whole organisation. Third, there must be task delegation. According to Harris (2008:11), 'The teacher leadership literature challenges the notion that distributed leadership is simply delegation by another name'.

There is a new paradigm where school leadership is viewed as "a practice whose responsibilities, functions and actions are shared by principals and teachers" (Sergiovanni, 2005:42). Central to shared leadership is moral purpose which includes sharing intentions, conceptualisation and values which are clearly defined and understood, Bezzina (2007:64). Ingvarson, Anderson, Gronn and Jackson (2006:34) view leadership as mainly concerned with 'setting a new direction for organisation'.

Southworth (2004:85) stresses that 'the kind of culture we need in schools today' is characterized by collaboration and shared leadership. Successful learning culture features professional dialogue with teachers and school leaders sharing their experiences within and beyond their classrooms.

Botha (2013) explains that 'Principals are school managers, leaders, administrators, governors, teachers and are accountable to the different constituencies their roles represent. For school improvement in the SBM setting, school principals as managers and leaders are expected not only to play these key roles jointly, but to do so with the requisite expertise. In other words, the setting demands what one might call 'multiplicity of speciality' Marishane (2012:5). This makes the school leadership a unique form of leadership with a unique identity.

According to Hopkins and Jackson (2003:100), all teachers have the potential and entitlement to contribute meaningfully towards leadership. Harris (2003b:78) mentions that "It is important that their leadership capacity be unleashed and engaged in the interest of the school as organization". It is the responsibility of the hierarchical leaders

to facilitate this process by creating the requisite organizational conditions and climate and by providing the required support in order to unleash “the kinetic and potential energy of leadership” as shared by Hopkins and Jackson (2003:100).

In recent years, a growing understanding of the transformative power of school leadership has helped redefine the role and expectations of principals. Towards the end of the last century, changes in the face of school leadership and management reached an intense global discourse on educational reform. Preoccupation with educational reform has been motivated by the growing demand for school improvement. As a critical aspect of educational reform, school improvement means linking the school’s internal structures, strategies, capacities and processes in a coherent manner to advance a specific goal. School improvement includes finding ways to ensure that learners are provided with learning opportunities of a high quality (Marishane and Botha 2011:1).

Fullan (2001:136) asserts that in a complex culture, the main role of leadership is to harness the “collective capacity” of many individuals who, working together, can “challenge difficult circumstances”. In the new paradigm principals are required to share decision-making power with staff and distribute both responsibility and power for leadership widely throughout the school (Helm, citing Harris, 2005b:168). “Many of the challenges faced by school leaders today are driven by the increase in the scale and complexity of agendas that the school leaders are having to take forward” (PricewaterhouseCoopers LLP, 2007:161).

Green (2013:39-40) highlights that, educational direction and leadership are determined by the maturity of the class or the individuals involved and the expertise of the person in charge whether in administration or the classroom. The process requires an understanding of the sympathetic factors working automatically within the class or individuals that create a synergy or a working together.

As a North West Department of Education official attached to Education Management Governance and Development (EMGD) unit at Ditsobotla Area Office (formerly called Lichtenburg), part of my responsibilities is to provide capacity building, monitor and support School Management Teams, School governing bodies and Representative

Council for Learners. On a quarterly basis the researcher monitors twenty sampled schools and sits in all Area Office's accountability sessions of underperforming GET and FET schools. During the scheduled school visits she interacts with SMTs on various management issues, observes their different meetings in progress e.g. principal with deputies, Deputy with Head of Departments or subjects (HoDs) and HoD with educators.

During scheduled SMT induction workshop, capacity building programmes and refresher courses to address gaps identified during monitoring, some SMT members were not proud to tell others that they are part of or belong to a particular school's team. Others were not willing to put a great deal of effort into their work for the team to be successful due to biasness that is prevailing in their school's environment. In other schools, where the researcher intervened in SMT conflicts and conducted fact-finding missions on functionality of the SMT, she was able to observe that other members sometimes try to make their supervisors look bad by indicating that his/her management skills are lacking that is why poor performance and poor communication in the school.

In the individual interviews conducted with members, it came out clear that they take advantage of their supervisors; colleagues and team members' mistakes. Other SMT members did not care about the success of the team. The researcher's observations during these interactions are as cited in Lencioni's Five Dysfunctions of Team:

Most of the members in these teams do not feel comfortable and safe to openly disclose or reveal their mistakes, share concerns or ideas. Team members go along with others for the sake of harmony; therefore, conflicting opinions are not freely expressed. Members seem afraid to express their true opinions; it is also difficult for principals to gain their true commitment to decisions. During monthly and quarterly Area Office's accountability sessions with schools, where SMTs of different schools make presentations on subjects, grade and overall school performance, most do not accept responsibility for outcomes, instead they engage in finger-pointing when things are wrong e.g. learner demotivation and absenteeism including lack of parental involvement. Some put personal ambition or individual subject department's needs ahead of collective results.

According to Botha (2013:99), the trends in school leadership and management have emerged in the educational reform landscape of many developed and developing countries in recent years and two major trends are worth mentioning. The first involves the changing nature of educational management marked by a shift in policy from centralization to decentralization, and the promotion of the latter through school-based management strategies. The second trend involves a combination of leadership and management in a social-based management setting, enhanced by recruiting debate on the distinction between the two concepts.

Bolan (1999:194) defines educational management as 'an executive function for carrying out agreed policy'. He differentiates management from educational leadership which has 'at its core the responsibility for policy formulation and where appropriate, organisational transformation'.

English (2011:55) shares that, 'in the first decade of the 21st century, there has been a great deal of interest in reconceptualising the educational leadership. This interest has given rise to myriad approaches, theories and strategies that ask leaders and those who prepare them to reconsider the conceptual and empirical foundations upon which long-accepted notions of who leaders are, what they do and how their work influence educational organisations are based'. The culture of public school education embodies paradoxes. Notably, it has been observed that the 'barriers' to public education reform today were the 'reforms' of the past.

The concept 'transformational leadership' is defined by Kouzing (2009:190) as a leadership style that involves motivating followers to do more than expected, to continuously develop and grow, to develop and increase their level of self-confidence and to place the interests of the team or organization before their own. Characteristically, transformational leaders display charisma, intellectually stimulate their subordinates and provide individual consideration of subordinates.

'Transformational leadership in education is constructive change that transforms the teaching/learning process using both the maturity of the student and expertise of the teacher. The goal is a wiser use of the energy of the teacher and the learner by

providing more effective processes and more appropriate content. The course of action includes guiding, directing and influencing a student, a group of students, teachers and administrators in the direction of positive development and constructive change in the learning process' (Green, 2013:39).

The above writer also shares (2013:44) that the definition of transformational leadership in the existing literature includes constructs; such as, influence, personal motivation, mental stimulation, needs assessment, corporate visions and participative decision-making. I concur with Green (2013:40-46) in what I would refer to as transformational characteristics. The scholar argues that transformational leadership in education:

- Produces significant constructive change in teacher and student behavior and is more effective in producing learning outcomes. The elements of the transformational construct are found in the combined words of Gardner, Einstein and Emerson. John W. Gardner once said: “*A prime function of a leader is to keep hope alive*”. And Einstein claimed that setting an example was the “*only means*” of influencing others. Emerson added the building block of “*enthusiasm*” as an essential construct in achievement. Although many others have written about leadership, the combination of the elements of hope, example and enthusiasm seem to summarize the background of transformational leadership that creates the ability to influence others to follow voluntarily towards stated goals in education. To be influenced toward productivity, students must be exposed to a good example, see genuine enthusiasm in the instructor and be convinced of a hopeful future.
- Transformational leadership was designed to develop the capability to innovate in an organization and to build capacity to revise purpose or mission statements in an effort to support positive change in the teaching/learning environment. The focus is on a shared vision and constructive change. Transformational leadership seeks to build commitment to objectives and to empower others regardless of their level in the organization to work toward reaching institutional, group and individual objectives.

- Transformational leadership can influence education: weak teachers must be improved and all students given an opportunity to advance from where they are to where they need to be. When individuals feel a “call” to the teaching profession as a lifelong journey, their abilities and techniques can be enhanced. Those who see teaching as a temporary “job” create most of the difficulties in the classrooms.
- Leaders in education place a great stock in supportive adult involvement as a predictor of academic achievement. In areas where parents or other adult encouraged are not active, educational transformational leadership can be effective in achieving parental-type support for the learner. If one adds to the mix that educational leadership at all levels must have a care and concern for the students, where parental involvement is an objective of the system, transformational leadership can bring meaningful change to education. Since the world has become complicated and global changes affect every corner of the earth, transformational leaders with a servant heart can be beneficial in the current educational environment.
- Transformational leadership seeks to find new ways of implementing change while at the same time building the morale of colleagues and students.
- Green (2013:45-46) examines that transformational educator has the vision for positive social change and a voice to articulate an attractive and alternative future. With both vision and voice, such leaders are able to influence innovative thinking and positive action toward constructive change. Such leadership provides careful consideration of individual problems and is able to utilize the strengths of individuals to build both personal confidence and group progress. Strengths are used to compensate for weaknesses. When both weaknesses and strengths are determined, normally one can use existing strengths to compensate for weaknesses. Opportunities are utilized to minimize problems. These different constructs have an addictive effect on the educational system and move individuals beyond problems to a positive future.
- Normally, a transformational educator has a value driven sense of purpose with high expectations and a persistent and self-knowing personality. They remain a

present desire and enthusiasm to learn. These leaders are enthusiastic, able to inspire others; they listen to all viewpoints and demonstrate a spirit of cooperation. They are usually courageous risk-takers and have a sense of what is best for the common good. Complexity and uncertainty do not hinder the perception of themselves as a change agent.

- A transformational educator can precipitate significant change in the constituency of an organization. Such leaders change the institutional culture, improve mission statements and structure a strategy for constructive change. This is normally done by leaders making a strong case for change by sharing a common vision and through collaboration building the self-confidence of individuals. They act optimistically by sharing both their vision and their values by asking relevant questions. What can be done new? What can be done differently? What can be done better? Transformational leaders are able to deal constructively with the resistance to change by pointing to a progressive future with new and advanced opportunities for all involved.

Green (2013:43) also warns that: transformational leadership has the potential for abuse based on the morality of the leader. This may be true of all leadership functions; that is, the ability to influence others to follow them regardless of the direction they travel. However, provided leaders avoid dictatorial or oppressive behavior, the ability to make constructive change associated with transformational leadership far outweighs any risk of abuse.

The transformational aspects of education are guided by the strengths of both teacher and learner. It is a strengths-based approach to education that acknowledges the background and intellectual experience of the administrative staff, the teacher and the learner. The curriculum is designed as a vehicle to move the learner in a positive direction based on prior knowledge and maturity. Instructors have flexibility within the core curriculum based on learner maturity to identify, utilize strengths and interest of learners and facilitate intellectual growth based on these areas within the broad construct of a program of study (Green, 2013:39).

According to PricewaterhouseCoopers (LLP, 2007:161) as cited in Botha (2013:125), “Many of the challenge faced by school leaders today are driven by the increase in the scale and complexity of agendas that school leaders have to take forward”. Placing the new responsibilities in the hands of the school community (management of curriculum, finances, human and physical resources) requires new approaches, one in which school management (as represented by SBM) is balanced against change in school leadership.

Bush and Middlewood (2013:5) mention that ‘educational institutions operate within a legislative framework set down by national, provincial or state parliaments. One of the key aspects of such a framework is the degree of decentralisation in the education system. Highly centralised systems tend to be bureaucratic and to allow little discretion to schools and local communities. ‘Decentralised systems devolve significant powers to subordinate levels. Where such powers are devolve to the institutional level, there is self-management’.

Botha (2013:127-128) defines school leadership under School-Based Management (SBM) as a multifaceted construct with four components: instructional, political, transformational and managerial. As a four dimensional entity, it is anchored on the four strong pillars of perspective, practice, approaches and vision, the influence that ties these pillars together and the context that forms the foundation on which they are balanced”. Successful leadership depends on the link between these pillars and their context so that given a specific context, correct perspective, right practices, an appropriate approach and a clearly defined vision, should emerge.

The above scholar further shares that in a transformed school environment, school leadership assumes four dimensions that collectively constitute principalship. Viewed individually, these dimensions embody the different roles that a school leader plays in a school when carrying out the mandate of the different constituencies he or she represents-the school principal is a teacher, a governor, a change agent and a manager. The leadership role of the principal has indeed expanded to that of a change leader. The four major roles together constitute leadership of a self-managed school:



*political leadership* (governor), *instructional leadership* (teacher), *managerial/transactional leadership* (manager) and *transformational leadership* (agent).

After the convergence of the above four dimensions, the result thereof is an individual who is viewed in different ways, from different perspective and by different stakeholders. Example: teachers might see the school principal as an instructional leader than a change agent, a governor or a manager; the education department might see him or her more as a manager than a governor, a teacher or what Botha (2013:128) citing Bass (1990:19) calls an “*agent of change*”.

In the first instance, teachers see the school principal as a colleague whose professional responsibilities include teaching and in the second instance, they see the person as a leader who has to set the pace and give direction to the staff on how to follow the instructional programme. The department sees the school principal as someone charged with the task of managing resources allocated to the school-someone accountable to the department for the internal deployment of the allocated resources and the outcomes that the allocated resources are intended to achieve (Botha, 2013:128).

The South African Constitution and various education acts have all led to schooling taking place in a new environment. The establishment of School Management Teams (SMTs) has ensured that schools become democratic, inclusive and participatory. In big schools, the body comprises of all educators in management roles-the principal, the deputy principal(s) and the heads of departments (HoDs).

The role of the SMT is to assist the principal with his or her management tasks and to share the management tasks more widely in the school. This is necessary if the management of schools is to become more democratic, inclusive and participatory. It is also the task of the SMT to work together to ensure that the school becomes a dynamic environment for both learners and teachers and provide good potential for generating and sustaining high quality teaching and learning.

Other scholars have observed that SMT members can be barriers to effective school leadership. Grant and Singh (2008:14) explain how ‘members of SMTs used formal

positions to delegate management and administrative tasks to people they saw fit for the role, thereby restricting access to teachers based on their seniority, experience and expertise'. They further highlight (2008:29) that 'a culture of teacher support and collegiality is critical to teacher leadership and maintain that if the culture of the school is not collegial, barrier to teacher leadership may arise'.

The standard agenda is beginning to crumble and in its place is emerging a process of school transformation based on collaboration and networking. This principle is at the very heart of system redesign, Harris (2008:58). Mathibe (2007:523) argues that 'South African principals are not appropriately skilled and trained for school management and leadership'.

The South African Schools Act further emphasizes collaborative and collective decision-making between school stakeholders. It promotes the notion of staff working as a team which constantly reflects on being a "learning network". Principals are encouraged to ensure the establishment of working teams in schools. Example: classroom teams; school management teams and fundraising teams. Teamwork is the "thread" through all systems in an effective school. It helps schools' stakeholders to work more closely together (Guides for School Management Teams, 2000: 6).

Reliance on the collective or collaborative capabilities of organisational members and teams provides a logical means for leading change in turbulent or dynamic environments. Still, leader-focused theories and authority structures make it difficult to benefit fully from the collective capabilities of groups or organisational members in a Western context. Effective use of collective capabilities relies on adaptive work, cultural proficiency, organisational learning and a willingness to experiment, Preedy et al (2012:67). The authors refer 'Collective or Collaborative leadership to leadership that uses the talents and resources of all members, not simply a single leader or executive team, to bring about change or generate creative and adaptive solutions'.

The movement from the focus on a solo leader towards collective or team leadership resembles the direction in which South African schools are expected to move. Gronn (2003:85) draws upon the Activity Theory of Engestrom (1999), which emphasizes

leadership as a collective phenomenon, the centrality of the division of labor, the interdependency of relationships and the notion of emergent activities.

Crowther (2009: 576) cites that 'three distinctive qualities underpin the relationship and collective activity between teacher leaders and principals, namely: mutualism, a sense of shared purpose and the allowance for individual expression'. Through collaboration, new forms of understanding and practice are developed which contribute to school success and the quality of the school community in the long term. Stakeholder-involvement, amongst others, contributes in creating functioning schools where different members and groups work within the school together to achieve effective teaching and learning.

In the education sector, after the 1994 election, the South African Constitution found manifestation in a number of new policies and one such policy is the new understanding of governance in schools through the introduction of a democratically elected and representative School Governing Bodies (SGBs) at every public school. This policy recognizes the rights of learners, parents and educators; thereby laying the foundation for community based partnerships to drive the process of educational transformation and renewal.

The South African Schools Act, Act No 84 of 1996, section 16 stipulates that the governance of a school is vested in its governing body. The body has been tasked with promoting the best interests of the school and enabling it to strive towards the provision of quality education for all learners. They have to meet the country's goal of improved learning and teaching.

Principals are viewed as a link and a mediator between the Department, SGB and the school, but have to ensure that rules and regulations are kept in the school. Furthermore, although it is the responsibility of the Provincial Education Department (PED) to provide introductory and continuing training for the newly-elected members of the SGBs, section 19(2) of SASA also requires the Provincial Department of Education to ensure that the principals render all necessary assistance to the SGBs so that they

can perform their functions effectively (SASA, 1996). Principals are expected to be resource persons for other members of the SGB and the engine of the institution.

The above implies changing the past autocratic structures to more democratic structures and tendencies. Meaning that, a South African public school principal, must comply with all the relevant and applicable changing legislation, regulations and Personnel Administrative Measures. He or she must ensure establishment of a culture of teaching and learning; improve and maintain high educational standards; collaborate with all the relevant stakeholders within and outside the school; deal with multicultural school populations; manage change and conflict; cope with limited resources and ensure more accountability to their respective communities.

The principal as a political leader has been equipped with the professional expertise. He or she provides SGB members with support, guidance and direction in order to ensure that the relevant, genuine, reliable and advanced information needed for decision making is accessed. This argument is further supported by the recently introduced National Development Plan, Vision 2030, which emphasizes that the interests of all stakeholders should be aligned to support the common goal of achieving good educational outcomes that are responsive to community needs and economic development.

Woods and O'Hair (2009:427-428) point out that concept such as democratic community are compelling in part, because they 'facilitate the development and sustainability of schools as well as societies designed to promote a way of living that requires the open flow and critique of ideas, with an authentic concern for the interest of the individual as well as the common good...Concepts such as distributed leadership, inclusion, learning communities and student voice appear to resonate with democracy'.

Studies continue to highlight the importance of the involvement of the school community in the education of a South African child for success and sustainable improvement. Schools are called to form partnerships with other relevant sectors of the community. On Friday, 11 August 2008, the government launched a health and education campaign at Walter Sisulu Square in Kliptown (the birth place of the 1955 Freedom Charter). This

campaign arose from the recognition that health and education should be at the centre of the government's social transformation programme for the next five years.

This campaign came to be known as Quality Learning and Teaching Campaign (QLTC). On the education front, the government's campaign called on all individuals and organizations to assume responsibility for improving the quality of education. The Quality Learning and Teaching Campaign (QLTC) is one of the platforms established with community organizations and groupings to build strong school-community relations for support and collaboration in order to ensure school improvement in a changing milieu.

The education elements of the campaign will: inform citizens about the importance of education, their roles, responsibilities and obligations towards education; mobilize communities to monitor and support schools, teachers and learners; improve the quality of education for all children, especially the poor and demonstrate this improved quality through better learner achievements.

At the government's launch, representatives of all the crucial role players in education committed themselves to a "Code for Quality Education" which also committed their members to accepting responsibility for improving the quality of learning and teaching in schools. Each of these role-players were called to make a commitment to a "Code for Quality Education", which describes the responsibilities and discipline required of them. This drove the Quality Learning and Teaching Campaign (QLTC), also launched in 2008.

The Mission of QLTC is to encourage compliance with the non-negotiables across all South African public schools on behalf of the Department of Basic Education (DBE), the Unions (SADTU, NAAPTOSA, SAOU, PEU and NATU), all social partners and other education role players, thereby contributing to the improvement of service delivery, the eradication of poverty and the development of the social well-being of South African children.

Through QLTC the Department and its partners aim to make education a societal issue, promote and protect the culture of learning and teaching by inculcating the "Code for

Quality Education” amongst all role players, in order to achieve quality learning and teaching for all. Since the school is a centre for community activities, I believe that QLTC is constructing on existing partnership with stakeholders in business and community organizations and shaping new ones in order to ensure that no school is left without the backing it needs.

Kilgore and Reynolds (2011: ix) share that ‘the fate of the nation rests on many shoulders-but none more heavily than those of our public school educators. It is the talented youth they discover and nourish who will become the entrepreneurs in business and conscientious citizens in our communities. For educators to carry such a heavy weight, they need an opportunity to refrain how professional life in schools is organized. Schools need, for once, to be a place where other organisations look for guidance on how to make things work-how voices are heard, how innovation occurs and how lives are transformed.

Based on the above, it is therefore important for public school principals to sustain not only academic achievements, but also ensure that schools are focal points for support and skills development. Principals have been tasked with the responsibility of ensuring that strong relationships exist between the school and other stakeholders, such as religious formations, parents, traditional leaders, business people and organizations, among others.

By working together as social communities, districts, provincial and national departments as well as other relevant stakeholders, commitments made in the Delivery Agreement and the objectives set out in the Action Plan to 2014: Towards the Realization of Schooling 2025 will be achieved.

### **2.3. THE CHALLENGES AND CONTRADICTIONARY TASKS OF PRINCIPALS EMANATING FROM THE TRANSFORMATION IN EDUCATION SECTOR**

Marishane and Botha (2011:1) share that ‘towards the end of the last century, changes in the face of school leadership and management reached an intense global discourse on educational reform. Preoccupation with educational reform has been motivated by the growing demand for school improvement. As a critical aspect of educational reform,

school improvement means linking the school's internal structures, strategies, capacities and processes in a coherent manner to advance a specific goal. School improvement includes finding ways to ensure that learners are provided with learning opportunities of a high quality'.

Although policies have been enacted in an attempt to democratize the decision-making process, the authoritarian ethos that existed before 1994 still pervades the education system at micro and macro level. Kilgore and Reynolds (2011:1) argue that 'principals may want to share leadership, but invariably all the advisory groups, committees and task forces introduce more complexities and responsibilities than solution. Each department or grade level may have strong collegial relations, but they seldom see the whole picture'.

At school level, according to Grant (2006:513), school principals are only exhibiting a "rhetorical commitment" to democratic deliberations. There are SGB members who have complained to my office Education Management Governance and Development (EMGD) that principals on the basis of their positions have "self-elected" themselves as chairpersons of SGB and Financial committee. These principals are deliberately violating the South African Schools Act, Act No 84 of 1996 including the North West Schools Education Act, Act No 3 of 1998. Furthermore, decisions taken by school governing bodies are often ignored by the school management team under the guise of what is considered to be in "the best interest of the school".

While various new policies in the South African education system have offered teachers an opportunity to participate in meaningful decision-making, the conditions to do so have not been conducive, neither have teachers in general been empowered to do so. In this regard Pandor (2006) refers to the inability of role players "to mobilize the space opened up by democracy to achieve educational liberation" from "the intellectual prison that was Bantu Education".

As mentioned in the Education Laws Amendment Act, Act No. 31 of 2007 (ELAA) and the South African Schools Act (SASA), Act No 84 of 1996, Section 16 (3) "Subject to this Act and any applicable Provincial Law, the professional management of a public

school must be undertaken by the Principal under authority of the Head of Department”. SASA Act No 84 of 1996, Section 16A as amended, stipulates the functions and responsibilities of principals of public schools.

Interpretation of these functions is that principals are responsible for the professional management of the school and to support the SGBs of their schools. The implication is that if these functions are not executed as per instruction, corrective measures could follow as outlined by the insertion of sections 58B (identification of underperforming public schools) and 58C (compliance with norms & standards). This gives the Head of Department the right to implement the incapacity code and procedures for poor work performance. This is another manner in which the functions of principals are extended.

The role of the school principal as a leader has become extremely complex. South African public schools are also part of a bureaucratic system where command and control strategies, resulting from the numerous mandates, are in conflict with the espoused collaborative approaches that are advocated. School principals should develop an approach to leadership which will create an open school climate and team-spirit as this could assist teachers in developing positive perceptions of school leadership.

Principals are expected to have expert knowledge necessary to improve learner performance as per the prescripts of SASA, Act No 84 of 1996 Sec 58B. These added more responsibilities for public school principals as they are expected to provide guidance and support as well as serve in almost all the structures within the school, example, SGB and QLTC.

In an effort to deal with the transformational initiative, educators have generally become strained and spent, increasingly unmotivated and frustrated (Williams, 2001:92). The National Union of Educators (2002:9) describes teachers as being “pressurized, stressed, angry and bewildered”. Furthermore, many South African schools, especially historically disadvantaged schools, are generally regarded as being dysfunctional as confirmed by, amongst others, the erstwhile Minister of Education, Naledi Pandor (2004).



South Africa's schools fare poorly in international comparison, even among African countries. Among 12 African countries participating in the MLA study in 1999, South African Grade 4 learners scored lowest in numeracy and fourth lowest in literacy. In 2004, Grade 8 learners in the TIMSS scored lowest of 46 countries in mathematics and science (Reddy, 2006; UNESCO, 2006). In 2007, 21% of learners in the foundation phase and 52% in the FET have repeated at least one year (Social Surveys Africa, 2009).

These national indicators hide the fact that predominantly white and Indian schools usually fare better than predominantly black and coloured schools (Van der Berg, 2008; Christie, 2008; Fleisch 2008). Apart from a small minority of schoolchildren in privileged schools, the vast majority of children attending disadvantaged schools do not acquire a basic level of mastery in reading, writing and mathematics. It is these South African children...whose learning remains context-bound and non-generalizable" (Fleisch, 2008:30).

Van der Berg (2008:2) found that "educational quality in historically black schools which constitute 80% of enrolment and are thus central to educational progress has not improved significantly since political transition." While learner performance is an important indicator of school quality, others should also be considered, such as management or infrastructure. Gallie (2007:18) assessed the "quality of organizational capacity available to perform effective change management functions" and classified schools into high-functioning, low-functioning and non-functioning institutions. His study implies that most schools in South Africa are either low or non-functioning.

Unsurprisingly, the Institute for Justice and Reconciliation finds that "close to 80% of South Africa's schools are essentially dysfunctional" (Taylor, 2006:65).

School dysfunctions do not start when learners enter their school. Kamper (2008:2; cf. Fleisch, 2008; Maree, 2010; O'Sullivan, 2005) states that learners are often hungry and ill; do not have proper clothing; lack study facilities, parental support, study motivation, self-esteem, language proficiency and move frequently from school to school.

Over two million learners were single or double orphans in 2008 and nearly 50,000 learners were reported pregnant by their school principals, of which approximately 70% were in Grade 9 or below (Department of Basic Education, 2010). As the highest HIV population worldwide, 5.6 million people are estimated to be HIV positive and 410,000 new infections were estimated for 2010, of which 40,000 were children (Statistics South Africa, 2010).

Investigation into poor performance and dysfunctionality in schools which lead to poor learner attainments points to the following: ill-discipline and the non-enforcement of the non negotiables by the school managers. These schools have high absenteeism rate for teachers and learners, late coming, early departure and not focusing on time on task. A principal, working with the SMT and the SGB, has the responsibility of developing a culture of punctual and regular attendance at a school.

Previous studies have indicated that many of the managers of schools are unaware of key policy requirements or, when aware of the policy, are not able to operationalize policy and have not thought through the implications of policy in the way they run their schools. The common challenges faced by some principals in Ditsobotla Area office are: the Interpretation; understanding and implementation of the applicable; available and relevant departmental policies, guidelines and plans. Some principals have not made sufficient attempt to communicate policy coherently to all stakeholders within the school. Others are deliberately ignoring available National and Provincial departmental policies.

Learner discipline is still a challenge for some of the principals. Some are flouting processes by suspending learners without involving the SGBs and not following the available departmental due processes as indicated in SASA, Act no 84 of 1996 Section 8 & 9; Schedule Guidelines for A Code of Conduct for Learners-GeN 776 in GG 18900 of May 1998 i.e. National and Provincial policies and guidelines on learner discipline. This occurs despite the warning in the South African Schools Act, Act no 84 of 1996 Section 10(1).

In some schools corporal punishment is still being administered to learners under the “watchful eye” of the principal and in other cases the principal is also administering

corporal punishment. There have been reported cases from schools and national television and newspapers. In few schools disciplinary procedures are not ensured by principals as expected.

In most of the former disadvantaged schools, there are still inadequate resources such as human (due to the following reasons: either educators have resigned or temporary educators, especially foreigners have not been rehired), financial and poor physical resources. There is also high unemployment rate of parents in most of the farms, rural and former disadvantaged school communities. The principals are currently experiencing considerable heavier workloads, escalating demands for accountability and a seemingly never-ending schedule of meetings at a time of increasing scarcity of resources.

In terms of schools' infrastructure, the National Educational Infrastructure Management Systems (NEIMS, 2009) reported that 3,600 public schools have no electricity, 2,444 have no water supply, 11,231 use pit-latrines, only 21% have a library and 23% have a computing facility. The Department of Basic Education reported that 6,619 schools had multi-grade classes in 2009 (2011b) and 1,209 schools had an average class size of over 60 in 2008 (2010).

In their 2009 study, Leithwood, Sammons, Harris and Hopkins, identify four leadership practices associated with successful principals and other school managers: building vision and setting direction (what are the school's purpose?); understanding and developing people (notably to improve staff motivation and commitment); redesigning the organization (for example: team building, delegating, consulting and networking) and managing the teaching and learning programme (including staffing the teaching programme and monitoring performance).

Some of the principals pay insufficient attention to completion of syllabus by teachers within the year due to SMT not working as a team and lack of SMT meetings to discuss curriculum delivery achievements and challenges. Poor management of time is also a challenge for some of the school principals. A key part of most of the principals'

challenge is to ensure that the contact time of learners with the teachers is increased by reducing learner absenteeism.

Few of our principals have a challenge in the proper keeping of all departmental records as a result of being computer illiterate. They depend too much on the Administrative Assistant (AA) and if the AA is not at school, the principal cannot easily access records for monitoring from SA-SAMS (South African School Administration Management System) or files.

The government has introduced the National Development Plan (NDP) vision 2030. It consists of 15 key chapters. Chapter 9 of the NDP puts emphasis in improving Education, Training and Innovation in order to ensure that the curriculum is aligned to the job market. In this plan the key priority in basic education are human capacity, school management, district support, infrastructure and result-oriented mutual accountability between schools and communities. This is an indication that continuous efforts are being taken to ensure more improvements in the education sector.

According to the National Development Plan (NDP) Vision 2030 documents, the major shortcoming over the last 18 years is the quality of school education outcomes and main contributing factors include: human capacity weakness in teaching, management and school support; the lack of cooperation between key stakeholders, particularly unions and the government. Other challenges experienced are with regard to the management of the following: leave; curriculum (including the principals performing their functions as outlined in SASA, Act no 84 of 1996 Section 16A (as amended in 2011) (b) (i) & 58B); finances including timely auditing of the school's financial records.

According to the UNICEF commissioned Integrated Report on Educator Leave in the South African Schooling System, there has been a signally high rate of absenteeism of educators in schools, beyond the permissible leave days. The UNICEF report further highlights that Monday and Friday are the most popular leave days, suggesting that there is a level of abuse of the leave provisions. The holding of meetings; workshops; memorial services; late coming, early departure; absenteeism; leave that is not managed and the unions abusing the Time-Off agreements, are the main challenges

principals are facing and the above also contribute to non-completion of learning programmes which lead to poor learner attainment.

The principals' task was complicated further by being regarded by the SASA, Act 84 of 1996 as representatives of the Head of Education Department and at the same time being members of the SGB. They are also expected to conduct an induction session for the new members, NW Government Notice No 158 of 2012 (Sec 21). SASA is very clear in terms of who should develop school policies, but in most of the farm and some rural schools the development of the SGB policies is left to the principal to deal with.

He or she does not have a choice as most of his or her governors are illiterate. In some schools, principals are experiencing either none or poor attendance of SGB meetings including AGMs (Annual General Meetings intended for parents to approve the school budget) as well as unannounced and frequent re-locations. Parents in some farm and rural schools expect to be given transport money or food when attending parents meetings to discuss learner performance and other school activities, otherwise they do not attend.

Principals also have to deal with competing demands of both management and governance of schools. While dealing with the day-to-day management of the school, they are now obliged to assist governors to execute their functions as part of their new leadership role in the transformation of schooling in the country. School principals have a responsibility of exercising leadership that promotes participation by all stakeholders of the school in order to promote democracy, which is the key goal of education in South Africa (Department of Education, 2007).

Bush and Oduro (2006:362) note that 'throughout Africa, there is no formal requirement for principals to be trained as school managers. They are often appointed on the basis of a successful record as teachers with the implicit assumption that this provides a sufficient starting point for school leadership'.

The former South African Department of Education introduced a new threshold qualification for aspiring school principals as part of its wider strategy to improve educational standards. The course initially badged as an Advanced Certificate in

Education (ACE): School Leadership (ACE), was piloted in six provinces from 2007–2009. The pilot was opened to serving principals as well as to deputy principals and school management team members aspiring to become principals. Participants were nominated by the provincial departments of education.

The ACE is being delivered by universities, through a common framework agreed with the national Department of Education and the National Management and Leadership Committee (NMLC). The first pilot cohort involved only five universities and the Matthew Goniwe School of Leadership and Governance. The intention of the ACE course is that it should be different from typical university programmes in being practice-based. Its primary purpose is to ascertain how much of the course learning has been internalised, made meaning of and applied in practice in the school.

This emphasis on practice resulted from the evidence (e.g. Department of Education, 1996) that, although many school leaders hold university qualifications in management, their collective impact on school outcomes had been minimal. Their focus appeared to have been on achieving accreditation rather than improving their schools. The Government's Task Team on Education Management (Department of Education, 1996), described as 'not only a turning point, but also a starting point for the training and development of education leaders in South Africa', which was critical of much university provision (Van der Westhuizen and Van Vuuren 2007:436).

Farm and rural school principals interviewed indicated that their SGBs are still continuing to struggle in terms of: SGB chairperson conducting productive meetings despite the numerous capacity building programmes conducted. In most cases the principal is forced to be the scribe as well because most of the parents are illiterate and have low self-confidence and low self-esteem.

Other challenges observed are of team leaders who did not ensure the selection of the right mix of people in their teams during recruitment and selection processes. Effective organizational managers strategically hire, support and retain good teachers while developing or removing less effective ones through the implementation of Resolution 2 of 2003 and Employment of Educators Act, Act No 76 OF 1998 Sec 8 (1)-(5).

These principals normally fail to: create opportunities for staff members to know one another and establish trusting relationships; make everyone's roles, responsibilities and authority clear right from the beginning. In some schools the principal did not explicitly ensure understanding of both team and individual achievement of the school and departmental goals; meeting of organizational deadlines and expectations for participation and performance.

In the Government's Delivery Agreement, the Minister of Basic Education, Ms. A.M. Motshekga, outlined the following as challenges faced by the education sector in the document called- Action Plan 2014: Towards the Realisation of Schooling 2025:

*Outcome 1: Improved quality of basic education*

Key challenges faced by the Basic Education sector

- Improving quality learning outcomes in schools in terms of improved learner performance.
- Strengthened monitoring of learner performance across the basic education system.
- Improved quality of teaching.
- Improved access to and use of quality textbooks.
- Improved attendance of learners and retention of learners in grades 9-11.
- Improved use of learning and teaching time.
- Improved early childhood development (ECD).
- Strengthened management at school and district levels.
- Strengthened 'social contract' between government, teacher unions, teacher training institutions, parent and SGB, organisations, business and civil society organisations.

The objectives set out in the Action Plan to 2014: Towards the Realization of Schooling 2025 by the Minister of Basic Education further highlighted the goals and output that have to be achieved. Amongst others was:

*Goal: Output 4*-Ensure a credible, Outcome-focused planning and accountability system.

*Sub-Output 1*: strengthen the school management and promote functional schools.

By 2015, the government is expecting the education sector to have achieved the following indicators through the involvement of principals as key personnel in the school whose responsibility among others is to ensure implementation of the set goals.

*Indicator 10*: Policy on Learner Attendance, which aims at:

- Increasing learner attendance according to the Policy on Learner Attendance (Notice 361 in Government Gazette No. 33150 of May 2010 and <http://www.education.gov.za>). Increase percentage of 7 to 15 year olds attending education institution.
- Promoting regular school attendance of learners by instituting proper recording and monitoring systems.
- Re-asserting the responsibility of parents or guardians to ensure that their children attend school regularly.
- Encouraging School Governing Bodies to take interest in learner attendance rates at schools.

The above long-term plan aims at raising public awareness of the administrative, educational and social importance and promoting punctual and regular school attendance of learners at public schools.

*Indicator 17*: Increased percentage of teachers present at school on an average day.

In 2009, in his State of the Nation address and during his national interaction with school principals, President Jacob Zuma made the following statement to the principals: “We reiterate our non-negotiables. Teachers must teach for seven hours every school day. Teachers should be in school, in class, on time, teaching, with no neglect of duty and no abuse of pupils.” He added that “Some of our teachers should know that Fridays and pay days are ordinary school working days”.



*Indicator 21:* Increased percentage of schools producing the minimum set of management documents at a required standard.

- Increase the number of schools with functional documents.
- Principals have to ensure the development and or implementation of the following: School Improvement Plan (SIP), School Development Plan (SDP), Learner Achievement Improvement Plan (LAIP) for schools; Budget, Annual Academic Report, Audited Financial Statement, Records and analysis of records

*Indicator 22:* Increased percentage of schools where the School Governing Body meets minimum criteria in terms of effectiveness/ Improving SGB functionality.

Production of 3 in 1 SGB Support Tool composed of:

- References to legislation
- Guide to the SGB Chairperson
- SGB Self Evaluation Tool

Who is expected to ensure availability and implementation of all the above? Principals of course! But, he or she does not have to perform all the above mentioned responsibilities alone! Hallinger (2003:231) cites that “it is simply foolish to think that only principals provide instructional leadership for school improvement”.

## **2.4. SCHOOL-BASED MANAGEMENT**

### **2.4.1 Introduction**

Decentralisation in education is generally understood to refer to the devolution of decision-making authority from a higher central level to the lower local level; it specifically refers to the shifting of decision-making power from the state office of education to the school level. Marishane and Botha (2011:3) cite that the move towards decentralization is motivated by the conviction that a school can improve if those closer to it have power and freedom over the use of resources geared towards its improvement. This has led to many countries developing policies of decentralization and devising various strategies to implement these policies.

One such strategy is called school-based management (SBM) or site-based management, as it is popularly applied in Britain, Canada, Australia and the US. The main identifying feature of the strategy in this context is the measure of “self-management” opportunities such as a school experiences.

School-based management is an approach whereby public schools are redesigned to give educational stakeholders-educators, parents, learners and the community at large, the opportunity and power to improve and develop their school, van Deventer and Kruger, 2003:244). Marishane and Botha (2011:14) assert that “SBM is understood to refer to a decentralised educational management strategy shaped by the shift in decision-making authority and the relocation of resources from the central office to the school.

This is to facilitate the active participation of the school community (principal, learners, teachers and parents) in the effective management and use of these resources in the key areas of the curriculum, personnel, technology and budget for an improved quality of education that is reflected in improved learner performance and achievement”.

Internationally, educational institutions operate within a legislative framework as determined by the national, provincial and or state parliaments (Bush, 2008:4). One of the key aspects of such a framework is the degree of decentralization in the educational system. Centralisation and decentralisation are two opposite ways to transfer decision making power.

Lauglo (1997:3) states that decentralisation in education refers to ‘a shift in the authority distribution from the central agency in the hierarchy of authority’ and can take many different forms. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) defined decentralisation as follows: it involves the transfer of all or part of the decision-making, responsibilities and management vested in the central authority towards another regional, provincial or local authority (districts, municipalities, "communities") or towards schools themselves. Decentralisation may be limited to the material and financial management of educational institutions, but also concerns curriculum design (UNESCO 2005:13).

Decentralisation includes studies focused on changing the nature and shape of educational management. Countries pursuing educational reform and restructuring have adopted policies of decentralization with the blessing and advocacy of such agencies as the World Bank, the Organisation for Economic Co-operation and Development (OECD) (Halasz,1996) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2005).

Steyn (2001:267) emphasizes that it was traditionally assumed that only top managers had the competence to make decisions and that the role of the staff was simply to implement these decisions. School Based Management (SBM) implies among other things, “an increase and change in the responsibilities of the school principal and therefore new demands on the principalship” (Caldwell and Spinks 1998:23). As an instructional leader, the principal is the pivotal point in the school which affects the quality of individual teacher instruction, the height of learner achievement and the degree of efficiency in school functioning (Marishane and Botha 2011:85).

Self-management occurs when decentralisation is to the institutional level. Caldwell and Spinks (1992:4) point that: ‘A self-managing school is a school in a system of education where there has been significant and consistent decentralisation to the allocation of resources’. Self-managing schools and colleges may be regarded as potentially more efficient and effective but much depends on the nature and quality of internal management if these potential benefits are to be realized.

Caldwell (2008:249) argues that ‘those at the school level are best placed to determine the particular mix of all the resources available to achieve optimal outcomes’. This view has led governments in many countries, including Australia, England, Hong Kong, New Zealand and South Africa, to locate enhanced powers with school governing boards and principals. Certainly the scope for leading and managing staff effectively is much greater when the major educational decisions are located within schools and colleges and not reserved for action outside the school (Bush and Middlewood, 2013:6).

Recently, however, there has been a move away from authoritarian models of decision making towards a more collegial view of the role relations between school principals

and staff members who are now regarded as capable of being part of the decision-making process in schools. Where leadership is shared in this way, teamwork is valued and organizations in which teamwork flourishes can be more effective than organizations which are dominated by a single individual.

There is a growing recognition that a single-handed leadership model, involving the principal alone, does not produce maximum benefits for the school. Grant (2006:514) states that given the inequalities that remain pervasive in the schooling system coupled with the range of new policies that require radical change in every one of its systems, schools can no longer be led by a lone figure at the top of the hierarchy.

The only way that schools will be able to meet the challenges is to tap the potential of all staff members and allow teachers to experience a sense of ownership and inclusivity and lead aspects of the change processes. I fully concur with the view that the principal should not be the sole leader of an institution. He or she must empower teachers to lead and manage teaching and learning effectively.

The principal must be at the heart of a series of interlocking teams, working together with others to improve the school and enhance learner performance. It is very crucial that the principal become a member of some school teams and a mentor and coach to others. He or she should be the catalyst for improved learner achievement; provider of resources; an architect of improvement plans; the assessor of progress as well as the reward giver.

Botha (2013:99) argues that studies in school leadership and management have emerged in the educational reform landscape of many developed and developing countries in recent years and two major trends are worth noting. The first involves the changing nature of educational management marked by a shift in policy from centralization to decentralisation, and the promotion of the latter through school-based management (SBM) strategies. The second trend involves the combination of leadership and management in a school-based management setting, enhanced by recurring debate on the distinction between the two concepts.

According to Bush and Middlewood (2013:6) decentralisation involves a process of reducing the role of central government in planning and providing education. It can take many different forms, several of which simply devolve power to lower levels in the bureaucracy.

Decentralisation in the education system refers to the devolution of decision-making authority from the central office of the state to the school level in order to facilitate inclusion and enhance active participation of those school community members who were previously excluded from decision-making processes. Recent studies on decentralization through school-based management (SBM) cited a couple of pitfalls.

First, lack of institutional capacity may render participation by teachers ineffective and principals are ill-prepared to participate in school-based management and leadership activities because of a lack of skills and knowledge, and the wrong attitudes. Secondly, decentralization puts more demands on school principals (Chapman, 2000), overstressing their capacity to work effectively as they are overburdened by an administrative workload (being managers, leaders, teachers, governors and anything else).

Botha (2013:100) citing McGinn and Welsh,(1999:17) indicates that decentralisation is conceived as being “about shifts in the location of those who govern, about transfers of authority from those in one location or level vis-à-vis education organisations, to those in another level”. Decentralisation of management policies through the application of SBM strategy has, among other developments, brought about the emergence in different countries of different types of school with different degrees of authority. These include “charter schools” in the US (Vanourek, 2005), “foundation schools” in Britain (West & Pennell, 2005) and “section 21 schools” in South Africa (Marishane, 2003:77).

Botha (2013:103) further argues that decentralisation through SBM strategy has opened up a wide range of opportunities previously non-existent for parents, teachers, principals and ordinary community members. Such opportunities include articulation of the values which are deemed critical for school improvement today, such as democracy,

autonomy, responsiveness, empowerment, transparency, accountability, efficiency and effectiveness, among others.

The new policies and legislations have redefined the concepts of leadership, management and governance in schools. Through attainment of Section 21 status, schools have now been encouraged to become self-managed and self-reliant. These schools create a new challenge for those responsible for leading and managing them. It is no longer sufficient for public school principals to be good administrators; they must be proactive leaders and managers. Fortunately they are not expected to carry the “cross” alone.

Van Deventer and Kruger (2008:235) define School-based management (SBM) as an approach whereby public schools are redesigned to give educational stakeholders-educators, parents, learners and the community at large-the opportunity and power to improve and develop their school. SBM is based on democratic principles. It enables broader participation by those “on site” dealing directly with issues that need to be resolved, people who potentially have “on site” expertise.

Van Deventer and Kruger (2008:235) further argue that from a financial management point of view, the main management implication of this movement towards greater autonomy for schools is that the SMTs and governing bodies will have increased managerial autonomy. SBM also problematizes the notion of accountability. According to Cheun and Cheng (1996:6), school-based management shifts focus of accountability as “schools shift from external control management to active self-management”.

In a context of strong “external control management” accountability is relatively unproblematic; school principal is clearly accountable to external authorities; the staff are accountable to the principal. In SBM, by contrast, lines and areas of accountability can become blurred since the expectation is that all organization members will be accountable for their practice, to themselves, to each other and to authority figure. There is also little evidence to indicate whether SBM has any effect on teaching and learning and curricular practices, the “core business” of schools. Bauer and Bogotch

(2006:465), reporting on research findings, found that “the relationship of SBM to classroom practice was virtually non-existent”.

The adoption of the South African Schools Act, Act No 84 of 1996, introduced the principle and practice of partnership in education through governing bodies with school-based or self-managing responsibilities, including financial management responsibilities, which gives schools greater direct responsibility for financial matters. The South African Schools Act makes provision (by means of article 21) for public schools to become more responsible in managing certain functions themselves (South Africa, 1998b:28).

The study conducted by Davis, Darling-Hammond, LaPointe and Meyerson (2005:3) give the following example to demonstrate the above statement: “Principals are expected to be educational visionaries, instructional and curriculum leaders, assessments experts, disciplinarians, community builders, public relations and communication experts, budgets analyst, facility managers, special programs administrators, as well as guardians of various legal, contractual and policy mandates initiatives. In addition, principals are expected to serve the often conflicting needs and interests of many stakeholders, including students, parents, teachers, district office officials, unions, state and federal agencies”.

Botha (2013: 128) further cites that the different dimensions of school leadership, namely, *political leadership (governor)*, *instructional leadership (teacher)*, *managerial/transactional leadership (manager)* and *transformational leadership (agent)* therefore define the nature of the relationship existing between one particular group of stakeholders and the school principalship. One key demand of school transformation through SBM strategy is to provide high-quality education to learners, and improve school management, transparency and accountability, Marishane and Botha 2011:31-32) citing (Gertler et al, 2007).

#### **2.4.2 THE FOUR MAJOR ROLES CONSTITUTING LEADERSHIP IN A SELF-MANAGED SCHOOL**

As a way of continuing to improve the country’s education system, the Department of Basic Education (DBE) has developed a *South African Standard for Principalship*. At the

time of conducting this study, a Sixth draft (still a discussion only document) was available. The document provides a clear role description required of the principal. I align myself with Botha (2013:128) when he indicates that “in a transformed school environment, school leadership assumes four dimensions that collectively constitute principalship.

Viewed individually, these dimensions embody the different roles that a school leader plays in a school when carrying out the mandate of the different constituencies he or she represents-the school principal is a teacher, a governor, a change agent and a manager”. These different dimensions define the nature of the relationship existing between one particular group of stakeholders and the school principal. The principal is able to bring synergy and coherence to these different but complementary roles by exerting the following leadership tasks:

#### **2.4.2.1 School principal as a governor: political leadership dimension:**

In the SGB the principal is a school governor and automatically is a member of a team who assists in the development of the vision and mission statement of the school; provides guidance, procedures, rules and other regulatory measures as per Section 16A and Section 19(2) of SASA. Like other members of the governing body, the principal is accountable to a constituency i.e. employer. Unlike other members such as parents, teachers and learners who are accountable to their respective constituencies, the principal is accountable to the employer who constitutes such a constituency (Botha, 2013:128-129).

The principal as a member of the governing body has the responsibility of exercising leadership that promotes participation by all stakeholders of the school in order to promote democracy, which is the key goal of education in South Africa (Department of Education, 2007). Under the SBM the principal assumes managerial leadership which is a formal position of authority that he or she occupies in order to carry out a mandate from the central education authority, namely, management of educational resources on behalf of that authority.



Botha (2013:130) indicates that the school principal is seen as a manager of resources, that is, “tools” that will maximize “production”, as they constitute essential inputs in the process of teaching and learning to achieve “outputs”. The effectiveness of the principal as a school manager is therefore determined by the extent to which these resources are efficiently utilized as he or she accounts to the owners of the resources for their use.

#### **2.4.2.2 School principal as a manager: managerial/transactional leadership dimension**

Miller and Miller (2001:182) define transactional leadership as ‘leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction’. Exchange is established political strategy for members of organisations. Heads and principals possess authority arising from their positions as the formal leaders of their institutions. They also hold power in the form of key rewards such as promotion and references. However, the head requires the co-operation of staff to secure the effective management of the school. An exchange may secure for both parties to the arrangement.

‘Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours and that if these functions are carried out competently the work of others in the organisation will be facilitated...Authority and influence are allocated to formal positions in proportion to the status of those positions in the organisational hierarchy (Leithwood et al, 1999:14).

‘School and college principals have power and authority as a direct result of their senior positions, regardless of their personal qualities. This ‘positional power’ is reinforced by the hierarchy within and beyond schools’. The writers also share that it is significant to note that managerial leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralised systems as it prioritises the

efficient implementation of external imperatives, notably those prescribed by higher levels in the hierarchy (Bush and Middlewood, 2013: 17).

Managerial leadership has certain advantages, notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers. If teachers do not 'own' innovations but are simply required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to possible failure (Bush, 2011:50).

Goldspink (2007:29) aligns managerialism with 'New Public Management' and adds that 'tight linkage between teachers, schools and the centre is seen as both desirable and achievable'. Bush and Middlewood (2013: 17) mention that managerial leadership is an essential component of successful schools and colleges but it should complement, not supplant, value-based approaches. Effective management is essential but value-free managerialism is inappropriate and damaging.

Judge and Piccolo (2004:755) share the following three dimensions of transactional leadership- *contingent reward*: the degree to which the leaders sets up constructive engagement with followers, *management by exception-active*: active leaders monitor follower behaviour, anticipate problem and take corrective action, *management by exception-passive*: passive leaders wait until the behaviour has caused problems before taking action.

According to Botha (2013:130-135), the principal as a managerial leader is responsible for the following key tasks:

- **Creation of an SBM system, structures and processes:**

Development of a school-based management system consisting of inputs, throughputs and outputs, also called "management service pack under SBM which is: management of inputs, management of processes and management of outputs in relation to school governance, transformation and curriculum.

- **Management of the SBM system, structures and processes:**

Management of the system includes management of *inputs, throughputs and outputs*:

*Inputs management* involves management of all the issues shifted to the school under decentralisation, namely: power, information, technology, financial, physical and human resources, together with accountability measures. While the state (central authority) decides on the type and quantity of the resources to be decentralized, the major task undertaken by the school principal is to organize as well as plan for the reallocation and use of these resources in the school.

*Process management* involves carrying out supportive and interventional activities in resource mobilization. This includes engaging in such processes as control, coordination and monitoring of the use of resources to ensure sustainability and compliance with applicable policies and regulations.

*Outputs management* involves the evaluation of impacts generated by the utilization of resources and processes followed to achieve outcomes in the school. It is at this stage that the principal accounts to the stakeholders in the school, for everyone to see whether such investment has made good returns.

- **Provision of organisational leadership:**

In the SBM context, the principal also performs an additional role of providing organizational leadership. As school-based managers, principals are the leaders of organisations (schools) that not only deal with devolved things (resources), but also with localized people (teachers, parent learners and ordinary community members). Localized people have knowledge, skills, values and attitudes, beliefs and dreams which, once identified and openly expressed, can be matched to school improvement. This is possible where there is a *vision, information, decision-making and sound interpersonal leadership*.

*Developing a vision* ensures that people know what to pursue and the reasons for doing so. The principal as a managerial leader takes initiative to develop a vision that will be shared by all people in the school so that everyone can claim a stake to its ownership.

*Information-people* who know what goes on, in and out of the school and people who know how things are done, feel a sense of power and control over their affairs. In school-based management, this information is needed for resource management (control, organization, coordination, monitoring and planning), people leadership (guidance and support) and decision making in governance, curriculum and transformation. This information is both internally generated (outgoing) information and externally generated (incoming) information. In dealing with information, the school principal communicates with various stakeholders and advocates whatever the school stands for in terms of its structure, goals, operations, processes, systems and expectations.

*Decision-making* by virtue of their authoritative managerial positions in SBM, school principals have to take decisions regarding what people should do, what actions should be carried out, what and how resources should be deployed and the conditions *under which these activities should be performed*. In SBM policies, the regulations and other legislative guidelines that accompany resources serve as the sources of information needed for making decisions in matters relating to governance, teaching and learning as well as transformation (change).

As decision makers, principals play an important role in managing conflict in the school where they serve as power brokers. They ensure that options are made available, enabling informal decisions to be taken and acted upon. They also stand in the forefront when it comes to negotiating contractual agreements on behalf of the school.

*Sound interpersonal relationships*. The notion that educational leadership is dependent on relationship is in vogue. A successful SBM needs managerial leadership that will be able to create a climate within the school wherein an atmosphere of positive interpersonal relationship prevails. This happens when the principal recognizes the potential that exists in people and exploits it for the benefit of the school.

#### **2.4.2.3 School principal as a teacher: instructional leadership dimension**

Bush and Middlewood (2013:15) cite that 'instructional leadership differs from the other models reviewed because it focuses on the direction of influence, rather than its nature

and source. The increasing emphasis on managing teaching and learning as the core activities of educational institutions has led to this approach being emphasized and endorsed'. Southworth (2002:79) claims that 'instructional leadership...is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth'.

As instructional leaders, principals stand at the vanguard of curriculum delivery chain. This is done for professional practice and position purposes. As professional practitioners, principals are primarily teachers who share in educating learners to the highest achievements possible. Therefore they are part of a team of teachers who channel all their energies to and focus on teaching learners for the realization of their full potential. By virtue of their positions, they are able to provide leadership to their teams of teachers whose main area of operation and function is curriculum and curriculum delivery respectively. He or she is expected to have expert knowledge necessary to improve learner performance.

The principals' service is a package consisting of giving teachers direction, support and motivation, and monitoring their activities, guided by continuous reflection on commonly shared values and purposes. As teacher leaders, they take the lead in practicing what they preach by modeling best instructional practices-best in terms of what they and their teams of teachers commonly accept and strongly believe to be best practices aligned with their school visions. The core business of the school is teaching and learning and principals in self-managed schools have influence and are actively involved in the management of resources.

Their first-hand of the school's curriculum demands and the resources required to meet these demands put them in a better position to distribute available resources in line with the specific instructional (teaching and learning) needs of the school. In addition, their involvement in the governance of the school as influential members of the SGB equips them with the policy-related information that is essential for making informed decisions in teaching and learning.

They ensure that teachers and learners' behaviour is in accordance with the school's goals, policies and various codes of conduct and that there is sustainable focus on school vision towards which teaching and learning activities are driven. They are also best positioned to echo parents' aspirations and expectations regarding learner performance and achievement as expressed from the SGB platform. By so doing, they serve as a vital link between governance and instruction; that is between policy and practice.

The principals' formal interaction with various components in the SGB gives them the opportunity to be part of a team that sets strategic direction for their schools, enabling them to share experiences in accountability, monitoring and the evaluation of performance (Botha, 2013:132-133).

#### **2.4.2.4 School principal as an agent: transformational leadership dimension**

Transformational leaders focus on influencing attitudes and assumptions of staff. They build commitment to the mission and always try to achieve the objective of the organisation. Within the SBM, the principals are at the forefront of the spiraling wave of school change as transformational leaders. The wave of change spreads across the major areas of governance, curriculum and management.

Leithwood et al (1999:9) argue that 'transformational leadership is based around the commitment and capacity of organisational members. Higher levels of personal commitment to organisational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity'. The writer conceptualizes transformational leadership along eight dimensions:

- Building school vision.
- Establishing school goals.
- Providing intellectual stimulation.
- Offering individualized support.
- Modeling best practices and important organisational values.
- Demonstrating high performance expectations.
- Creating a productive school culture and

- Developing structures to foster participation in school decisions.

Principals in self-managing schools focus on restructuring; therefore they become agents of transformation. These principals are school community builders actively engaged in four main tasks: *school vision building, capacity building, team building, programme design and management.*

Transformation is about change-in structures, processes and actions. It is about adopting new technologies and embracing change without lamenting the fading “golden olden days”. It is about building new things and reshaping old ones. Building in many cases involves teamwork. As a transformational leader, the school principal, shares leadership with other people in the school in all areas so that the school leadership does not remain a one-man-show, but a shared, collaborative effort.

- **The principal as a vision builder**

He or she assumes a futuristic leadership which involves taking the initiative in developing a dream about the school and sharing that dream with teachers so that what was initially a personal dream is reshaped and elevated to the status of a shared organizational vision. The combination of a common understanding and acceptance of the vision, goals and performance standards will create a sense of collective ownership, generate a feeling of belonging and emotional attachment, and produce a sense of community, the authority and freedom to design its future-a common destiny.

- **The principal as a capacity builder**

Successful SBM requires strong and sustained capacity building for school level actors if meaningful change is to take place in a school. The type of personality needed is the one that is prepared to get hands in the mud for the sake of others’ development. Development that is critical for effective teaching and learning, school governance and management. The principal as a transformational leader is leading in capacity development. As a capacity builder, the principal becomes a prolific source of influence to everyone in the school community. Such influence flows through the principals’ transparently expressed beliefs, shared policies, strategies, processes, structures,

activities, systems and goals As well as his or her ability to communicate these things to others within the school.

The people are inspired by what the principal stands for (what he or she believes and values), what he/she does and how the principal behaves (how he/she approaches work and relates to people and situations) within the framework of the transformation agenda presented by SBM. Stakeholders within and outside the school would like to see the principal leading as an agent of change. Leading by motivational example and striving for improvement by empowering, encouraging, informing, mentoring, guiding and supporting them as they confront new changes and challenges in their respective areas of operations (instructional programme, governance and management) at both individuals and group levels.

As a capacity builder, the school principal is not only focusing on building others' capacity to develop and assume leadership roles, but also on personal development, enriched by what he or she personally derives from others' experiences, skills and knowledge. This suggests the creation of a culture of mutually reinforced, continuous learning in which everyone in the school is prepared to learn from each other. By so doing, the principal will be establishing a "strong culture of learning community" or a "strong professional learning network support", where people are committed to learning and achieving (Pont et al., 2008:73).

- **The principal as a team builder**

Team building is a process in which individuals and loose groups of actors are brought together to constitute coherent and unified structures that function collaboratively in pursuance of a common purpose. Botha (2013:135) citing Elmore (2000:19) mentions that coherence on purpose is regarded as "an important precondition for the success of school improvement".

Team building is also a developmental process in which individuals become structures and structures become organisations. The principal as a team builder is responsible for bringing teachers, parents and other community members together to work as teams in governance, management, teaching and learning. To enhance performance in these



areas, each team or structure needs its own leader so that leadership is spread laterally across all areas in the school. This enables each team to channel all its energy into the focus on supporting and motivating members of his or her team.

In SBM, various people from different constituencies with different interests are given the opportunity to actively participate in the school's affairs. The principal is therefore in a strategic position to facilitate change by providing guidance on how teams should work as a collective. The principal should also recognize the wealth of skills, knowledge and experiences acquired from a wide range of backgrounds that people bring into the school milieu and help team members to share it for the benefit of the school and its learners.

Knowledge is power and by sharing this wealth, team members will be strengthened as they work towards goal achievement and principals will also be relieved of the pressure of transformation. This will ensure that leadership within the school community is not confined to a single person but it is distributed among members who will create opportunities for growth among leaders and members of teams. It remains the responsibility of the school principals, as team builders, to ensure that members of school-based teams and their leaders gain clarity on their roles and responsibilities and identify closely with the goals to be achieved.

- **The principal as an instructional programme designer and director**

The principal as part of his or her responsibilities, he or she has to provide leadership in school-based curriculum development which involves designing the instructional programme and implementing it.

Firstly, the principal, as a transformational leader, he or she has to ensure that all teachers share the same level of understanding of the curriculum to be implemented before designing the instructional programme. This includes knowledge of the learning areas, assessment strategies, achievement standards, learning outcomes, instructional approaches and the resource needed to facilitate teaching and learning activities.

Secondly, because SBM is a transformational strategy aimed at learner achievement, the school principal in collaboration with other school-based team leaders should set goals for improving learner achievement. It is critical that all staff members should share and commit to the achievement of these goals.

Thirdly, the principal is expected to identify the knowledge and skills base of the teachers and explore any existing gaps. As a leader he or she should assess content knowledge of teachers and check if they are able to close the gaps identified from the learners.

- **The principal as programme director and manager**

The school principals are expected to provide direction to all staff members in the implementation of instructional programme. This can be achieved through:

- Allocation of duties to teachers which is in line with their knowledge and skills. This can be achieved by aligning content knowledge to practice.
- Initiation of professional development programme that addresses the identified and specific instructional gaps of the teacher as indicated in their Personal Growth Plan (PGP) after the observation in practice and evaluation as per the Integrated Quality Management System (IQMS). Implementation of instructional programme demands regular professional development of teachers.
- Ongoing monitoring of the implementation of planned curriculum activities by SMTs is essential. It is very important for the principal to ensure achievement of the set activities.
- Active involvement and provisioning of support by encouraging, motivating and being readily available to share instructional workload when necessary, will ensure facilitation of the instructional programme.
- Coordination of instructional activities will ensure collective and sustainable effort towards goal achievement.
- Creation of a stable learning and teaching environment which will ensure that the instructional programme follows a schedule; tasks are completed as per the agreed upon time-frames, teaching and learning time is protected from

unnecessary external interferences (or what the researcher refers to as “popcorn activities”) and disturbances which might hamper the smooth running of the programme as well as achievement of set goals.

To ensure successful implementation of the above programme, the school principal must be actively involved as a programme director, professional developer, programme facilitator, programme coordinator, performance monitor as well as a programme stabilizer (Botha, 2013:133-136).

## **2.5 EDUCATION POLICIES AND PLANS INTRODUCED AND AMENDED**

The South African government continues to seek ways of improving education system in the country. A number of policies and plans are either being amended or introduced. Education in South Africa has become a societal matter. It is therefore imperative that all who are directly involved, should embrace change. The SMT has to implement curriculum reforms and uphold changes that have been introduced. At all times they must remember that quality learner performance is the name of the game in schools.

The following national initiatives among others were put in place to ensure delivery of quality education for all: National Development Plan (NDP), the Minister of Basic Education’s Delivery Agreement, namely, Schooling 2015 Action Plan 2014-(seemingly amended to Action Plan 2019-not yet released) and the ISPFTED (Integrated Strategic Planning Framework for Teacher Education and Development).

In 2009 the Presidency released a Green Paper on national strategic planning, as well as a guiding document titled “Improving Government Performance”: Our approach which called for all government departments to focus better on changing the lives of all South Africans. For example, the provincial education departments were requested to focus more on what learners learn in schools such as improving school buildings and teacher training. These documents capture important shifts that are occurring in the way Government plans and implements policy. The Delivery Agreement (Government Gazette No: 33434 of 2010) for the Basic Education Sector was signed by the Minister of Basic Education, Mrs. AM Motshekga, and MPs on Friday 29 October 2010.

The document was named: *Action Plan to 2014: Towards the Realisation of Schooling 2025*. In this document, the ANC Government has prioritised the improvement of the quality of basic education as Outcome 1 of a total of 12 outcomes. This means that basic education is the top priority of this administration. It is widely recognised that the country's schooling system performs well below its potential and that improving basic education outcomes is a prerequisite for the country's long-range development goals.

### **2.5.1 Action Plan 2014: Towards the Realisation of Schooling 2025**

*Action Plan 2014: Towards the Realisation of Schooling 2025* describes what should be achieved by 2014 to improve schooling in South Africa. The focus is to a large extent on *a set of goals, indicators and targets*, and the *activities* that are required by the education departments but also *people in schools and in civil society* to achieve the goals. The plan to this current year, i.e. 2014 is located within a longer range vision, known as Schooling 2025, which includes long term targets for South Africa's schooling system.

What the government and the education sector want to achieve by 2014 is therefore seen within the bigger picture of what the government and the education sector want to achieve a quarter of the way through this century. The current document represents the basic education sector's response to the challenge of a more innovative and effective delivery of services across government as a whole.

Vision 2015 says by 2025 the South African education sector would like to see the following in every South African school:

- Learners who attend school every day and are on time because they want to come to school, the school is accessible and because they know that if they miss school when they should not, some action is taken. These learners understand the importance of doing their schoolwork, in school and at home, and they know their school will do everything possible to get them to learn what they should. Much learning happens through the use of computers and from Grade 3 onwards all learners are computer literate.

Part of the reason why learners want to come to school is that they get to meet friends in an environment where everyone is respected, they will have a good meal, they know they can depend on their teachers for advice and guidance, and they are able to participate in sporting and cultural activities organised at the school after school hours.

- Teachers who have received the required training are continuously improving their capabilities and are confident in their profession. These teachers understand the importance of their profession for the development of the nation and do their utmost to give their learners a good educational start in life. They are on the whole satisfied with their jobs because their pay and conditions of service in general are decent and similar to what one would find in other professions.
- A school principal who ensures that teaching in the school takes place as it should, according to the national curriculum, who also understands his or her role as a leader whose responsibility is to promote harmony, creativity and a sound work ethic within the school community and beyond.
- Parents who are well informed about what happens in the school and receive regular reports about how well their children perform against clear standards that are shared by all schools. These parents know that if something is not happening as it should in the school, the principal or someone in the Department will listen to them and take steps to deal with any problems.
- Learning and teaching materials in abundance and of a high quality. The national minimum schoolbag policy, which is widely understood, describes the minimum quantity and quality of materials that every learners must have access to. Computers in the school are an important medium through which learners and teachers access information.
- School buildings and spacious facilities which are functional, safe and well maintained. Learners and teachers who look after their buildings and facilities because they take pride in their school”.

### **2.5.2 Action Plan to 2019 – Towards the Realisation of Schooling 2030**

*The Action Plan to 2019 – Towards the realization of Schooling 2030* outlines what the government will be doing to make Grade R to 12 schooling better, but also explains the contributions that each one of the stakeholders in the schooling communities could make towards achieving the goals of the plan.

There are 27 national goals that should be achieved by the education department, 13 of which are output goals dealing with better school results and enrolment of learners. The remaining 14 are the departmental inputs aimed at making the first 13 goals achievable.

### **2.5.3 2015 National Strategy for Learner Attainment (NSLA) Framework**

The Basic Education Sector has made tremendous progress in meeting the Millennium Development Goals including providing for education delivery at different spheres of government. One of the challenges for the national and provincial departments of Basic Education has been to promote and implement changes which lead to improved learner outcomes throughout the Basic Education system.

Over the years the sector came to be characterised by poor learner performance as measured through the Grade 12 pass rate, literacy and numeracy scores in systemic and Whole School Evaluation. That trend has also been confirmed by international studies such as the Southern and East Africa Consortium for Monitoring Education Quality (SACMEQ); Trends in International Mathematics and Science Studies (TIMSS), and Progress in International Reading Literacy Study (PIRLS) (DBE, 2015:4).

The 2014 ANA results revealed that learners in the system are still faced with the challenge of literacy and numeracy. It must be mentioned that the 2014 matric class experienced a phenomenal improvement in the results of 78.2% and this was as a result of the efforts of many years of the implementation of the NSLA. It is critical to acknowledge learner attainment can only be substantially addressed if it is acknowledged that there are several barriers that prevent learners, teachers and schools to develop their full potential (DBE, 2015:4).

The main aim of any intervention is to identify the barriers experienced (at individual learner level, teacher and classroom level, school, district and systemic level) and to put measures in place to address them effectively through an inter-sectoral and integrated approach (DBE, 2015:4).

In line with improving planning, monitoring and evaluation, government adopted twelve outcomes as key focus of work between 2010 and 2015. The Basic Education Sector has developed and adopted *Action Plan to 2019: Towards the realisation of Schooling 2030*. This plan has clear measurable output goals and timeframes for each critical deliverable.

The objectives of the framework are:

- I. Sustained improvement in learner outcomes or performance.
- II. Enhanced accountability at all levels of the system.
- III. Greater focus on basic functionality of schools.
- IV. Protecting time for teaching and learning.
- V. Improved support for teaching and learning.
- VI. Increased efforts on time on task.
- VII. Resource provisioning (DBE, 2015:4).

The NSLA attempts to meet the targets set out in Action Plan to 2019 – Towards the realization of Schooling 2030 to improve learning and teaching in the schooling system.

The above mentioned document is divided into the following sections for easy reference and reporting:

Section 1: Management and Leadership.

Section 2: Early Childhood Development.

Section 3: Primary/GET Schools: Multi-grade; Foundation Phase; Intermediate Phase and Senior Phase.

Section 4: High/FET Schools.

Section 5: Mathematics, Science and Technology.

Section 6: Comprehensive Teacher Development Programme.

Section 7: Resource provisioning.

Section 8: Inclusive Education: Special Schools; Full-service schools; Home Education.

Section 9: ICT.

#### **2.5.4 National Development Plan (NDP), Vision 2030**

The core business of school remains learning and teaching. The core task of the principal is to ensure that his or her school ethos is conducive to these priorities. As previously indicated, principals need to provide leadership on the curriculum as well as administration and management. As a way of further strengthening the leadership and management of public schools' principals and their SMT members, in August 2012, the African National Congress (ANC) led government through the established National Planning Commission (NPC) released the National Development Plan (NDP), Vision 2030. The NDP outlines the importance of having sound management in the school to build a strong and coherent set of institutions for delivering quality education.

The National Development Plan indicates that: the curriculum will need to be tailored to the needs of the South African society. This will require principals and management teams to fulfill their roles as leaders in implementing the curriculum. The primary goal of the South African education system is to establish a quality education system. This will be driven by international and national educational objectives. Therefore, it is very critical that principals and SMTs must be knowledgeable about these objectives so that the school policy objectives can be formulated which are consistent with the national objectives.

The NDP seeks to tighten the relationship between planning, implementation and monitoring as critical elements towards improved teaching and learning. It includes the development of appropriate minimum norms and standards to hold provinces accountable for strategic actions that will lead to improved performance. The Plan



further acknowledges the South African Council of Educators (SACE) as key role player in continuing professional development of teachers and the promotion of professional standards. The specific focus of the NDP for the next 18 years on education is that (amongst others):

- The interests of all stakeholders should be aligned to support the common goal of achieving good educational outcomes that are responsive to community needs and economic development.
- Educational institution should be provided with the capacity to implement policy.
- Teachers should be recognized for their efforts and professionalism. Teaching should be a highly valued profession.
- Attention should be given to the continuing development of teachers and promotion of professional standards.

Some of the Long-term goals of the NDP for Basic Education are to improve performance in international comparative studies; allow wide range of training providers to offer professional development courses for teachers, subject to approval by the South African Council for Educators as well as to support professional association working more closely with teachers to provide professional development opportunities.

The main responsibility of a school principal is to lead the core business of the school. Based on the above statement, I share the proposals made in the National Development Plan (NDP) Vision 2030, for Improving School Management, which are:

*Appropriate qualified and competent principals:*

- Change the appointment process to ensure that competent individuals are attracted to become school principals.
- Eliminate union influence in promoting or appointing principals.
- Implement an entry qualification for principals.

### *Performance Management:*

Introduce performance contracts for principals and deputy principals, in line with Department of Basic Education policy.

- Replace principals who repeatedly fail to meet performance targets, based on monitoring information and interviews with school stakeholders.
- Use data from the performance management system to identify areas where principals need more training and possibly to update the ACE (Advanced Certificate in Education) curriculum.

### *Powers of principals:*

Gradually give principals more administrative powers as the quality of school leadership improves, including financial management, the procurement of text book and other educational materials and human resource management.

### *Proposals for Results Oriented Mutual Accountability:*

- Construct a result-oriented framework of mutual accountability where districts are accountable for supporting schools, including the nature of the support they provide.
- Provide all stakeholders with clear information on accountability measures.
- Each school should have a plan that maps out its goals for the academic year.

### *Community Ownership:*

- Give additional support to governing bodies.
- Develop a strong sense of community ownership.

### *Roles of the Post-School Sector:*

Raise education and training levels to produce highly skilled professionals and technicians.

## **Development of Management and Leadership**

The NDP outlines the importance of having sound management in the school to build a strong and coherent set of institutions for delivering quality education. “Skilled and dedicated principals to foster a vibrant but disciplined environment that is conducive to learning”.

- Principals to fulfill their roles as leaders in implementing the curriculum.
- Schools to have capacity to implement policies – where capacity is lacking immediate action to be taken to address it.
- Districts should provide targeted support to improve practices within schools and ensure communication.
- Principals in underperforming schools to receive training, mentoring and support.

The above responds to goal 21 and 27 of the Action Plan to 2019 – Towards the realisation of Schooling 2030 (DBE, 2015:7).

### **2.5.5 Continuing Professional Teacher Development (CPTD) Management System**

The other change in the education sector was phased-in by the South African Council for Educators (SACE) with the implementation of the Continuing Professional Teacher Development (CPTD) Management System. SACE is responsible for managing and implementing the CPTD system with the support of the Department of Basic Education (DBE) and the 9 Provincial Education Departments (PEDs).

Section 5(b) of the SACE, Act No.31 of 2000 as amended by the Basic Education Laws Act (BELA) (2011) provides SACE with direct CPTD mandate by saying that SACE must manage a system for promoting the Continuing Professional Development (CPD) of all educators (CPTD Management System). In addition, on the 26<sup>th</sup> of April 2007, the Minister of Education promulgated the National Policy Framework for Teacher Education and Development in South Africa (NPFTED) [Government Gazette No. 29832], Section 53 of the policy framework states that:

*“...the South African Council of Educators (SACE), as a statutory body for professional educators will have overall responsibility for the implementation, management and*

*quality assurance of the CPTD system. SACE will be provided with the necessary resources and support to undertake that role”.*

## **WHAT IS THE CPTD MANAGEMENT SYSTEM**

CPTD was announced in the National Policy Framework for Teacher Education and Development published by the Minister of Education in 2007. CPTD helps teachers organize their professional development in order to achieve maximum benefits. It is a system for recognizing all useful teacher development activities:

- By approving quality and credible professional development providers;
- By endorsing relevant and good professional development quality activities and programmes;
- By allocating professional development (PD) points to such activities; and
- By crediting each teacher’s CPTD account or record with the PD points they have earned.

The CPTD gets its mandate from the National Policy Framework on Teacher Education and Development (NPFTED) (2007), the SACE, Act No 31 of 2000 as amended by the BELA, Act No 15 of 2011 and is further supported by the Integrated Strategic Planning Framework on Teacher Education and Development in South Africa (2011) and the education section of the National Development Plan (2012). CPTD management system is a new system for encouraging and recognizing the teachers’ professional development. It will be made available to all teachers whether state employed, employed by governing bodies or employed by independent schools.

The purpose of the CPTD System is to ensure that all professional development programmes contribute more effectively and directly to the improvement of teaching and learning; emphasises and reinforces the professional status of teaching; provides educators with clear guidance about which Professional Development (PD) activities will contribute to their professional growth. The CPTD system provides educators with a database of SACE approved providers and menu of SACE endorsed professional development activities or programmes to address the needs identified from IQMS process. SACE also manages educators’ participation in CPTD system and their

professional development uptake through Professional Development Portfolio and the CPTD Information system.

The vision of the CPTD system is to: support and facilitate the process of continuing professional development; give recognition to teachers who commit themselves to continuing professional development and to revitalize the teaching profession. It expands the range of activities that contribute to the professional development of teachers.

### **2.5.6 Integrated Quality Management System (IQMS)**

The Integrated Quality Management System (IQMS) is governed by an agreement reached in the Education Labour Relation Council (ELRC) (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. It outlines a system of evaluation and quality management of teaching and learning in all schools in South Africa. IQMS is an integrated quality management system that consists of three programmes aimed at enhancing and monitoring performance of the education system. They are: Developmental Appraisal (DA); Performance Measurement (PM)) and Whole School Evaluation (WSE). The three programmes are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of various programmes.

The existing programmes were: Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Measurement System that was agreed to on 10 April 2003 (Resolution 1 of 2003) and Whole-School Evaluation (WSE) (ELRC 2003:1). The IQMS is informed by Schedule 1 of the Employment of Educators Act, Act No. 76 of 1998 where the Minister is required to determine performance standards for education in terms of which their performance is to be evaluated.

The DBE (Department of Basic Education) utilizes the system of IQMS as an appraisal system in South Africa. IQMS appraises individual educators with a view to determining areas of strength and weaknesses, and to draw up programmes for individual development.

### **2.5.7 Curriculum Assessment and Policy Statements (CAPS)**

The Curriculum Assessment and Policy Statements (CAPS) came as a result of the recommendations of the 2009 Task Team Report on the implementation of the National Curriculum Statement. The report found that teachers were confused, overloaded, stressed and demotivated and as a consequence were underperforming. The following were included among the recommendations: producing one clear and accessible policy document; writing a more streamlined curriculum; going back to subjects and essential subject knowledge; ensuring there is progression and continuity across grades as well as standardizing assessment.

The principal and School Management Teams are expected to:

- Ensure that the relevant subject policies are in place.
- Be knowledgeable on the relevant national and provincial policies.
- Be knowledgeable on the implementation of these policies.
- Ensure that a school policy referring to curriculum related matters is developed.

The CAPS document was finalized and approved at the end of January 2011. The Department of Basic Education introduced the policy with the foundation phase and grade 10 in 2012 (DBE). It is a single comprehensive policy document which has replaced the Subject and learning Area Statements, Learning Programme Guidelines and Subject Guidelines for all the Subjects in the National Curriculum Statement Grade r-12. CAPS form part of the National Curriculum Statement Grade r-12, which represent a policy statement for learning and teaching in South African schools and comprise of the following:

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects. CAPS subject policy documents: S4 (2013)-Editorial Layout changes, S5 (2013)-Life Sciences, S6 (2013)-Tourism, S7 (2013)-Business Studies, S11 (2013) - Editorial Layout changes, S9 (2014)-Work plans Consumer Studies, Hospitality Studies, Tourism Gr 12, 2014-African Language Errata.
- Changes to IT and CAT: Repeal of proposed amendments to IT and CAT.

- Natural Sciences CAPS documents (Grade 7-9). A task team has been appointed to review the amendments which were made to the document.

**All CAPS documents are structured on the same principle:**

*Section 1: Generic policy.* This provides the policy document which constitutes the NCS, the governing principles as well as information such as the envisaged learners.

*Section 2: Overview of phase content.* This provides the rationale for the subject, teaching methodologies specific to the subject as well as the progression from content from phase to phase.

*Section 3: Curriculum content per grade.* This stipulates the content which should be covered per term, as well as different strategies recommended teaching specific content.

*Section 4: Assessment.* Assessment programmes for each grade is indicated. In some documents assessment methodology is prescribed.

- National Policy pertaining to the programme and promotion requirements of the National Curriculum Statements Grade R-12. This policy was promulgated in Government Gazette No. 36042 (28 December 2012) and it determines the minimum outcomes and standards, as well as the process and procedures for assessment of learner achievement. The following is covered by the policy: approved subjects, programme requirements, grouping of subjects, time allocation, Gr 10-12 subject changes, Assessment, concessions, progression/promotional requirements, recording and reporting.
- National Protocol for Assessment Grade R-12. It was promulgated in Government Gazette No. 36042 (28 December 2013). The policy standardised the recording and reporting process. It provides a policy framework for: the management of school assessment, school assessment records and basic requirements for learner profiles, teaching files, report cards, record sheets and schedule for Grades 1-12.

The policy focuses on assessment policy for both internal assessment comprising School-based Assessment and Practical Assessment Tasks and End-of-year examinations.

- National policy on the conduct, administration and management of the National Senior Certificate: a qualification at the Level 4 on the National Qualifications Framework (NQF).

The CAPS addresses the gaps and challenges that were identified in the National Curriculum Statements (NCS) thus facilitating improved understanding of the curriculum focus and direction by teachers and resultantly improve classroom practice. The Curriculum Assessment Policy System is underpinned by the following principles: social transformation; high knowledge, skills and progression; human rights, inclusivity; environmental and social justice; valuing indigenous knowledge systems; credibility, quality and efficiency; active and critical learning.

The planning function of the principal is governed by the following framework:

- Legislative Framework. National Education Policy Act (NEPA), Act No. 27 of 1996 (Section 3(4) (I): NEPA identifies the 7 roles of educators which stipulates the curriculum related activities which should be performed by teachers- *Learning mediator, Interpreter and designer of learning programmes and materials, leader, administrator and manager, scholar, researcher and lifelong learner, community, citizenship and pastoral role, assessor and learning area/subject/discipline/phase specialist.*
- South African Schools Act, Act No. 84 of 1996 (Section 6A). According to this Act, the Minister must determine: (a) A national curriculum statement indicating the minimum outcomes or standards; and (b) A national process and procedures for the assessment of learners' achievement. In compiling a school policy, the following supplementary documents should be referred to:
  - Educational White paper 1 (EWP) on Education and Training.
  - Education White paper 6 (EWP) on special Needs Education: Building on inclusive Education and Training System.



- Admission policy for ordinary schools as published in Government Notice 2432, Government Gazette, Vol. 400, No. 19377 of 19 October 1998.
- The Language-in-Education Policy 1997.
- Norms on Roles and Responsibilities of Education Districts.

The intention of the National initiative, Action Plan 2014, among others is to improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers through their entire careers. It further wishes to ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.

### **2.5.8 Annual National Assessment (ANA)**

The Department of Basic Education introduced the Annual National Assessment (ANA) nationally in 2011 to measure learner performance in various subjects. The ANAs are nationally standardized assessments that measure the skill and knowledge of learners which are expected to have been acquired as a result of teaching and learning based on the curriculum. The purpose of ANA (also captured in the Delivery Agreement as well as in the Action Plan 2014: Towards Realisation of schooling 2025) is to:

- Measure and improve learner performance (specifically in Language and Mathematics). The results should be used to measure and monitor improvement, identify critical areas for improvement and plan resource provisioning.
- Carefully analyze the performance of learners; compare the performance with other circuits or districts and set improvement targets.
- Help Provincial and district offices to make informed decisions on specific interventions for schools which perform poorly.
- Inform government as well as the general public on the country's literacy levels and to enable learners to make informed decisions on choosing subjects and careers.
- Inform teachers on the foundational skills required for learning at the beginning of the school year and inform learning and teaching methodologies, design of assessment programmes and assessment strategies to obtain success.

- Inform parents on the learners' level of achievement in a school and encourage greater parental involvement in decision-making through school governing bodies.
- Enable governing bodies to draw up meaningful school-based intervention programmes.
- Identify the shortcomings in teacher training and to develop focused in-service training programme.

The ANA exposes teachers to better assessment practices; makes it easier to districts to identify schools with the greatest need for assistance; encourages schools to celebrate outstanding performance; empowers parents with important information about their children's education and performance. The progress reports on ANA indicate unsatisfactory performance due to the following reasons:

- Schools' failure to use ANA diagnostically to identify areas of weakness and the inability to develop school-based interventions.
- The high value departmental officials place on compliance with bureaucratic procedures and filling in of forms rather than enhancing quality teaching.
- The increased focus on universalization of Gr R.
- The status of departmental workbooks may increase limited exposure to content.

The following were recommended in the progress reports as strategies envisaged by authorities to address shortcomings identified:

- Expose teachers to best practices in assessment.
- Target interventions to schools that need them most.
- Give schools the opportunity to pride themselves in their own improvement and
- Give parents better information on the education of their children.

The expectations are that monitoring of curriculum coverage should be intensified and Whole School Evaluation (WSE) in school should focus on:

- Improving the quality of assessment tasks.
- Giving more written work to learners.

- Optimal use of learning and teaching time.
- Instilling and maintaining a culture of discipline.
- Ensuring regular school attendance of teachers and learners.
- Compulsory use of DBE workbooks.

The NEEDU report of (2013) shared the following findings in terms of time management:

- Frequent teacher and learner absenteeism.
- Sick leave of teachers.
- Late coming to school and class by learners and teachers.
- Nonscheduled activities during school time.

NEEDU (2013:72) recommends the following to school management teams which would enable them to direct the curriculum delivery at school level:

- Principals are responsible for maintaining efficient time management practices in school.
- Principals should work more closely with their SMTs and SGBs to ensure that: late arrival of both teachers and learners in the morning is limited. Days lost to extra-curricular activities are restricted and that plans are put in place to ensure that teaching time is maintained. A zero tolerance policy with respect to teachers not teaching when they should be should be implemented.
- The lack of knowledge or the 'can't' component to teachers' failure to achieve results is embodied in the lack of knowledge: subject knowledge, curriculum knowledge, pedagogical content knowledge and educator competence.

The NEEDU report on both the lack of knowledge and educator competence appeals to principals to consider the following recommendations:

- Schools should set norms for reading in the subject policy. The SMT should monitor learner reading systematically against the norms.
- The SMT should monitor learner writing throughout the school as stipulated in the school policy.

SMTs should structure and lead systemic learning opportunities for teacher empowerment.

## **2.5.9 Learner Attainment Improvement Plan (LAIP)**

### **Background (NWPED, 2011:1)**

The Department of Education in the North West Province introduced the Learner Attainment Improvement Plan (LAIP) in 2005, as an effort to deal with the underperformance of schools and the high failure rate of learners. The plan placed major emphasis at grade 12, as the exit class through which performance is gauged. In 2007 the focus shifted from the class of grade 12 to all the grades in FET band. The province improved its results since 2006 from 63% to 75% in 2010. The 2010 results improved by 8.2% from 67.5% and also marked an increase percentage of learners qualifying for university entry; this believed to be as a result of good interaction between the schools and the department.

### **Purpose (NWPED, 2011:1)**

The plan is meant to ensure amongst others:

- Improving performance of underperforming schools;
- Sustaining performance of performing schools;
- Effective management of time during lessons;
- Development of reading, numerical and writing skills;
- Quality achievement of all learners across the schooling system;
- Providing special support to teachers and
- Ensuring proper management and leadership in schools.

With the North West provincial benchmark for underperformance at 70%, all schools performing below that range have been allocated mentors, in line with the Learner Attainment Implementation Plan which makes provision for at least one visit per month to each underperforming school by departmental managers. During these visits, the manager is expected to complete an instrument to gather relevant information to guide

and support the school. The completed monitoring instruments are submitted to the district as well as the office of Learner Attainment (NWPED, 2011:2). The researcher is also an appointed mentor and has thus far mentored four schools, comprising of high schools and their feeder primary schools.

The purpose of visits to underperforming schools should also be to:

- Motivate, guide and support principals, teachers and learners.
- Gather vital information about the school and inform departmental senior officials about school realities and factors that hamper learning and preparation for grade 12 in an effort to turn around the low achievement trend of the school.
- Demonstrate departmental support to schools in their efforts to improve their Learner attainment (NWPED, 2011:1).

The purpose of the visits to underperforming schools is **not to evaluate or grade them**, but to guide and be on the same team with all the stakeholders (SMT, SGB, RCL, teachers and learners). Reports are submitted for information purposes to facilitate more effective support to teaching and learning (NWPED, 2011:2).

The intervention strategy has evolved to be an integrated plan addressing underperformance throughout the system. the purpose of the plan is: more focus on the protection of teaching time and quality contact time; planning and preparation of lessons to ensure adherence to curriculum needs; intensified monitoring, moderation, guidance, control and support to developmental programmes; intensified correct management of learning and teaching; subject focus which should be directed at identifying learners' strength to assist with career choice and access to Higher Education; and accountability at all school levels.

LAIP is also aligned to the Action Plan 2014 in an attempt to achieve the education sector plan schooling 2025, which is a broader plan to improve the schooling system. The plan is informed by the National Framework for Learner attainment and focuses on: Provincial Plan; FET school plan and GET school plan. The school plan encourages proper planning and efficient use of resources to achieve higher learner attainment.

LAIP has 10 strategic objectives aimed at improving learner attainment for all grades. Namely:

1. Development of management and leadership.
2. Comprehensive teacher development programmes.
3. Providing resources (human, financial and physical).
4. Efficient school support.
5. General Education and Training Support.
6. Enhancing language proficiency.
7. Mathematics and science improvement.
8. Protection of teaching time and quality contact time during teaching and learning.
9. Effective implementation of credible Assessment and Examination.
10. Adding value to the development of the learner.

The plan is monitored quarterly through visits to schools by appointed mentors and using quarterly instruments. The reports are developed and analysed, and recommendations for interventions are implemented. This is in agreement with Kilgore and Reynolds (2011:33) 'when policies or other activities conflict or undermine a goal, the guiding coalition must consider how they might be changed or eliminated'.

## **2.6. TEAMWORK**

### **2.6.1 Introduction**

Existing studies on school leadership promote internal decentralization that involves sharing leadership by distributing it laterally among staff members. This involves the internal organization of staff into leadership teams with specific task allocations to ensure that leadership is spread throughout the organization and that there is collaboration, collegiality and teamwork among team leaders and their teams, and among team leaders themselves (Botha, 2013:104).

Teamwork has become a priority for educational managers and forms part of the shift away from an autocratic style of leadership to a more democratic management style. This section contends that through teamwork, SMT members within the school will

become part of the decision-making process. Effective teamwork begins at the administrative level in a school. Principals, deputy principals and heads of department (subject) have the initial duty of laying the groundwork for lasting teamwork first among themselves and then for the rest of the school community.

Vivian (2010:69) notes that teamwork in schools though far from new, has become increasingly important to education in South Africa and around the globe. Fine (2010:5) asserts that teamwork in school consists of time and resource commitment on the part of the SMT communication skills building, and senses of belonging or being part of something that works.

Teamwork does not necessarily mean that the principal has to neglect his responsibilities as far as decision-making is concerned. According to Kilgore and Reynolds (2011:35) the purpose of the team is to solve problems and remove obstacles that decrease the effectiveness of the teachers and compromise student learning. It is expected of the school principal to plan a non-negotiable schedule of weekly or bi-weekly meetings for administrative staff to sit down together and discuss an agenda that always consists of individual check-ins, reports on syllabus coverage, challenges and achievements.

The principal also has to conduct meetings with educators regarding matters related to various aspects of school activities. The meetings ensure that all administrative staff is in consistent with each other and work towards the realization of the set goals as outlined at the first meeting of the year. The principal will always have to make final decisions, but the exercise of involving other school management team members; give him or the opportunity to elicit new ideas from colleagues and to test their feelings on certain topics.

Robbins, Judge, Odendaal and Roodt (2009:243) argue that the reasons why teams have become so popular are: as organizations have restructured themselves to compete more effectively and efficiently, they have turned to teams as a better way to use employee talents. Management has found that teams are more flexible and responsive to changing events than are traditional departments or other forms of

permanent groupings; teams have the capability to quickly assemble, deploy, refocus and disband. Teams facilitate employee participation in operating decisions, which further explains the popularity of teams. They are an effective means for management to democratize their organizations and increase employee motivation.

### **2.6.2 Teamwork practices by SMT**

Garner (2008:210) relates that traditionally teams have not been heavily used in public schools. However, the tendency to use teams meaningfully in schools has been increasing, especially in the last two decades. This view is also shared by Thomas (2008:58) when the scholar elaborates that school accreditation is another area of education that has begun to recommend and advocate the use of teams as a means for bringing about school improvement.

This enthusiasm for teamwork in South Africa has been endorsed by the South African Schools Act, Act No. 84 of 1996 and supported by Hallinger (2003:231), asserting that “it is simply foolish to think that only principals provide instructional leadership for school improvement”. The principles and objectives of teamwork embedded in school-based management (SBM) form the bedrock of the South African School Act, Act No. 84 of 1996.

Brill (2008:320) declares that teamwork is generally practised in schools because it is gathering of workgroup of individual experts by prescribing purposes, having communication, having cooperation, decision-making together in making work plans to accomplish the goal. Catharine (2009:48) explicates that community schools and teamwork are not new ideas, but many communities and schools seeking positive change and safe schools are embracing these strategies for the first time.

Teamwork is also based on McGregor’s Y Theory of management, namely, that the ability to make decisions is widely distributed among staff members (regardless of their position of hierarchy). Okumbe (2007:450) describes theory Y as employing a human and supportive approach to management. Sousa (2003:246) argues that adopting a participative leadership style requires that school managers modify organizational structures to accommodate various teams.



Teachers are expected to participate in professional development throughout the year as outlined earlier in this chapter. Therefore, they are encouraged to have trusting professional relationship with each other and their supervisors. Kilgore and Reynolds (2011:33) mention that 'educators make use of all the school's resources to achieve their goals. That's coherence. The laser like focus of people and their energies on the same goal is fundamental to creating this synergy among group members and ultimately within the entire system. Action is clearly linked to attaining the goal'.

SMT members are expected to have strong teamwork and connection with their teachers or supervisees. This can be achieved through regular formal productive meetings. When I visit a dysfunctional school for monitoring and support, I usually observe among others the following:

- Lack of SMT schedule of meetings or no evidence of implementation of the available schedule of meetings.
- No clear duty list (displayed in office/staff room) indicating allocation of SMT and teachers' duties.
- No code of conduct for SGB.
- SGB Sub-Committees are dysfunctional including SQLTC (School Quality Learning and Teaching Campaign) structure. If available there is no evidence of support from both the SMT and the SGB.
- Poor filing system. Basic records are not properly kept.
- Dysfunctional SGB Finance Committee.
- Poor management of finances.
- Late submission of the school's financial records to the auditors.
- SIP and SDP are not developed or implemented (if available).
- No subject policy.
- Subjects meetings are not held as per the developed year plan or schedule of departmental meetings.
- Staff development programme for different subject is not in place and if the programme is available it is not implemented.
- Intervention strategies are not regularly evaluated and reviewed for improvement.

- Poor or no implementation of developed school policies.
- Poor management of leave.

Based on the above, it is the researcher's view that organisational structures need to accommodate teamwork and create platforms for teams to function as expected. Walker (1994:39) argues that schools need to nurture "more organic organizational patterns". Organic here refers to patterns that are dynamic, growing in response to needs and projects, as opposed to patterns previously determined and static. Establishment of functional teams where there is evidence of schedule of meetings, where minutes are recorded and where implementation of decisions taken is monitored and evaluated.

Teamwork depends on how players play together and members of the school management team must be given an opportunity to help solve problems relating to their own work environment. There is a need to address the problem of teamwork at underperforming and feeder schools. Teamwork also gives way to the identification of promising leaders within the team who can be groomed to assume more extensive roles should the need arises.

Teamwork is at the heart of a distributed leadership approach. The principal needs to be a member of some of the school's teams and a coach to others. Teamwork is preferable to individual work. Each team should clarify its own boundaries-identifying those issues that actually can be addressed and agreeing to redirect or discontinue conversations that lead the team into the 'wilderness of no influence' (Kilmore and Reynolds, 2011: 35-36).

Robbins et al. (2009:257) caution us of the fact that: teamwork takes more time and often more resources than individual work. For instance, teams have increased communication demands, conflicts to be managed and meetings to be run. So the benefits of using teams have to exceed the costs. And that's not always the case. Peter Senge (1990:235) explains, 'next, the team must learn to work together in ways that strengthen the team's capacity to produce results. In the excitement to enjoy the benefits of teams, some managers have introduced them into situations in which the work is better done by individuals. They also say: before you rush to implement teams,

you should carefully assess whether the work requires or will benefit from a collective effort.

Senge (1990:235) further shares that 'putting people together on a team does not mean they will be able to work together. Without common purpose and a clear process for working together, they are simply a bunch of individuals 'bumping into each other's assumptions, ideas and actions'. Robbins et al (2009:257) ask the following question: how do you know if the work of your group would be better done in teams? It's been suggested that three tests be applied to see if a team fits the situation. First, can the work be done better by more than one person? A good indicator is the complexity of the work and the need for different perspectives.

Simple tasks that don't require diverse input are probably better left to individuals. Second, does the work create a common purpose or set of goals for the people in the group that is more than the aggregate of individual goals? For instance, many new-car dealer service departments have introduced teams that link customer-service personnel, mechanics, parts specialists and sales representatives. Such teams can better manage collective responsibility for ensuring that customer needs are properly met.

The final test to assess whether teams fit the situation is to determine whether the members of the group are interdependent. Using teams make sense when there is interdependence between tasks-when the success of the whole depends on the success of each one and the success of each one depends on the success of the others. Soccer, for instance, is an obvious team sport. Success requires a great deal of coordination between interdependent players. Conversely, except possibly for relays, swim teams are not really teams. They're groups of individuals performing individually; whose total performance is merely the aggregate summation of their individual performance.

Few trends have influenced jobs as much as the massive movement to introduce teams into the workplace. The shift from working alone to working on teams requires employees to cooperate with others, share information, confront difference and

sublimate personal interests for the greater good of the team. Proactive planning is one of the traits which impact school management teams in the provision of the following resources: human resources, textbooks and workbooks, the matching of objectives and resources is an additional focal point.

### **2.6.3 A shift from authoritarian to democratic leadership style**

According to Steyn and van Niekerk (2012:262), “teamwork can be a very rewarding experience, but it can also be very frustrating. Whether it is rewarding or frustrating depends on a number of factors that managers need to take in mind”. They further highlight that the more recent conceptions of education leadership indicate that there is a move away from authoritarian leadership styles in schools to a more democratic method of decision making.

The researchers also share that the ability of the education manager to build, lead and manage teams is key to accomplishing a productive and harmonizing working environment, and to implementing planned strategy. The authors point out that ‘this exciting new development poses many new challenges to education managers. Many of these challenges are based on the idea that schools can be improved through teamwork’.

The scholars have outlined that autocratic leadership is leader-centred and dictatorial to a variable degree. Leaders of this type want to impose their will on followers and are extremely task-oriented. They take all the decisions and adhere to a fixed and rigid schedule. Communication flows from the principal down the organisational ladder. Followers have little or no say and only certain tasks are delegated to the staff on the instruction of the leader. All communication takes place only in one direction, since the leader gives instructions while the followers are required to execute the assignments. All the authority for planning, organization and control is vested in the leader. Control is only exercised as a supervisory function.

Autocratic leaders make demands on their supervisees because of their position as leaders. They frequently use fear, threats and force as a power base. The leaders rely heavily on control of individual behaviour and there is little evidence of teamwork. The

autocratic leader does not allow participative decision making and good human relations are not given a high priority. The researchers indicate that in education situation there will always be a time when this leadership style is required. The following are perceived as advantages: when immediate action is called for (emergency); when high task performance is possible; management takes the initiative in coordinating work; tasks, situations and relationships are clearly defined; decision making is fast with management at the centre of activities and the staff receive direct and immediate assistance with achieving their goals.

The following disadvantages outweigh the advantages of autocratic style: lack of cooperation; staff and learners are motivated by fear; creates a tense atmosphere in the school with little job satisfaction; suppression of initiative and creative thought; poor human relations and inadequate communication; little or no staff development takes place and dissatisfaction with management of the school prevails.

A number of scholars have mentioned that the democratic leadership style allows for more participation and consultation with followers. It is group-centred (teamwork) with decentralized authority and decision-making. There is an open-door policy and the views of the staff members are considered as valuable during decision-making processes. The key dimensions of democratic leadership are: creating and communicating a vision; building trust and organizational commitment; utilizing the organisation's expertise and developing the organisational team.

Some of the advantages of democratic leadership are: existence of two-way communication; the staff, parents and learners are motivated to achieve the vision of the school; promotion of initiative and creativity among staff members; a relaxed atmosphere prevails and the staff feels free to contribute to management; authority can be more easily exercised; the morale of the staff is improved through involvement in decision-making, planning and control; there is an increased job satisfaction due to staff development, delegation of responsibilities and making work more interesting.

The disadvantages of the democratic leadership are: if not handle properly, it might lead to over participation; decision-making might be time-consuming; disagreements may

occur and staff may not wish to get involved in a tug of war; lack of positive and clear direction may prevent objectives being attained and there may be staff who are not capable of working without close supervision.

Through teamwork, school management team can become part of the decision-making process. This is important, since it is by doing this that decision making devolves to those that are directly influenced by it. Ownership of decision and the implementation is improved through teamwork. If teamwork is conducted in the correct way, it becomes a successful means of improving the school, because all the creative forces in the school and the broader school community are “unleashed”. In fact teamwork becomes a means of empowerment for learners, parents, teachers, the management team and the broader school community. Goleman (2008:188-190) also draws our attention to the fact that, when used appropriately and when necessary, a visionary, coaching affiliative and democratic leadership style will create a positive team climate and build emotionally well-functioning teams.

#### **2.6.4 Benefits of teamwork in the SMT**

The ability of the education manager to build, lead and manage teams is fundamental to accomplishing a productive and harmonious working environment and to implementing planned strategies. Teams are considered a prerequisite for the optimal functioning of certain organisations. This is found in the concepts of: involvement, commitment and responsibility. By using teams, it becomes possible to involve large number of people in decision making and this is the first step towards building ownership and commitment (Steyn and van Niekerk, 2012:263-264).

One of the most valued products of teamwork is its efficiency. In teams, work often gets done faster. Large tasks can be broken down into smaller assignments that are then framed out to individuals best suited for the job. Smaller tasks also require less time and brain power so they are less wearing on the people working.

Teamwork also strengthens relationships and builds unity. Relationships are important because they help people communicate better with one another and friendships contribute to job satisfaction. Effective communication within the school management

team (SMT) is also promoted by teamwork (Schaubroek, Simons and Lam, 2007:1022). Support systems will be stronger too because people will feel more comfortable relying on each other. Individuals will also develop a better sense of responsibility when they are part of a team because team members depend on each other for success.

According to Daft (2008:260), teams can provide benefits for both organizations and employees through higher productivity, quality improvements, greater flexibility and speed, a flatter management structure, increased employee involvement and satisfaction, and lower turnover. However, teams present greater leadership challenges than does the traditional hierarchical organization.

Steyn and van Niekerk (2012:263) highlight that by using teams it becomes possible to involve large numbers of people in decision making and this is the first step towards building ownership and commitment. In other words, successful teamwork is considered an indispensable ingredient in the process of building successful schools. The strength of any team lies in the fact that its members can complement one another and work towards realizing the vision or goals of the team and ultimately, the vision or goals of the school. The authors, citing Arcaro (1995:23), share that teamwork can improve quality management in schools because improved teams utilize resources more effectively, increase organizational effectiveness, improve the quality of education programmes and generally create better learning and working environments.

Donaldson and Sanderson (1996:3-5) argue that there are direct benefits for both learners and educators in working together in teams and that teamwork is essential to building a professional culture in schools. In teams, adults share information about learners, teaching and learning and information about their roles as parents and educators. As a result, they become more effective and the learners benefit as a result. As educators learn to work together, they become more efficient and professional, and the quality of their work with other educators and the learners improves. The scholars also stress that “the best weapon educators have against uncertainty and change in education is working together”. In successful schools, the school community shares values and goals, teachers are given time to reflect and work together and people are taught to work collaboratively and to focus on issues of curriculum and instruction.

Stott and Walker (1999:51-52) argue that teamwork provides teachers with “a significant role in school decision making”, “control over their work environment” and “opportunities to contribute to (a) range of professional roles”. Finally the scholars record the claims that teams can solve problems more creatively than individual leaders and that modern organizations need ‘processing machines’ to deal with the overwhelming flow of information.

According to Sousa (2003:247), when building a strong school culture, teamwork presents benefits over individuals working alone, such as: teamwork builds stronger relationships among staff; teamwork involves more people in decision-making; team members learn from each other’s new ideas; people with a variety of resources and skills achieve better results; teamwork presents a better chance for mistakes to be detected and corrected; risk taking is more likely because of the team’s collective power, and teamwork develops communication, understanding and a sense that things will be happening.

Jay (1995: x) mentions some of the benefits of working together as a team: it improves morale and motivation; it reduces staff turnover; productivity increases; job satisfaction is improved; it is far easier to overcome problems when everyone is working together. When all members of staff are making a success of their teamwork, the benefits for the whole school are as follows: it provides emotional support; interaction is coordinated; new members of staff are inducted or old members are inducted into new posts; ideas are generated and decisions are made collectively (Dunham, 1995:48).

Zepeda (2007:8-9) reasons that team structures are ideally suited to promote teacher leadership because in teams:

- Leadership is rotated among members.
- Team members are interdependent—they are accountable to each other on an equal playing field.
- Decisions are made collaboratively among team members and this increases the commitment to the work of the team.



- The team upholds a purpose, a set of goals, and a vision for the work of the team.

Steyn and van Niekerk (2012:263) argue that the school is the staff's emotional "building block", because it satisfies the staff's need for recognition, responsibility and achievement, and gives them a sense of belonging and shared values and understanding. New members are introduced through teamwork to the written and unwritten rules of the new environment. Generating new ideas benefits all members and the whole school. The overall working together adds value to thinking, services and achievements and makes everyone realize that the whole is more important than the sum of the parts.

My observation as I monitored functional and performing schools as well as schools where teamwork is practiced daily, is that: there is information sharing and capacity building, all SMT members sitting in the meeting understand the process and participate actively; there are many innovative ideas coming from members and there is shared problem-solving; the leader does not feel alone as others share his/her workload; members listen and learn from others about their background and experiences, there is good communication and mutual understanding in a team. SMT members learn about others and respect their skills.

The sharing of expertise and offering of assistance in projects help the team to build the strength of the SMT. Van der Mescht and Tyala (2008:230) emphasise that problems can also be solved more creatively if the SMT functions as a team rather than individuals. When the team is solidified, members work hard, and not just for themselves, but also for everyone around them. They feel loyalty to each other, as part of the performing organisation and as if they are part of the family. This bond helps them to hold together during any challenge (Vivian, 2010:61).

According to Robbins et al (2009:248) virtual teams are preferred for their proximity to the customers and feedstock. Proximity cut costs but also improves reaction time and personal relations with customers and suppliers. It significantly increases the level of effectiveness and competitiveness.

## **2.6.5 Types of teams**

According to Robbins et al. (2009:244), teams can do a variety of things. They can: make products; provide services; negotiate deals; coordinate projects; offer advice and make decisions. The authors share the following four most common types of teams that one is most likely to find in an organization: problem-solving teams; self-managed work teams; cross-functional teams and virtual teams.

### ***A. Problem solving teams***

Robbins et al (2009:244) observe “about twenty years ago, teams were just beginning to grow in popularity, and most of those teams took similar form”. They were composed of 5 to 12 hourly employees from the same department who met for a few hours each week to discuss ways of improving quality, efficiency, and the work environment. We call these problem-solving teams. In problem-solving teams, members share or offer suggestions on how work processes and methods can be improved; they rarely have the authority to unilaterally implement any of their suggested actions.

One of the most widely practiced applications of problem-solving teams during the 1980s was quality circles. These are work teams of eight to ten employees and supervisors who have a shared area of responsibility and meet regularly to discuss their quality problems, investigate causes of problems, recommend solutions and take corrective actions. In the early 1990s the National Productivity Institute enlisted the support of the National Association for Productivity and Quality Circles in South Africa (NAPROQSA) in launching Project Phagamisa.

The word “Phagamisa” means to uplift your knowledge, living standards and your understanding of your work. The objective is to develop the workforce and involve everyone in the drive for improved productivity and quality. There are a number of prerequisites for the success of problem-solving:

- Management must give meaningful and visible support to the team;
- Teams need to be part of an ongoing total approach to improvement;
- All stakeholders must be involved; and

- Adequate training needs to be an ongoing process.

Daft (2008:266-268) mentions the following three fundamental types of teams that are used in today's organizations: *functional teams*; *cross-functional teams*; *evolution to self-directed teams*; *virtual teams* and *global teams*.

### ***B. Functional Team***

Functional team is part of the traditional vertical hierarchy. It is made up of a supervisor and his or her subordinates in the formal chain of command. Sometimes called a *vertical team* or a *command team*, the functional team can include three or four levels of hierarchy within a department. Typically, a functional team makes up a single department in the organization e.g. a financial analysis department, a human resources department and sales departments are all functional or vertical teams. Each is created by the organization within the vertical hierarchy to attain specific goals through members' joint activities.

### ***C. Cross-Functional Teams***

According to Robbins et al (2009:245), the Boeing Company created a team made up of employees from production, planning, quality, tooling, design engineering, and information systems to automate shims on the company's C-17 programme. The team's suggestions resulted in drastically reduced cycle time and costs as well as improved quality on the C-17 programme. This Boeing example illustrates the use of cross-functional teams. These are teams made up of employees from about the same hierarchical level but from different work areas, who come together to accomplish a task.

The above scholars also share that, many organizations have used horizontal, boundary-spanning groups for decades. For example, IBM created a large task force in the 1960s-made up of employees from across departments in the company to develop its highly successful System 360. But today cross-functional teams are so widely used that it is hard to imagine a major organizational initiative without one. For instance, all the major automobile manufacturers-including Toyota, Honda, Nissan, BMW, GM, Ford

and Chrysler-currently use this form of team to coordinate complex projects. Harley-Davidson relies on specific cross-functional teams to manage each line of its motorcycles. These teams include Harley employees from design, manufacturing and purchasing as well as representatives from key outside suppliers.

North-West University created focus areas to drive research at the university. Members from different faculties and subjects work together on research projects. In the focus area “Work well” members from industrial Psychology, Business Management, Economics, Statistical Consultation Services, Accountancy and Industrial Sociology will work together on a specific topic or focus area. The focus area have a wide network with other universities, local and internationally as well as with industry. A typical example of a research project can be “the improvement of decision making and management for economic development in Southern Africa”, integrating the input of all the different subjects into one project.

Robbins et al (2009:246) maintain that ‘cross-functional teams are an effective means for allowing people from diverse areas within an organization (or even between organizations) to exchange information, develop new ideas and solve problems and coordinate complex projects. Of course, cross-functional teams are no picnic to manage. Their early stages of development are often very time-consuming as members learn to work with diversity and complexity. It takes time to build trust and teamwork, especially among people from different backgrounds with different experiences and perspectives.

Cross- functional teams are made up of members from different functional departments within the organization. Employees are generally from about the same hierarchical level in the organization, although cross-functional teams sometimes cross vertical as well as horizontal boundaries. Cross-functional teams typically have a specific team leader and coordinate across boundaries to lead projects of special importance, such as creating a new product in a manufacturing organization or developing an interdisciplinary curriculum in a middle school. In cross-functional teams, members have more freedom from the hierarchy, but the team typically is still leader-centered and leader-directed. The leader is most often assigned by the organization and is usually a supervisor or

manager from one of the departments represented on the team. Leaders do, however, give up some of their control and power at this stage in order for the team to function effectively.

Daft (2008:267-268) also shared that cross-functional teams may gradually evolve into self-directed teams-which represent a fundamental change in how work is organized. In the evolution stage, team members work together without the ongoing direction of managers, supervisors or assigned team leaders. Self-directed teams are member-centered rather than leader-centered and-directed. Empirical studies have shown that self-directed teams are associated with higher job satisfaction. Job satisfaction increases partly because working in self-directed teams enables people to feel challenged, find their work meaningful, feel more control over their work lives and develop a stronger sense of identity with the organization.

The author further highlights (2008:268) that self-directed teams typically consists of 5 to 20 members who rotate jobs to produce an entire product or service or at least one complete aspect or portion of a product or service (e.g. engine assembly or insurance claims processing). Self-directed teams often are long-term or permanent in nature. They typically include three elements: (1) the team includes workers with varied skills and functions and the combined skills are sufficient to perform a major organizational task, thereby eliminating barriers among departments and enabling excellent coordination; (2) the team is given access to resources such as information, financial resources, equipment, machinery and supplies needed to perform the complete task; (3) the team is empowered with decision-making authority, which means that members have the freedom to select new members, solve problems, spend money, monitor results and plan for the future.

Daft (2008:268) mentions that, in self-directed teams, members take over duties, such as scheduling work or vacations, ordering materials and evaluating performance. Self-directed teams are typically not completely autonomous, in that organizational leaders set over-all direction and monitor the team's work on a regular basis. However, these teams are effectively trained to work with minimum supervision and members are jointly responsible for making decisions and solving problems. Self-directed teams typically

elect one of their own to serve as team leader, and the leader may change each year. Some teams function without a designated leader, so anyone may play a leadership role depending on the situation.

Robbins et al (2009:245) argue that self-managed work teams are groups of employees (typically 10 to 15 in numbers) who perform highly related or interdependent jobs and take on many of the responsibilities of their former supervisors. Typically these tasks are involved in planning and scheduling work, assigning tasks to members, making operating decisions, taking action on problems and working with suppliers and customers. Fully self-managed work teams even select their own members and have members evaluate each other's performance. As a result, supervisory positions take on decreased importance and may even be eliminated.

Business periodicals have been chock-full of articles describing successful applications of self-managed teams. But a word of caution needs to be offered: the overall research on the effectiveness of self-managed work teams has not been uniformly positive. Moreover, although individuals on these teams do tend to report higher levels of job satisfaction compared to other individuals, they also sometimes have higher absenteeism and turnover rates.

Inconsistency in findings suggests that the effectiveness of self-managed teams depends on the strength and make-up of team norms and the type of tasks the team undertakes. The reward structure can significantly influence how well the team performs. Robbins et al (2009:245) also share that, although a number of Southern African organizations say that they have implemented self-directed teams, it is debatable as to whether these are self-directed teams in the full sense of the word. Many are problem-solving teams and not really self-directed.

The authors further provide the following as an example: ArcelorMittal, one of South Africa's leading steel manufacturers, implemented self-directed teams with success (refer to OB in the news). Other South African companies that have gone the route of self-directed teams include Volkswagen, Richards Bay Minerals, Nissan, Sasol, Nampak, and BHP Billiton.

The writers again state that: a prerequisite for successful self-directed teams is the readiness of employees and team leaders to embrace the concept and work independently. With the implementation of self-directed teams, employees are empowered by means of inputs, participation, decision making and the sharing of information that is characteristic of empowered employees. Self-managing work teams can be regarded as the highest forms of team work in organizations. The essence of these teams is contained in the concepts of involvement, empowerment, enabling, leadership, and evolution.

#### ***D. Virtual Teams***

According to Daft (2008:278), “A virtual team is made up of geographically dispersed members who share a common purpose and are linked primarily through advanced information and telecommunications technologies. Team members use e-mail, voice mail, videoconferencing, internet and intranet technologies, and various forms of collaboration software to perform their work rather than meeting face-to-face. Virtual team is sometimes called *distributed team*. They may be temporary cross-functional teams that work on specific projects, or they may be long-term, self-directed teams. Virtual teams sometimes include customers, suppliers and even competitors to pull together the best minds to complete a project.

Using virtual teams allows organizations to tap the best people for a particular job, no matter where they are located, thus enabling a fast response to competitive pressures. In a study of which technologies make virtual teams successful, researchers found that round-the-clock virtual work spaces, where team members can access the latest version of files, keep track of deadlines and timelines, monitor one another’s progress and carry on discussions between formal meetings, got top marks.

Robbins et al (2009: 247) stress that virtual teams are so pervasive and technology has advanced so far, that it’s probably a bit of a misnomer to call these teams “virtual”. Nearly all teams today do at least some of their work remotely. The scholars highlight that, despite their ubiquity, virtual teams face special challenges. They may suffer because there is less social rapport and less direct interaction among members. They

aren't able to duplicate the normal give-and-take to face-to-face discussion. When members haven't personally met, virtual teams tend to be more task-oriented and exchange less social-emotional information than face-to-face teams. Not surprisingly, virtual team members report less satisfaction with the group interaction process than do face-to-face teams.

A research study was undertaken based on in-depth interviews and a case study. The researchers studied people in virtual teams with up to 100 members. They were doing all kinds of work from planning a conference to starting a company. Most of the virtual teams relied on telephones, e-mail and telephone conferencing. Most of the teams were brought together for one project and then disbanded. Many of the teams would never have been formed without today's technology. Gould's research (cited in Robbins et al, 2009:247) revealed the following characteristics of virtual teams:

- Virtual teams get the job done.
- People can be trusted.
- Few virtual teams are 100% virtual. Virtual teams tend to have some face-to-face meetings.
- Virtual teams take on the same basics as "real" teams. The teams that Gould studied showed the same dynamics that researchers have discovered in other teams. The early stages are characterized by a certain amount of randomness, chaos and ad hoc decision making. As the team matures, processes are put into place and the team becomes more efficient.

### ***E. Global Teams***

Daft (2008:280) explains global teams as "work teams made up of culturally diverse members who live and work in different countries and coordinate some part of their activities on a global basis". These teams often fail because all of the difficulties of virtual teamwork are magnified in the case of global teams because of the added problem of language and cultural barriers. Building trust is even more difficult when people bring different norms, values, attitudes and patterns of behaviour to the team. An



“us against them” mentality can easily develop, which is just the opposite of what organizations want from global teams.

A survey conducted found that top executives in organizations that use global teams consider building trust and overcoming communication barriers the two most important- but also the two most difficult-leader task related to the success of global teams. Thus, the greatest barriers to effective global teamwork related to lack of people skills for dealing with teammates from other cultures, rather than lack of technical knowledge or commitment.

Communication barriers can be formidable in global teams. Not only do global teams have to cope with different time zones and conflicting schedules, but members also often speak different languages. And even when members can communicate in the same language, they still might have a hard time understanding one another because of cultural differences. Members from different cultures often have different beliefs about such things as authority, decision making and time orientation. For example, some cultures, such as the United States are highly focused on “clock time”, and tend to follow rigid schedules, whereas many other cultures have a more relaxed, cyclical concept of time. These different cultural attitudes toward time can affect work pacing, team communications, and the perception of deadlines.

There are some differences in terms of operations between companies as outlined above by Robbins et al and the schools’ teams. However, there are also some commonalities in terms of operations.

#### ***F. School teams***

Besides the School Management Team (SMT), departmental policy makes provision for the establishment of the following structures to drive curriculum delivery in schools:

- School Assessment Team
- LTSM Team
- Phase Team
- Learning Area Teams

- Subject Teams
- School Based Support Team
- School Governing Body
- Developmental Appraisal Team
- Staff Development Committee
- School Development Team
- Quality Learning and Teaching Campaign Team

### **2.6.6 Handling Team Conflict**

Dyer, Dyer and Dyer (2007:118) explains that conflict has its origins in the incompatibility of aims which arise out of disagreement among parties based on differing values, beliefs and norms of behaviour in terms of tasks to undertake, relationships to uphold and processes to follow. The scholars further outline that conflict can also be understood as the result of a violation of expectations. When the behaviour of one person violates the expectations of another, negative reactions develop which, with a constant lack of a clear understanding and meeting of employee expectations eventually triggers a cycle of violated expectations.

Roth (2008:300) mentions that ‘comprehensively considered, conflict concerns desires, interests, knowledge and the distribution of resources and manifests as behaviour that is intended to obstruct the achievement of the aims of the other group or individual’.

Conflict is considered inevitable and normal during times of organisational change and improvement. Steyn and van Niekerk (2012:283) advise that: if we work with others, we may well discover that we need to be tolerant, patient, flexible, receptive and less judgmental. Collaboration makes us discover those aspects of our own personalities where we most need to grow, Donaldson and Sanderson (1996:153).

As one would expect, there is an increased potential for conflict among members of a global and virtual teams because of the greater chances for miscommunication and misunderstandings. Whenever people work together in teams, some conflict is inevitable. Whether leading a virtual team or a team whose members work side-by-side,

bringing conflicts out into the open and effectively resolving them is one of the team leader's most important jobs. Conflict refers to hostile or antagonistic interaction in which one party attempts to thwart the intentions or goals of another. Conflict is natural and occurs in all teams and organisations. It can arise between members of a team or between teams, Daft (2008:281).

Conflicts need not always be seen in a negative light, since it may well have benefits for individual and the team/organisation. Robbins et al (2009:254) highlight that, teams that are completely void of conflict are likely to become apathetic and stagnant. So conflict can actually improve team effectiveness. But not all types of conflict. Relationship conflicts-those based on interpersonal incompatibilities, tension, and animosity toward others-are almost always dysfunctional. However, on teams performing nonroutine activities, disagreement among members about task content (called task conflict) is not detrimental.

The scholars further draw our attention to the fact that, it is often beneficial because it reduces the likelihood of groupthink. Task conflict stimulates discussion, promotes critical assessment of problems and options and can lead to better team decisions. Effective teams can be characterised as having an appropriate level of conflict. Chivers (1995:60) share the following as some of the positive aspects of conflict found in past experiences of teamwork:

- Disagreements over policy or procedures which reveal a basic problem that can then be put right.
- A conflict in the team that led to the team 'coming together' in a display of strength.
- A clash of views which made the more passive members of the team contribute.
- A clash of opinion which ultimately brought the protagonists closer together.
- An open dispute which cleared the air.
- A creative, imaginative project that was stimulated by conflict.
- A long-standing problem which suddenly disappeared.

Prevention is better than cure, team leaders must try to reduce chances of conflict occurring by doing the following (Jay, 1995:97-98):

- Making sure that everyone is well motivated, as an individual and as a team player.
- Making sure that all your team members are clear about their objectives, both personal and collective.
- Doing everything you can to minimize internal conflict within people who are stressed or suffering personal problems.
- Creating a culture in which people feel that they can come and talk to you when they have problems.
- Easing personality problems in the team by reducing the destructive effects of difficult people.

Steyn and van Niekerk (2012:284) cite that “in teamwork the leader will be challenged by problem people (individuals who are sulkers, oversensitive, martyrs, moaners, pessimists, prejudiced, control freaks, prima donnas, overcompetitive domineering, aggressive type, rule benders and buck passes) that he or she will have to handle in the best possible way, that is, in a way that will not impact negatively on the team’s performance”.

For some, conflict is something to be avoided at all cost, whereas others interpret conflict as healthy if managed well (Stanley and Algert, 2007:49). Whatever an individual’s interpretation of conflict, it is an inevitable feature of all organisational life and the ability to deal constructively with conflict is a key aspect of managerial success. Conflict is also part of a school’s functioning (Botha, 2013:65).

Botha (2013:66) shares the following two opposing forms of conflict, namely: *functional* and *dysfunctional conflict*.

## **Functional conflict**

Conflict considered as an honest difference of opinion which is based on principled intention results from an acknowledgement of the availability of alternative courses of action to address an important issue (Botha, 2013:66).

Stanley and Algert (2007:52) indicate that principled conflict management promotes integrity and high standards in the resolution of disputes to such an extent that both parties exhibit righteous, upright and trustworthy principles in attempting to satisfy both parties' differences in the pursuit of best practices. Such a cooperative approach to conflict management helps to ensure that different possibilities are properly considered and further possible courses of action are generated from the discussion of the already recognized alternatives. Longaretti and Wilson (2006:3) explain that constructive conflict also entails the preliminary testing of a chosen course of action, thus reducing the risk of missing an important flaw which may emerge later.

Forgas, Kruglanski and Williams (2011:105) mention that the value of constructive conflict is emphasized by the fact that the absence of conflict very often indicates a lack of empathy with the issue at stake insofar as that when everybody thinks alike, nobody really cares strongly about the cause. Conflict which is constructively and cooperatively managed, however, sets the stage for future conflict resolution expectations to be satisfactory, based on member's willingness to persevere with the contribution to the best practice solution.

## **Dysfunctional conflict**

Conflict becomes a dangerous and disruptive force whenever personal triumph instead of improved practice is staked on the outcome. The further the conflict develops and the more triumphs are staked, the bitterer the conflict becomes and the less easy it is to achieve a solution.

## **TYPES AND SOURCES OF CONFLICT**

Botha (2013:69) is reminding us of the earlier discussion wherein it was mentioned that, conflict concerns tasks, relationships and processes. In the school environment, task or

cognitive exists as a result of disagreement with regard to ideas, viewpoints and opinions on the work to be done. Relationships conflict is manifested in disagreement because of interpersonal incompatibilities resulting in tension and friction. Process conflict relates to the questioning of work allocation and responsibility delegation to complete specified tasks (Behfar, Peterson, Mannix and Trochim, 2008:171).

## TYPES

Four types of conflict applicable to the school situation are addressed, namely: Intrapersonal conflict; Interpersonal conflict, Individual-Institutional conflict and Intra-organisational conflict.

- *Intrapersonal conflict.* Mayer (2009:55) discusses that intrapersonal conflict occurs within the self and emerges because the individual has difficulty in choosing personal aims.
- *Interpersonal conflict.* According to Stanley and Algert (2007:50) this is the most common and visible type of conflict in schools that arises from the need for constant interaction and involvement between stakeholders.
- *Individual-Institutional conflict.* Conflict often erupts between the expectations of the individual and the demands of the school as a dynamic organisation. On the one hand, no two individuals are like. Each person brings his or her own specific needs and preferences into the organisation. On the other hand, however, the institution has its own particular role to fulfill. This role is determined by its broader aims and basic objectives. Kellet (2007:38) cites that when the ideals and aims of the respective parties differ substantially, an ideal climate for possible conflict is created.
- *Intra-organisational conflict.* Botha (2013:70) highlights that intra-organisational conflict manifests itself in vertical, horizontal, line-staff and role conflict which all pertain to conflict resulting from a violation of expectations; Vertical conflict encompasses problems within the hierarchical structure of authority, that is, between senior and junior staff, whereas horizontal conflict occurs between teachers. Line-staff conflict pertains to disagreement between the school principal and central office personnel, while role conflict is the result of

inadequate and inconsistent information about certain position requirements. With all these types of intra-organisational conflict, Dyer et al (2007:118) state that staff in general agree on the 'what' of expectations, but when it comes to 'when' action should be taken and 'how' such action should be taken, expectations are often violated resulting in inevitable conflict.

## SOURCES

Botha (2013:70) refers to the SCARF model of Rock (2012), social threats pertain to *status, certainty, autonomy, relatedness* and/or *fairness*. Status implies the relative importance to others; certainty relates to the ability to predict the future; autonomy implies a sense of control over events; relatedness pertains to a sense of safety with others; and fairness includes the important perception of fair exchange between staff. Considering these social threats within the context of a school, conditions of conflict involve the following (among others):

- *Individual difference*. McKenzie (1996:94) asserts that because people differ in respect of their socio-economic backgrounds, values, attitudes, expectations, personalities and perceptions, and because there is usually little respect among people regarding their differences, the potential for conflict is increased.
- *Limited resources*. Most organizational resources are limited and schools are no exception. Individuals and groups have to fight for their fair share. The greater the limitation of resources, the greater the potential for conflict.
- *Departmentalization and specialization*. Most work organisations, including schools, are divided into separate departments with specialized functions (content, skills and activities). Because of familiarity with the manner in which they undertake their activities, departments tend to turn inwards and to concentrate on the achievement of their own particular aims.
- *Inequitable treatment*. Dyers et al (2007:123) indicate that in relation to fairness a person's perception of unjust treatment, such as in the implementation of personnel policies and practices, or in reward and punishment systems, can lead to tension and conflict.

- *Territory via lotions.* Rock (2012:2) mentions that people tend to become attached to their own physical territory in work organisations. In the school situation, teachers become attached to their own classrooms, their own chairs in the staff room and their own parking spaces. Many incidence of conflict erupt when, for example, an 'intruder' parks in the wrong parking space at school.
- *Environmental change.* Van Zyl Slabbert (1994:18) asserts that changes in an organisation's external environment can cause major areas of conflict. In the local situations, political changes have introduced increased multicultural school populations which have in turn increased conflict potential.
- *Distorted communication.* Communication distortion very often leads to conflict between people and is exacerbated by negative non-verbal communication. At the same time, however, proper communication is the best remedy in a situation where conflict prevails and should a problem with a colleague arise, the most effective way to deal with it is to immediately communicate the dispute before antagonism escalates (Kellet, 2007:54). The ability of perspective takers to interpret the non-verbal behavior correctly contributes to understanding and constructive cooperation (Forgas et al, 2011:104).

Conflict cannot always be avoided, in which case the team leader will have to do something to resolve it. The following are some of basic principles that can serve as guidelines in successful conflict resolution (Behfar et al, 2008:182; Dyer et al, 2007:122):

- Keep the people and the problem separate.
- Look for a realistic and intelligent solution.
- Set objective criteria to serve as benchmarks for successful resolution.
- Practice fairness and reasonableness.
- Remain calm and controlled.

In the long term the leader should try to resolve conflict by talking, listening, understanding and being prepared to try new tactics which might include one of the following (Chivers, 1995:63-63):



- Ignoring the conflict and waiting to see if it happens.
- Sitting down and talking to the people concerned.
- Bargaining with people to give up on the promise of something else.
- Harnessing the energy into a new project which is more important.
- Threatening some punitive or disciplinary action.
- Persuading opposing parties to give up in the interests of team morale.
- Encouraging antagonists/protagonists to produce their own solution.
- Stirring up peer pressure in the team to suppress the conflict.
- Calling in a mediator from outside the team.
- Imposing a compromise as a team leader.
- Helping opposing sides to talk and understand each other's point of view.
- Taking sides yourself to add weight.
- Negotiating a solution so that both sides feel they have achieved victory without conceding their position.
- Suggesting or encouraging some form of career development to the parties concerned.

Some of the above tactics also feature in the following simple process for managing conflict in teams (Chivers, 1995:60-61):

- Clarify the nature of the conflict. How does it manifest itself and what can you discover about what is causing it?
- What is the effect of this conflict on the team and on your work together?
- How would the individual and the team benefit from resolving this conflict?
- With whom do you need to discuss this issue?
- Take the time to listen to conflicting views or arguments.
- Show an understanding of conflict views and how they originate.
- If appropriate, involve others from inside or outside the team.
- Explain the effects of the conflict and the precise change or resolution you are hoping for.
- Outline the benefits of change for the individual, the team and the school.

## **MANAGING CONFLICT**

Kruger and van Schalkwyk (1997:120-126) identify three principal ways of managing conflict, namely: *peaceful coexistence*, *compromise* and *problem solving*.

### ***Peaceful coexistence***

Botha (2013:74) shares that there are two possible approaches to peaceful coexistence: avoiding conflict or smoothing conflict. Conflict is *avoided* by retreating from an arena of confrontation. The avoidance of specific people, issues, styles or groups that may cause conflict is a successful first option. Avoidance often serves to maintain the appearance of harmony in order to preserve relationships that cannot handle explicit conflict. However, these relationships are inclined to stagnate on a superficial level and systems that depend on the appearance of harmony or the suppression of conflict may struggle to sustain effectiveness. Conflict avoidance can also stem from powerlessness, that is, employees lack confidence in their own powers to engage constructively in conflict or to protect themselves from negative consequences.

Instead of avoiding conflict altogether, conflict can be smoothed by playing down the (Chen et al, 2005:280). Botha (2013:75) advises that to ensure the success with this kind of approach, do not criticize, threaten, admonish, humiliate, belittle or act over-hastily; be friendly, polite and sympathetic; listen attentively (empathetically) and with understanding (perspective taking) and appeal to the other party's noble motives.

### ***Compromise***

Compromise is a 'give-and-take' exchange, resulting in neither party winning or losing. The hallmark of this approach is that there is no 'right' or 'best' answer (Robert, 1982:125). Behfar et al (2008:183) suggest that compromise is, however associated with a majority-rules focus in that individuals who do not agree have to concede to the consensus of the majority. Compromise is achieved by means of the one group yielding a point and gaining something in exchange from the other party. The advantage of the compromise approach is that both parties are motivated to achieve a solution.

## ***Problem-solving***

Problem solving seeks the resolution of disagreements through face-to-face confrontation. Rather than accommodating various points of view, this approach aims at solving the problem. It does not determine who is right, who is wrong, who wins or who loses, but to what extent the problem can be constructively solved for the sake of improved practice (Longaretti and Wilson, 2006:8).

Botha (2013:76) outlines that the outcome of the problem-solving approach is to have the opposing parties present their views and opinions to each other and to work through the differences in attitudes, beliefs and perceptions. The underlying assumption is that if opposing parties do not make conflict resolution choices that resolve conflict effectively by means of problem solving, those parties will be prone to continuous and escalating conflict as members spend time reacting to provocative conflict behaviours of opposing members rather than focusing on the problem at hand. Problem identification and possible solutions are therefore the only items permitted to be addressed. This is done by means of the following six steps:

### ***Step 1: Identify and define the conflict***

Both parties state their view of the problem. What is important here is that no party embellishes its statements with insulting language or analyses of motives. A simple, though clear statement of facts is what is required.

### ***Step 2: Request suggestions for possible solutions***

Both parties are encouraged to suggest various possible solutions. It is vital that the focus be on future action instead of past mistakes. Each party's viewpoint must be correctly understood by the other. All suggestions must initially be accepted as such, without comment (Otero-Lopez et al, 2009:104). The aim is to collect as many alternatives as possible for a solution. It is important that opposing parties be constantly sensitized to the fact that problem solving at the right time and in the right spirit is an important part of constructive engagement. Moreover, to rush into a solution without a

thorough engagement with all possible options result in premature problem solving, this may be counterproductive.

### ***Step 3: Evaluate each suggestion***

Each suggestion is jointly analysed and evaluated involving both parties. Those suggestions that are not accepted to both parties are eliminated. Honesty and sincerity are of great importance. Owing to the fact that most real-world conflicts involve cognitive and affective elements, the skills of both perspective taking and empathy are crucial for a sound analysis of possible alternatives (Forgas et al, 2011:114). Empathy is important for appreciating and diffusing the affective elements that are the defining features of conflict. Perspective taking allows for deducing compatible interests and possible solutions to achieve enduring solution.

### ***Step 4: Select the best possible solution***

The remaining solutions are finally weighed up against each other in order to choose the most acceptable one. At this point, assertiveness (as a feature of perspective taking that pertains to standing up for legitimate personal rights) is crucial (Forgas et al, 2011:106). The stages involved in reaching the solution should be written down so that each party knows exactly what has been decided (Chen et al, 2005:292). Both parties must agree to the execution of the decision and each individual member must know exactly what the decision involves. The essence of this step is that agreement is reached and responsibility taken for the unanimously chosen solution.

### ***Step 5: Implement the chosen solution***

This stage involves planning regarding the 'who', 'what', 'where', 'how' and 'when' of solving the problem. As was pointed out above, opposing parties very often agree on the 'what', but have misgiving with regard to the 'when' and 'how'. For that reason, it is crucial that during this step a follow-up session is scheduled to review the success of the chosen solution. This is important to prevent a repeat of the violation of expectations which was the reason for the conflict in the first place (Dyer et al, 2007:118).

## **Step 6: Aftercare**

The high premium placed on dynamism and adaptability for improved performance means that no decision is regarded as final or irrevocable. When it becomes clear that a decision that was taken does not ensure optimal dividends, the process of problem solving should be repeated for improved practice (Botha, 2013:78).

When conflict is accurately identified and properly dealt with, an optimal level of conflict or performance can be achieved which is highly functional for productivity and for the overall wellbeing of the organization and each individual member of staff (Behfar et al, 2008:182).

Botha (2013:67-68) states that in order to ensure an optimal level of conflict for maximum task achievement, the sustainment of healthy relationships and productive process functionality as well as clear understanding of the underlying motives and likely behaviours of the opposing party are necessary. This is arranged through a mastering of the interpersonal social competencies of perspective taking and empathy. By practicing perspective taking as a cognitive capacity to consider the world from another's viewpoint, we are able to anticipate the behaviour and reactions of others, thereby facilitating smoother and more rewarding interpersonal relationships for constructive conflict resolution. Empathy allows us a congruent emotion when witnessing another person's suffering.

Forgas et al (2011:104) emphasise that by mastering the combined skills of perspective taking and empathy, the possibility exists to get inside the head and heart of the opposing party. Conflict is a daily part of our lives. It takes many forms, ranging from small encounters to full-scale battles. But no matter what the form of the conflict, it can be resolved by means of effective management.

The conflict management principles, approaches and techniques discussed enable teachers and school principals to reduce and eliminate those barriers that prevent the achievement of desired results. If a conflict is dealt with timeously and constructively, fires are not only put out, but are prevented from rapidly flaring up with disastrous consequences for the individual and the school. And when conflict is dealt with in a

functional way, practice is improved, which is beneficial to all stakeholders and the school.

### **2.6.7 Characteristics of effective teams**

I strongly believe that effective teams do not happen by chance. They have to be deliberately created and systematically managed. Having a compelling purpose is one of the key elements of effective teams. A team cannot succeed if everyone is floundering around wondering why the team exists and where it is supposed to be going, or if people are going in different directions rather than pulling together for a common purpose.

Robbins et al (2009:247) cite that, many have tried to identify factors related to team effectiveness. However, recent studies have organized what was once a “veritable laundry list of characteristics” into a relatively focused model (see Figure.2.1). They indicated that creating “effective” teams in situations where individuals can do the job better is equivalent to solving the wrong problem perfectly. The key components of effective teams can be sub-summed into four general categories, Figure 2.1. First are the resources and other *contextual* influences that make teams effective. The second relates to the team’s *composition*.

The third category is *work design*. Finally, *process variables* reflect those things that go on in the team that influence effectiveness. The scholars share the team effectiveness model as illustrated in Figure 2.1.

**Figure 2.1 Team effectiveness model**



Adapted from: Courtesy of Prof. Joppie Source: to Robbins et al. (2009:249)

According to Robbins et al. (2009:247) the above team effectiveness model has included objective measures of team's productivity, managers' ratings of the team's performance and aggregate measures of member satisfaction.

Daft (2008:270) defines team effectiveness as achieving four performance outcomes: innovation/adaptation, efficiency, quality and employee satisfaction. *Innovation/adaptation* means the degree to which teams affect the organization's ability to learn and to rapidly respond to environmental needs and changes. *Efficiency* pertains

to whether the team helps the organization attain goals using fewer resources. *Quality* refers to achieving fewer defects and exceeding customer expectations. *Satisfaction* pertains to the team's ability to maintain employee commitment and enthusiasm by meeting the personal needs of its members. The scholar further highlights that issues that influence team effectiveness include: team cohesiveness and performance; team task and socio-emotional roles; and the personal impact of the team leader.

Garner (1995:8) includes the following in his list of successful teamwork: a clear, inspiring goal; a result-driven structure; competent members; unified commitment; a collaborative climate; standards of excellence; external support and recognition including principled leadership. Dunham (1995:49) lists the following guidelines received from groups of course members: clearly defined goals and roles; mutual support and motivation; getting the job done well; relaxed atmosphere-creative, friendly, trusting and humorous; evidence of achievement and recognition; willingness to listen and work together; being open-minded and flexible; taking positive action in implementing decisions and evaluation, achievement and celebration.

According to Arcaro (1995:14), members of a quality team recognize that the greater good of the school or district is the driving force and they are unified in their support of all the team's activities. The scholar shares the following key elements of a quality team:

- **Commitment:** administrators, supervisors and staff support the team's mission.
- **Mission:** team members understand what they are expected to achieve.
- **Objectives:** team members work on tasks that are consistent with the mission.
- **Trust:** team members trust and respect each other and are willing to invest in one another.
- **Meetings:** team meetings are efficient and produce results.
- **Shared responsibility:** team members recognize the interdependency for success that exists within them.
- **Conflict:** conflict is anticipated and eliminated before it becomes divisive.
- **Rules and responsibilities:** team members know what is expected of them.
- **Participation:** everyone in the team participates in all activities.



- **Communication:** information is shared with all members and team activities are communicated to all staff members.

Chivers (1995: 18-29) mentions that effective teams have the following characteristics:

- Clear outcome which are positive and specific.
- Honest communication between all team members.
- Awareness of strength, weaknesses, opportunities and threats.
- Systems for monitoring and problem solving.
- Systems and procedures to facilitate effective teamwork.
- Motivation of all team members.
- Opportunity for risk taking and creativity.

Robbins et al. (2009:258) state that, effective teams have common characteristics. They have adequate resources; effective leadership; a climate of trust; a performance evaluation and reward system that reflects team contributions. These teams have individuals with: technical expertise; problem-solving; decision-making; interpersonal skills and the right traits; especially conscientiousness and openness. Effective teams also tend to be small-with fewer than 10 people, preferably of diverse backgrounds.

They have members who fill role demands and who prefer to be part of a group. The work that members do provide: freedom and autonomy, the opportunity to use different skills and talents, the ability to complete a whole and identifiable task or product and work that has a substantial impact on others. Finally, effective teams have members who believe in the team's capabilities, are committed to a common plan and purpose, have an accurate shared mental model of what is to be accomplished, specific team goals, a manageable level of conflict and a minimal degree of social loafing.

Daft (2008:272) defines team cohesiveness as "the extent to which members stick together and remain united in the pursuit of a common goal". Members of highly cohesive teams are committed to team goals and activities, feel that they are involved in something significant and are happy when the team succeeds. Members of less cohesive teams are less concerned about the team's welfare. To influence

cohesiveness, leaders can use the following factors: interaction, shared mission and goals, personal attraction. With respect to team performance, it seems that cohesiveness and performance are generally positively related, although research results are mixed.

Cohesive teams can sometimes unleash enormous amounts of employee energy and creativity. One explanation for this is the research finding that working in a team increases individual motivation and performance. Simply interacting with others has an energizing effect. In relation to this, one study found that cohesiveness is more closely related to high performance when team interdependence is high, requiring frequent interaction, coordination and communication. The author mentions that another factor influencing performance is the relationship between teams and top leadership. One study surveyed more than 200 work teams and correlated job performance with cohesiveness.

Highly cohesive teams were more productive when team members felt supported by organizational leaders and less productive when they sensed hostility and negativism from leaders. Another important factor in team effectiveness is ensuring that the needs for both task accomplishment and team member's socio-emotional well-being are met. Task-oriented behaviour places primary concern on tasks and production and is generally associated with higher productivity, whereas relationship-oriented behaviour emphasizes concern for followers and relationships and is associated with higher employee satisfaction.

For a team to be successful over the long term, both task-oriented behaviour and relationship-oriented behaviour are required within the team. That is, the team must both maintain its members' satisfaction and accomplish its task. These requirements are met through two types of team leadership roles. A role might be thought of as a set of behaviours expected of a person occupying a certain position, such as that of team leader.

The task-specialist role is associated with behaviours that help the team accomplish its goal, such as: initiating new ideas, evaluating facts and proposing solutions. The socio-

emotional role includes behaviours that maintain people's emotional well-being, such as: facilitating the participation of others, smoothing over conflicts, showing concern for others and maintaining harmony.

According to Daft (2008:263), "great teams" have five key characteristics:

- 1) They are led by high-performance leaders-leaders of these teams put power and authority in the hands of the team. They see their job as making sure that all members are clear about and committed to the business strategy and operational goals, understand their roles and responsibilities, adhere to specific ground rules for decision making and interpersonal behaviour.
- 2) They have members who act as leaders- members of great teams act as leaders by embracing responsibility, exerting influence to accomplish tasks and holding one another accountable for results". Everyone's performance, including the leader's, is subject to scrutiny and feedback.
- 3) They abide by protocols-ambiguity kills effective teamwork, says Gutman. To achieve high performance, everyone on the team needs to be clear about what the team as a whole is going to accomplish, what each individual will contribute, how the team will carry out its tasks and how members are expected to interact with one another.
- 4) They are never satisfied-on a high performance team, self-monitoring, self-evaluation and continually raising the performance bar, are the norm.
- 5) They have a supportive performance management system-to get great teamwork, the organization's performance management and reward systems have to support the expected team behaviours.

Daft (2008:259-260) notes that creating effective teams is a key to better performance for organizations. He indicates that teams are becoming the basic building block of organizations. He further explains that they can provide benefits for both organizations and employees through higher productivity, quality improvements, greater flexibility and speed, a flatter management structure, increased employee involvement and satisfaction and lower turnover. However, Daft also argues that teams present greater leadership challenges than does the hierarchical organization.

The above author argues in (2008:263) that effective teams have the following characteristics: **trust**-members trust one another on a deep emotional level and feel comfortable being vulnerable with one another; **healthy conflict**-members feel comfortable disagreeing and challenging one another in the interest of finding the best solution; **commitment**-because all ideas are put on the table, people can eventually achieve genuine buy-in around important goals and decisions; **accountability**-members hold one another accountable rather than relying on managers as the source of accountability and **results orientation**-individual members set aside personal agendas to focus on what's best for the team. Collective results define success.

Van der Mescht and Tyala (2008:4) citing (Stott and Walker, 1999:56; Dione and Yammarino, 2004:181; Sumanski and Kolenc, 2007:102) mention that "Cohesion is widely acknowledged as a key characteristic of effective teams". Cohesion refers to the extent to which team members 'cohere', feel that they belong and are happy to work together. It also refers to the extent to which team members agree on and identify with the work at hand, and clearly links with structural support in the sense that a team which knows its role in the organizational structure as a whole is more likely to feel a sense of belonging and purpose. Cohesion is about relationships.

I concur with the scholars (Stott and Walker, 1999:54; Joseph and Winston, 2005:6; Bauer and Bogotch, 2006:454) when they argue that among key values that underpin cohesion are: trust, openness and a willingness to participate. Stashevski and Kowlowski (2006:66) include "interpersonal attraction, task commitment and group pride" as key values. According to Belbin (1981) "Coordinator", these values point to the importance of interpersonal, social relationships in teams.

Steyn and van Niekerk (2012:265) citing (Jude, 2006) mention the following characteristics of good teams: participative decision making promotes the 'buy-in' factor and improves the initiative and problem-solving skills of the team; in an effective team a climate of trust grows in an environment of total honesty, and transparency prevails; there is an understanding of interdependence in which duties and responsibilities are shared; support for other team members is provided in an unselfish way; all team members irrespective of differences and diversity are respected; conflict is handled

assertively for the benefit of all parties and members act assertively by standing up for what is perceived to be right without putting other members down.

Daft (2008:269) emphasizes that one of the leader's most important jobs is to get the team designed right by considering such characteristics as *size*, *diversity* and *interdependence*. The quality of team design has a significant impact on the success of a team. The writer also directs us to the fact that, teams should be large enough to take advantage of diversity skills, yet small enough to permit members to feel an intimate part of a community. A summary of research on **size** suggest that small teams show more agreement, ask more questions and exchange more opinions. Members want to get along with one another. Small teams report more satisfaction and enter into more personal discussions; members feel a greater sense of cohesiveness and belonging.

Large teams (generally defined as 12 or more members) tend to have more disagreements and differences of opinion. Subgroups often form and conflicts among them may occur. Demands on leaders are greater in large teams because there is less member participation. Large teams also tend to be less friendly and members do not feel that they are part of a cohesive community. As a general rule, it is more difficult to satisfy members' needs in large teams, forcing leaders to work harder to keep members focused and committed to team goals.

**Diversity**-because teams require a variety of skills, knowledge and experience, it seems likely that heterogeneous teams would be more effective because members bring diverse abilities, information and ways of thinking to bear on a project or problem. In general, research supports this idea, showing that heterogeneous teams produce more innovative solutions to problems than do homogeneous teams. Diversity within a team can be a source of creativity. It can contribute to a healthy level of conflict that leads to better decision making. Among top management teams, e.g. low levels of conflict are associated with poor decision making.

Furthermore, many of these low-conflict teams reflect little diversity among members. Team diversity can provide a healthy level of disagreement that sparks innovation and leads to better decision making. However, despite the value of some conflict, conflict

that is too strong or is not handled appropriately, can limit team members' satisfaction and performance. Teams made up of highly diverse members tend to have more difficulty learning to work well together. But, with effective leadership and conflict resolution, the problems seem to dissolve over time.

**Interdependence** means the extent to which team members depend on each other for information, resources or ideas to accomplish their tasks. Daft (2008:270) brings to light three types of interdependence that can affect teams: *pooled*, *sequential*, and *reciprocal*. *Pooled interdependence* is the lowest form of interdependence. Members are fairly independent of one another in completing their work, participating on a team, but not as a team. They may share a machine or a common secretary, but most of their work is done independently.

*Sequential interdependence* is a serial form wherein the output of one team member becomes the input to another team member. One member must perform well in order for the next member to perform well and so on. Because team members have to exchange information and resources and rely upon one another, this is a higher level of interdependence. Regular communication and coordination are required to keep work running smoothly.

The highest level of interdependence, *reciprocal interdependence*, exists when team members influence and affect one another in reciprocal fashion. The output of team member A is the input to team member B, and the output of team member B is the input back again to team member A. Reciprocal interdependence characterizes most teams performing knowledge-based work. Reciprocal tasks require "an open-ended series of to-and-fro collaborations, iterations and reiterations" among team members.

With reciprocal teams, each individual member makes a contribution, but only the team as a whole "performs". When team interdependence is high, true team leadership, which involves empowering the team to make decisions and take action, is especially important to high performance. However, for teams with low interdependence, traditional leadership, individual rewards and granting authority and power to individuals rather than the team may be appropriate.

Effective teamwork depends also on the cooperation and support of all members. Teams function at their best when individual members see the team's interest as their own interest. In order for teams to be successful and perform effectively, a spirit of unity and co-operation must prevail. Members of a team must work well together.

Robbins et al (2009:247) state that for virtual teams to be effective, management should ensure that: (1) trust is established among team members (research has shown that one inflammatory remark in a team member e-mail can severely undermine team trust); (2) team progress is monitored closely (so the team doesn't lose sight of its goals and no team member "disappears") and (3) the efforts and products of the virtual team are publicized throughout the organization (so the team does not become invisible).

### **2.6.8 The role of the team leader**

According to Mestry and Singh (2007:478), the expectations have moved from demands of management and control to the demands for an educational leader who can foster staff development, parent involvement and community support and student growth, and succeed with major changes and expectations.

It would be naïve to imagine that teams will simply continue to function in the absence of leadership. Stashevski and Kowlowski (2006:64) mention that "even a team has a dominant person who, for our purposes, can be called a leader who may well play a central role in determining group performance. Success in educational management depends largely on the manager's ability to build effective teams. The success of teams depends among other things on the leadership styles and managerial ability of the team leaders.

According to Maxwell (2006:621), the difference between two teams that are equally talented, is leadership. Steyn and van Niekerk (2012:272) stress that managers must grasp the need to have the best team leaders in the leadership roles and to develop them to the point where they can fulfill their task optimally. Team leaders articulate a clear and compelling vision so that everyone is moving in the same direction.

Robbins et al (2009;245) state that, the first level of supervisor, known as a team leader, has in the past played and in the future will play a vital role in the effective functioning of organizations.

Daft (2008:274-277) argues that successful teams begin with confident and effective team leaders. Harvard Business School professors studying surgery teams have found that the attitude and actions of the team leader and the quality of the leader's interactions with team members are crucial to team effectiveness and the success of the surgery. However, leading a team requires a shift in mindset and behaviour for those who are accustomed to working in traditional organizations where managers make the decisions. The author also points out that, to be effective team leaders, people have to be willing to change themselves, to step outside their comfort zone and let go of many of the assumptions that have guided their behaviour in the past.

Maxwell (2008:444-447) mentions that the leader's attitude towards teamwork is of cardinal importance. He says that there are still leaders who would rather work without teams for reasons such as that they do not want to acknowledge that they cannot do everything alone, because: they feel threatened and unsure of their leadership position, they underestimate how difficult it is to achieve without teamwork and some leaders just do not have the right temperament for the teamwork approach.

Maxwell (2008:595-606) further shares that the values prized in the school will be the values that influence teamwork in the school. If the school leadership places a high premium on teamwork, the teams will value what they do; if respect features prominently in human relations in the school, this will probably be followed through in teamwork. Thus, for teamwork to flourish in the school, management and team leaders need to foster a desirable organizational climate by inculcating desirable values. In this way the school leadership will go a long way to assisting the work of team leaders in the school.

Hackman (2005:123) mentions that "Teams need a compelling direction. Unless a leader articulates a clear direction, there is a real risk that different members will pursue different agendas as supported by Kilgore and Reynolds (2011:34) when they claim that



'Pursuing different agendas is not effective'. 'The leader's task is to bring together teams with the required functional skills and experience, as well as the intellectual and temperamental diversity to complement each other' (Adizes, 2008:197).

Maxwell (2008:467-470) believes that teams achieve most when team members take roles in line with their strengths and which therefore allow them to add value to team performance. According to him, team leaders can assist team members to find their best roles in the team only when they have considered their experience and skills. The author further shares (471-475) that "for team members to perform to their potential and to maximize team effectiveness they need to be forced out of their comfort zones, but never out of their talent zones".

Goleman (2008:188-190) maintains that team leaders need to master the four aspects of emotional intelligence, namely: emotional self-awareness, emotional self-management, awareness of others' emotions, and managing relationships with others. They need to set the ground rules for the team to work together. When these four aspects of emotional intelligence are well developed in teams they will be energized and will be able to deliver peak performance. The scholar continues by mentioning that 'leadership style has a profound impact on team climate'.

Steyn and van Niekerk (2012:272) citing (Goleman 2008:188; Rush 2002:175) bring to light that, It is crucial for the leader to take care of the emotional reality of a team. The fact that emotions will have an effect on the functioning of individuals has definite implications for teamwork because emotions are contagious and therefore affect the whole team. A team leader needs to be emotionally intelligent in order to build good attitudes in the team, for a bad attitude is a sure route to team failure. Since both bad and good attitudes are contagious, they require careful management within a team setting (Maxwell, 2008:531-542).

Steyn and van Niekerk (2012:272) mention that teams and their leaders should be aware that team progress is not continuous and there will be times of regression (e.g. when team membership changes). A team that is not performing well should not be changed or disbanded simply for that reason, just because it might be in a negative,

temporary phase of its functioning (Everard and Morris 1996:162). It might need more time for team building.

Lencioni (2008:180-185) consents that the leader's role in teamwork includes addressing the following dysfunctions in teamwork: **inattention to results**-which may be addressed by focusing on outcomes; **avoidance of accountability**-which may be addressed by directly confronting this difficult issue; **lack of commitment**-which can be addressed by appropriate motivation and bringing clarity and closure to respective duties and tasks; **fear of conflict**-which may be addressed by demanding debate on issue; **absence of trust**-which may be addressed by being human and emotionally intelligent.

Daft (2008:275) discusses the following four specific changes leaders can make to develop a foundation for effective team leadership: (1) recognize the importance of shared purpose and values; (2) build consensus; (3) admit your mistakes; (4) provide support and coaching to team members. Leaders also shape norms and values that are important for accomplishing the vision. A team norm is a belief about appropriate conduct that is shared by members and guides their behaviour. According to the scholar, norms are important because they define the boundaries of acceptable behaviour and provide a frame of reference for team members' actions. The team leader's expectation can significantly influence what norms and values the team adopts and how strongly they persist.

Daft (2008:275) also shares that the good team leaders work to understand the interests, goals, values and opinions of team members in order to define and articulate what the team stands for and how it should function. Rather than putting themselves above the team, they respectfully listen to members and strive to build a shared identity that shapes action toward achieving the larger goal.

Leaders of teams work to build consensus rather than issuing orders. Good leaders share power, information, responsibility and they allow team members who do the work to have a say in how to do it. They have faith that the team as a collective identity is

capable of making good decisions, even if the decisions might not be the ones the leader as an individual would make.

The above scholar (2008:275) maintains that the best team leaders are willing to be vulnerable by admitting they don't know everything. Being an effective team leader means enabling all members to contribute their unique skills, talents and ideas. Leaders serve as a fallibility model by admitting their ignorance, mistakes and asking for help, which lets people know that problems, errors and concerns can be discussed openly without fear of appearing incompetent.

When Bruce Moravec was asked to lead a team to design a new fuselage for Boeing 757, he had to gain the respect and confidence of people who worked in areas he knew little about. "You don't want to pretend you're more knowledgeable about subjects other people know more about", Moravec advises. "That dooms you to failure...They're the expert".

Good team leaders make sure people get the training, development opportunities and resources they need and that they are adequately rewarded for their contributions to the organization. Rather than always thinking about oneself and how to get the next promotion or salary increase, effective team leaders spend their time taking care of team members. Most team members share the critically important needs for recognition and support.

Dan Schulman, now CEO of Virgin Mobile USA, learned early in his career the value of recognizing the contributions of others. After his sister died unexpectedly at the age of 20, Schulman says he stopped caring about his work, but team members rallied around him and made sure the project was successful. When Schulman gave his report, he openly told his boss that he had little to do with the project's success that it was due to the team. When leading future teams, Schulman says he found that giving credit to team members made the teams more cohesive and more effective.

Although team leaders have to keep people focused on accomplishing tasks, research shows that the soft leadership skills concerned with building positive relationships are especially important for creating a high-performance team. Daft (2008:277) draws our

attention to the fact that: team effectiveness, productivity and learning are strengthened when team leaders provide support to team members, reinforce team identity and meaning, work to maintain interpersonal relationships and group cohesiveness and offer training and coaching to enhance members' self-leadership skills.

According to Daft (2008:278), the leader of the virtual team can make a tremendous difference in how well a virtual team performs, but virtual teams bring significant leadership challenges. Leaders of conventional teams can monitor how team members are doing and everything is on track. But, virtual team leaders can't see when or how well people are working.

Virtual team leaders have to trust people to do their jobs without constant supervision and they learn to focus more on results than on the process of accomplishing them. Too much control can kill virtual team, so leaders have to give up most of their control and yet at the same time provide guidance, encouragement, support and development. To be successful, virtual team leaders can master the following skills:

- 1) *Select the right team members*-effective virtual team leaders put a lot of thought into getting the right mix of people on the team. Leaders make clear to the team why each member was chosen to participate, thus giving the people a basis for trust in others' abilities and commitment. Diversity is usually built into virtual teams because when leaders can pick the right people for the job, no matter where they are located, members usually reflect diverse backgrounds and viewpoints.
- 2) *Use technology to build relationships*-leaders can make sure that people have the opportunities to know one another and establish trusting relationships. They also apply technology to build relationships and they encourage non-task-related communication, such as the use of online social networking where people can share photos, thoughts and personal biographies.
- 3) *Agree on ground rules*-leaders make everyone's roles, responsibilities and authority clear from the beginning. All team members need to explicitly understand team and individual goals, deadlines and expectations for participation and performance. When roles and expectations are clear, trust can

develop more easily. It is important that leaders define a clear context so that people can make decisions, monitor their own performance and regulate their behaviour to accomplish goals. Another important point is shaping norms of full disclosure and respectful interaction. Team members need to agree on communications etiquette, such as whether good-natured flaming is okay or off limits, rules for “verbalizing” online when members are shifting mental gears or need more feedback, whether there are time limits on responding to voice mail or e-mail and so forth.

Daft (2008:281) also shares the role of the global team leader. He explains that: increasingly, the expertise, knowledge and skills needed to complete a project are scattered around the world. In addition, diversity can be a powerful stimulus for creativity and the development of better alternatives for problem solving. All the guidelines for leading traditional and virtual teams apply to global teams as well. Global team leaders can improve success by incorporating the following ideas:

- 1) *Manage language and culture*-organizations using global teams can't skimp on training. Language and cross-cultural education can help overcome linguistic and cultural hurdles. Language training encourages more direct and spontaneous communication by limiting the need for translators. Understanding one another's cultures can also enrich communications and interpersonal relationships. For the team to succeed, all team members have to gain an appreciation of cultural values and attitudes that are different from their own.
- 2) *Stretch minds and behaviour*-as team members learn to expand their thinking and embrace cultural differences, they also learn to develop a shared team culture. In global teams, all members have to be willing to deviate somewhat from their own values and norms and establish new norms for the team. Leaders can work with team members to set norms and guidelines for acceptable behaviour. These guidelines can serve as a powerful self-regulating mechanism, enhance communications, enrich team interactions and help the team function as an integrated whole.

Robbins et al (2009:245) identified the following as a number of roles and skills for the team leader of self-directed teams: leader; living example; coach; business analyzer, barrier buster, facilitator and customer advocate. Studies in the mining and manufacturing industries in South Africa identified the following roles for team leaders: leader; coach or trainer; barrier buster; team developer, facilitator and business analyzer.

From empirical research in the manufacturing industry, it appeared that in general, team leaders were not regarded as being prepared for the implementation of the self-directed teams. Team leaders had the perception that they were in fact ready, while the perception of team members and managers was that team leaders did not possess the necessary readiness.

The research group in a gold mine was compiled from three levels, namely: superiors, team leaders and team members. Information from the research indicated that all three groups regarded the team leaders as ready for the implementation of self-directed work teams. The results of the study in a reinsurance organization indicate that members of different organizational levels had the same perceptions regarding the importance of the six team leader roles, namely that they were all important. Regarding the readiness of team leaders, all the participants agreed that the team leaders needed training in all six roles and that the two most important roles to be addressed were team developer and business analyzer.

In spite of the positive results obtained by the research, self-directed work teams cannot merely be implemented. Implementation is a process in which all interested parties should be included and should take place over a period of time with the necessary training and support.

Gould's study revealed the following results in terms of leadership in virtual teams:

- Individual recognition was infrequent and when it occurred, it was via e-mail or a telephone call. Some people felt online recognition was helpful. Others were uncomfortable with it (they felt communication should be done in person).

- Celebrations of team accomplishments were rarely initiated by leaders. Some teams met to celebrate in person, but for many, geography and expense made it impossible. So far, no one seems to have discovered technique for successful virtual partying.
- Team leaders occasionally offered support and coaching to team members.

Gould reported that most virtual team members had a positive overall experience. The biggest area of complaint involved communication problems, for example: lack of project visibility, difficulties getting hold of people, trouble eliciting a prompt response from people and difficulties in delivering meaning from text-based messages. He gave some tips on alleviating communication problems:

- Include face-to-face time if at all possible. Establish ties and relationships among team members and clarify expectations.
- Give team member a sense of how the overall project is going. Giving them an indication where they fit in to the big picture.
- Establish a code of conduct to avoid delays.
- Don't let team members vanish. Keep member's diaries updated.
- Augment text-only communication. Use charts, pictures, or diagrams so everyone can have a look.
- Develop trust. Old style command and control management, based on constant scrutiny, is simply impossible in a virtual environment.

Robbins et al (2009:259) share the following summary of the positive characteristics of South African team leaders as identified by managers and team-building facilitators:

- Assertive
- Quick-decision making
- Task-focused
- Achievement-oriented
- Hard-working
- Enthusiastic

- Strong on “mechanical issues” (vision, mission and goals, technical skills and communication skills)
- Supportive
- Charismatic

Mostly multi-lingual

### *Counterpoint*

The following is a summary of the areas of development of Southern African team leaders as identified by managers and team-building facilitators:

- Delegation
- Feedback
- Empathy
- Coaching
- Lack of listening skills

According to the scholars, employees seek the following qualities and traits from their team leaders and managers:

- Reliability and dependability.
- Honesty.

Arnold and associates identified five categories of behaviour that are important for the effective leadership of empowered teams. These behaviours are:

- *Leading by example* refers to behaviour that shows the leader’s commitment to his or her work as well as that of the team members.
- *Coaching* refers to a set of behaviours that educate team members and help them to become self-reliant.
- *Participative decision making* refers to a leader’s use of team members’ information and input in decision making (it includes behaviours such as encouraging team members to express their ideas and opinions).



- *Informing* refers to the behaviour of sharing company-wide information such as mission and philosophy.
- *Showing concern and interacting with the team* refers to behaviour that demonstrates a general regard for team members' well-being (it is keeping track of what is going on in the team and working closely with the team as a whole).

In their research on the same topic, Konczak and associates developed a six-factor model to measure empowering leader behaviour, namely: *delegation of authority; accountability; self-directed decision making; information sharing; skill development and coaching for innovative performance.*

### **2.6.9 THE ROLE OF SMT AND TEACHERS AND THEIR KNOWLEDGE & SKILLS ON TEAMWORK**

This section will look at the different roles played by other stakeholders, the SMT and teachers in assisting principals through wide sharing of leadership and equally maximizing potential benefits for the learners' education.

“Given inequalities that remain pervasive in the schooling system coupled with the range of new policies that require radical change in every one of its systems, schools can no longer be led by a lone figure at the top of the hierarchy. The only way that schools will meet the challenges is to tap the potential of all staff members, allow teachers to experience a sense of ownership and inclusivity and lead aspects of the change process” (Grant, 2006:514).

The South African Schools Act (SASA) emphasizes collaborative and collective decision-making between school stakeholders. It also promotes the notion of staff working as a team which constantly reflects on what it is doing. Van Wyk (2004:50) states that with the introduction of school governance, the state's intention was to secure a framework of governance that was characterised by power sharing between the SGB and the school management teams (SMTs). It is therefore very crucial that staff members should operate as a team e.g. classroom and school management teams. The Act highlights that the school leadership's responsibility is now widely shared beyond the principal. Although the Act does not precisely indicate that each

school must have a school management team (SMT) comprising of the following position: *principal; deputy principal and Head of department* (or subject).

Pashiadis (in Lumby, Crow and Pashiadis, 2008:1) affirms that the responsibility for providing direction and support for the implementation of planned change lies with educational leaders and they should therefore act as 'torchbearers of educational change'. This statement supports the fact that in schools, principals are now assisted by senior members of staff (deputy principal and HoD). Together they form the SMT whose responsibility is the professional management of the school including instructional leadership.

The statutory duties and responsibilities of the SMT are contained and explained in Chapter A of "Personnel Administrative Measures", commonly referred to as PAM. PAM is housed in EEA, Act 76 of 1998 (C-58). PAM defines all SMTs as educators. Harris (2006:38) suggests that the issue of 'who should be the leader' should be addressed by moving away from past model of heroic leadership, and be replaced with new models of school leadership involving lateral forms of leadership in order to be sufficiently responsive to the complexity of contemporary leadership demands.

The principal position has different post levels, that is: 1, 2, 3, 4 and 5 which are determined by the size of the school. The aim of the job is among others to manage the school satisfactorily in compliance with the applicable legislation, regulations and PAM as well as to promote effective learning and teaching in accordance with approved policies. The core duties and responsibilities of the position are divided into six categories, namely: general or administrative; personnel; teaching; extra and co-curricular; interaction with stakeholders and communication.

The PAM document further outlines that the principal must ensure meaningful education and realization of the school's objectives through: *planning, organization, control, monitoring and evaluation* of all school activities. The incumbent in this post should perform his or her duties such that the overall aim of the post i.e. ensuring satisfactorily management of the school in compliance with applicable legislation and regulations is achieved.

Leading learning and managing the curriculum is at the heart of the work of any school. The following eight interdependent areas which together constitute the generic role of the principal in any South African context are: (1) leading the learning school; (2) shaping the direction and development of the school; (3) managing quality and securing accountability; (4) developing and empowering self and others; (5) managing the school as an organization; (6) working with and for the immediate school community as well as the broader community; (7) managing human resources (staff) in the school and (8) management and advocacy of extra-mural activities.

The aim of the deputy principal's job is among others to assist the principal in managing the school and promoting the education of learners. In the absence of the principal, the deputy principal becomes the substitute for the principal. The position shares the six core duties and responsibilities with the principal at a post level three. In interacting with stakeholders, the position supervises or advises the Representative Council of Learners (RCL). The deputy principal is the link between the principal and the staff.

The HoDs are responsible for heading subject/s. The position provides and coordinates guidance on the latest ideas on approach to the subject, method, techniques, evaluation and aids, in their field. They also facilitate continuing professional development to the teachers under their department. The HoDs also engage in class teaching and are responsible for effective functioning of the department (subject). The position has the same five core duties and responsibilities as principal and deputy principal positions, except stakeholder participation as outlined in SASA, section 16A as amended.

Post level one educators have a vital role to play in leading and managing teaching and learning in subjects or phases. These are the people who can make or break the school. Their roles and responsibilities in terms of instruction are also clearly outlined in the PAM documents. In some curriculum planning situations, a post level one teacher can lead a process in which the Head of department and principal are followers e.g. designing a series of Mathematics lessons on graphs. Here, the traditional hierarchy is turned on its head and calls for a very different kind of leader or manager.

The above is shared or collegial leadership and clearly an indication that the experience and expertise of teachers are optimally used for the benefit of teaching and learning. Teachers with required experience and expertise can be asked to lead and guide others through mentorship, workshop and seminars. The teachers' roles and responsibilities are also set out in the Norms and Standards document of 2000 (reaffirmed in DoE 2007). The document presents a holistic model of the professional educator's career. The description of the ideal effective educator in the policy is consistent with the principles contained in the SACE and ELRC documents.

The model of shared or participative leadership provides for a paradigm of open, transparent and deep democratic leadership that is embraced by school communities as it clearly emphasises that schools are learning organizations that are continuously developed and supported to develop themselves. School management teams, teachers, parents and learners are encouraged to work collaboratively with one another culminating in deep democratic involvement in leadership practice and collective capacity building. Clase, Kok and van der Merwe (2007:243) indicate that "The success of any country's education system depends to a large extent on mutual trust and collaboration existing between all partners".

Mutualism, a sense of shared purpose and the allowance for individual expression are unique qualities that underpin the relationship and the collective activity between the school management teams and all stakeholders within the school. In his investigation, Criss (2010:30) found out that school managers who want to promote higher levels of cohesion ask educators to have a say in the decision concerning the direction of the team.

Through school management teams, an opportunity has been created for all teachers to become leaders at various times, share tasks more widely, become actively involved in the promotion of change, communicate with multiple constituents, possess a global perspective of school and district organisations as well as continued professional growth. Swart (2008:47) concurs that the role of the SMT in team building consists of improving people and task-related skills.

Leithwood et al (in Harris 2008:44), conclude that “leadership serves as a catalyst for unleashing the potential capabilities that already exist in the organisation. Those in leadership have a tremendous responsibility to “get it right”. The management of the school relates to the supervision of professionals in the school, therefore, this aspect relates to the principal together with the SMT.

The school management team members are tasked with the central role of building schools into effective centers of excellence. Their school leadership has to be interrelated to: the cherishing of democracy through learning communities; teacher professional learning and capacity building; encouraging personal and professional development of all staff members within the school; an increased sense of responsibility and accountability; continuous assessment practices; whole school development and improvement; and improved learner performance. Piercy (2010:112) maintains that the vision and mission of the school need to be based on agreed, just and equitable values by the whole community.

Credible school managers focus on team building and the development of individuals. They exercise leadership through consultation; encourage two-way communication and involve staff, parents and learners in the decision-making processes. Huber (in Lumby et al, 2008:167) states “...building change capacity within the school demands that more and more people recognize the potential of other team members, promote it, support it and thus give a stimulus for genuine grounded change”.

In building an effective school, the SMT provides appropriate help to teachers and learners; ensures effective classroom planning and management; supports educators to deal effectively with diversity in the classroom; recognizes individual differences among staff and learners; sets challenging goals and objectives to motivate all staff members and learners to achieve success. Loertscher (2010:75) claims that an effective leader is able to influence team members, has the ability to persuade others and facilitate the group process.

Other responsibilities of the SMTs include the following: development of school requirements for inclusion in the SGB policies; implementation of policies of a positive

nature rather than of a punitive nature; manage day-to-day delivery of the curriculum; organizing and managing teachers and learners; provide quarterly reports to SGB on progress; determine staffing requirements; determine staff developmental needs and appraisal; provide confidential reports and conduct inquiries requested by the provincial department of education; ensure that all prescripts of the relevant Acts are followed and protect staff confidentiality.

### **2.6.9.1 SMT and Curriculum delivery**

One of the International objectives which are set by all organisations is quality education for all. Minimum norms and standards for education are outlined in the National Curriculum Statements and policies of a country. In South Africa the internal efficiency is measured through national and international standardized tests and research initiatives. UNESCO measured efficiency by the following key indicators:

- Policies and strategies for resources efficiency.
- Monitoring and evaluation of system efficiency.
- Priorities for action.
- Cognitive development: reading, writing and numeracy.
- Creative and emotional development and the promotion of attitudes and values necessary for effective life in the community.
- Core curriculum.
- Rate of net enrolment.
- Rate of repetition.

At the level of the school, the SMTs are expected to ensure implementation of all National and Provincial curriculum reforms including policies and plans. Among the current curriculum policies and plans are: Curriculum Assessment and Policy Statements (CAPS) and The Learner Attainment Improvement Plan (LAIP). The SMT is

expected to enhance the provisioning of curriculum through the (CAPS) which is a key departmental priority requiring orientation of all teachers and support of officials.

As instructional leaders, members of the SMT are responsible for taking the lead in putting their school curriculum into practice and improving it. They are charged with the responsibility of organizing activities that supports teaching and learning including administering teaching and learning. The principal leads the SMT and each Head of department in turn leads a team of subject teachers who specializes in that subject.

“By using the energy of teacher leaders as agents of school change, public education will stand a chance of ensuring that every child has a high quality teacher”, (Wheling, 2007:14). Nurturing cooperation, sharing and collaboration are part of the principal’s accountability to the other SMT members. The position of the principal has a role of leading and managing instruction. The principal has to establish the overall environment conducive to appropriate teaching and learning management and instructional leadership. The Head of Department (HoD) on the other hand, provides instructional leadership in a particular discipline.

The Learner Attainment Improvement Plan (LAIP) is another plan that was introduced by the provincial education to address underperformance in schools. The LAIP document demands that SMT members focus on the following: protection of teaching time and quality contact time; planning and preparation of lessons to ensure adherence to curriculum needs; monitoring, moderation, guidance, control and support to developmental programs and accountability by all staff members.

In term one of the public school academic year, the SMTs in Ditsobotla Area Office are responsible for:

- Analysing the previous year’s performance and ensuring availability of all the necessary resources for effective teaching and learning.
- Ensuring availability of relevant Learner Teacher Support Material (LTSM).
- Meeting and assessing capacity of all new teachers with special attention to newly qualified teachers.

- Conducting orientation meetings or workshops in order to set annual targets discuss and develop intervention strategies with all staff members to improve learner performance.
- Agreeing with staff on in-school monitoring, evaluation and support strategies.

In the second and third term of the public school academic year, the SMTs have to:

- Analyse quarterly results and confirm coverage of the work schedule.
- Develop a schedule for in-school monitoring and moderation of both the learners and teachers' work.
- Ensure subject planning across grades and subject content coverage per grade and phase.
- Ensure compliance to assessment policies and guidelines.

In term four, SMT members ensure preparation of all learners for their final examinations also referred to in provincial term "the last push". This is achieved through:

- Extensive revision,
- Administering preparatory and
- Final examinations.

The HoDs are expected to ensure development of subject policies or departmental policies. These policies must be developed with the national and provincial policies as points of departure and framework. They must form part of school policy and be in line with school policy on other related aspects. They must be approved by the principal and then be regarded as school policy. Available and relevant applicable guidelines for development of the subject policy must be adhered to. It is the responsibility of the principal to provide the much needed resources, LTSM (Learner Teacher Support Material).

**Teacher files must be developed with lesson plans identifying the following:**

- All content that has to be covered.



- Time available (not according to period/double period).
- All possible ways this content can be assessed in an exam.
- Tasks/activities linked to previous bullet (from textbook or other source).
- Decide what teaching content and activities will be addressed in each week and period.

Decide what assessment tasks will be used-both formal and informal.

### **School Language Policy**

Language in Education should be reflected in the School Policy:

- Choice of Language of Learning and Teaching (SGB).
- Choice of First Additional Language (SGB).
- Incremental Implementation of African Language.

### **Time allocation and time management**

Subjects must get the required time needed as indicated in the CAPS policy documents. Insufficient time for subject has serious implications for curriculum delivery. The principal has the following duties and responsibilities in terms of time management:

- Manage the process in compliance with applicable legislation and regulations.
- SASA, Act No 87 of 1996.
- PAM (Personnel Administration Measures).
- CAPS policy requirements on time allocation.

### **Requirements of the school**

- Take note of specific factors within the school (e.g. time it takes learners to move from class 'a' to class 'b').
- Decide on the length of periods (30, 40, 45, 60 min) and the number of periods per day.
- See to an equitable distribution of workload between various post levels and within post levels.

- Take the qualification of teachers into consideration.
- Teach (PAM 4.2).
- Involve the SMT in early discussions.
- Ensure that the SMT agrees with the motivation for using a specific teacher in a particular subject or class.
- Find a way for staff members to express their needs (e.g. a subject or grade he/she would like to teach).
- Communicate with staff.
- Consider team teaching.
- Consider using external teachers.
- Constitute and manage PLCs (Planning, Leading and Controlling) in a school.
- Make use of a timetabling programme which has several software.

As a curriculum manager, the principal is expected to focus on developing the school's vision and outlines clear aims and policies for the school, guides staff members, inspires and leads staff members as well as supervises activities in order to attain the desired results. The principal function of National Education Evaluation Development Unit (NEEDU) is to assess the state of the systems operations of schooling and to make recommendations for improving efficiency (NEEDU Report, 2013:9). For principals to be able to provide direction the following information from NEEDU is critical:

- It is widely accepted that South African schools perform well below expectations given the country's state of development and the size of the education budget.
- Accountability is the course government has decided to adopt in attempting to improve the performance of the school system.

The NEEDU report (2013) centres on the aspects of underperformance in the school system which impact the directing function of the principal as a curriculum manager. To ensure successful curriculum delivery, the school management teams are expected to: organize and manage time, as well as organize and manage human and physical resources which must culminate in teaching and learning activities conducted by

teachers in classrooms. The SMTs directing (educator competence) focus areas for curriculum delivery should be:

- The formulation and implementation of a school language policy.
- Curriculum planning.
- Construction of school norms for tracking and strengthening reading and writing.
- Procuring and managing LTSM.
- Moderation of assessment.
- Analysis of test results.
- Teacher professional development.

The SMT is expected to put control measures in place in order to monitor performance and take necessary steps to ensure accomplishment of desired results. The researcher believes that control measures help to maintain compliance to policies; they create objectives and standards, measure the authentic measures, enable comparison of results with objectives and standards and allow implementation of necessary actions.

The above structure also has the responsibility to develop in-school monitoring procedures to ensure compliance to curriculum policies, guidelines and plans as outlined by national and provincial education departments. The purpose of monitoring teaching practices and learning outcomes by SMT is to:

- Identify the strengths and weaknesses in the school as well as develop realistic and measurable intervention strategies to close the identified gaps.
- Ensure that monitoring and control of educators' work and learners' portfolios is done by SMT members as per the policies and guidelines.
- Ensure that there is continuous growth, guidance and support to SMT members at school.
- Ensure that all SMT members perform their duties and functions as expected in order to improve learner performance in the school.
- Ensure that all learners in the school receive quality learning and teaching.

Botha (2013:22) contends that 'as much as planning, organizing and leading are important, control remains an essential component for the principal as it has to do with the assessment and evaluation of tasks. The evaluation of tasks is conducted by means of supervising staff to ensure that the set objectives are met. The principal has to ensure that the staff has sufficient resources and that these resources are monitored. In instances where goals are not met, the principal has to determine the cause for the failure and institute corrective actions to resolve the problems and challenges. The principal and the SMT must also agree on control measures to be taken when organisational goals are not met within the prescribed period'.

'For schools to be managed effectively there must be effective organisation of relation between stakeholders. When we fail to plan, we fail to manage. Instilling a sense of pride, excellence and uniqueness should be the priority of every education manager' Botha (2013:28).

The NEEDU report (2013) raised various concerns which could impact on the performance of the South African Education system. Therefore the principal has the responsibility of not only directing, but also of controlling the curriculum management in the school. He or she has to lead the school's self-assessment, collect and use data for planning the SDP (School Development Plan), working collaboratively with the staff and other stakeholders. The principal is advised to consider this report when focusing on the control measures function of the principal as a curriculum manager, especially the following two key aspects informed by the NEEDU report: accountability and teacher development.

Accountability mechanisms must be directed with professional insight and judgment if they are to be useful in managing curriculum implementation. In 'leading for learning', leaders of schooling are more likely to achieve success if they are motivated more by a culture of professional accountability than by bureaucratic compliance procedures alone', NEEDU (2013:15).

Good curriculum management is characterized among others by: coherent planning and coordination, effective language policies and programmes, good time management,

procurement and deployment of books, promoting high level of writing, using assessment to improve teaching and learning and fostering professional development among teachers, NEEDU (2013:52).

### **2.6.9.2 SMT and Integrated Quality Management Systems (IQMS)**

Educator appraisal is receiving attention worldwide as governments become aware of the need to examine educational provision critically for the sake of school improvement and the quality of teaching and learning. Thus, educator appraisal is of great importance because its main objective is to improve individual educators' performance and ultimately learner performance (Steyn and van Niekerk, 2012:72).

Viedge (2003:76) mentions that 'staff appraisal is regarded as a key component of the larger process of performance management. Steyn and van Niekerk (2012:72) are of the opinion that, if structured well, the process of appraisal is an aid to professional development. Staff appraisal can be defined as a continuous and systematic process to help individual educators with their professional development and career planning and to help ensure that the institution's performance is improved through the enhanced performance of individual staff members (Analoui and Fell, 2002:2; Byars and Rue, 2007:223).

The IQMS system is regarded as an integrated quality management system that consists of three programmes which are aimed at enhancing and monitoring performance in the South African education system (ELRC, 2003:1). They are:

- **Developmental Appraisal (DA).** Represented a radical shift from previous teacher evaluation exercises in South Africa in that it was stakeholder-driven, transparent form of appraisal targeted at teachers (Gallie in Ministerial Committee Report, Department of Education, 2009:16).
- **Performance Measurement (PM).**
- **Whole School Evaluation (WSE)** (Steyn and van Niekerk, 2012:73). WSE is introduced to bring about an effective monitoring and evaluation process of teaching and learning, which is vital to the improvement of the quality and standard of performance in schools (Steyn, 2003:6).

The policy further assumes that most teachers recognize the need for, and responsibility to improve professionally (Ministerial Committee Report, 2009:17). Hence continuing professional development for teachers is located within the IQMS. Included in the views of the South African education system is the view that the purpose of the Integrated Quality Management System (IQMS) is to:

- Identify specific needs of staff members for support and development.
- Provide support for continued growth.
- Evaluate a staff member's performance (ELRC, 2003:1).

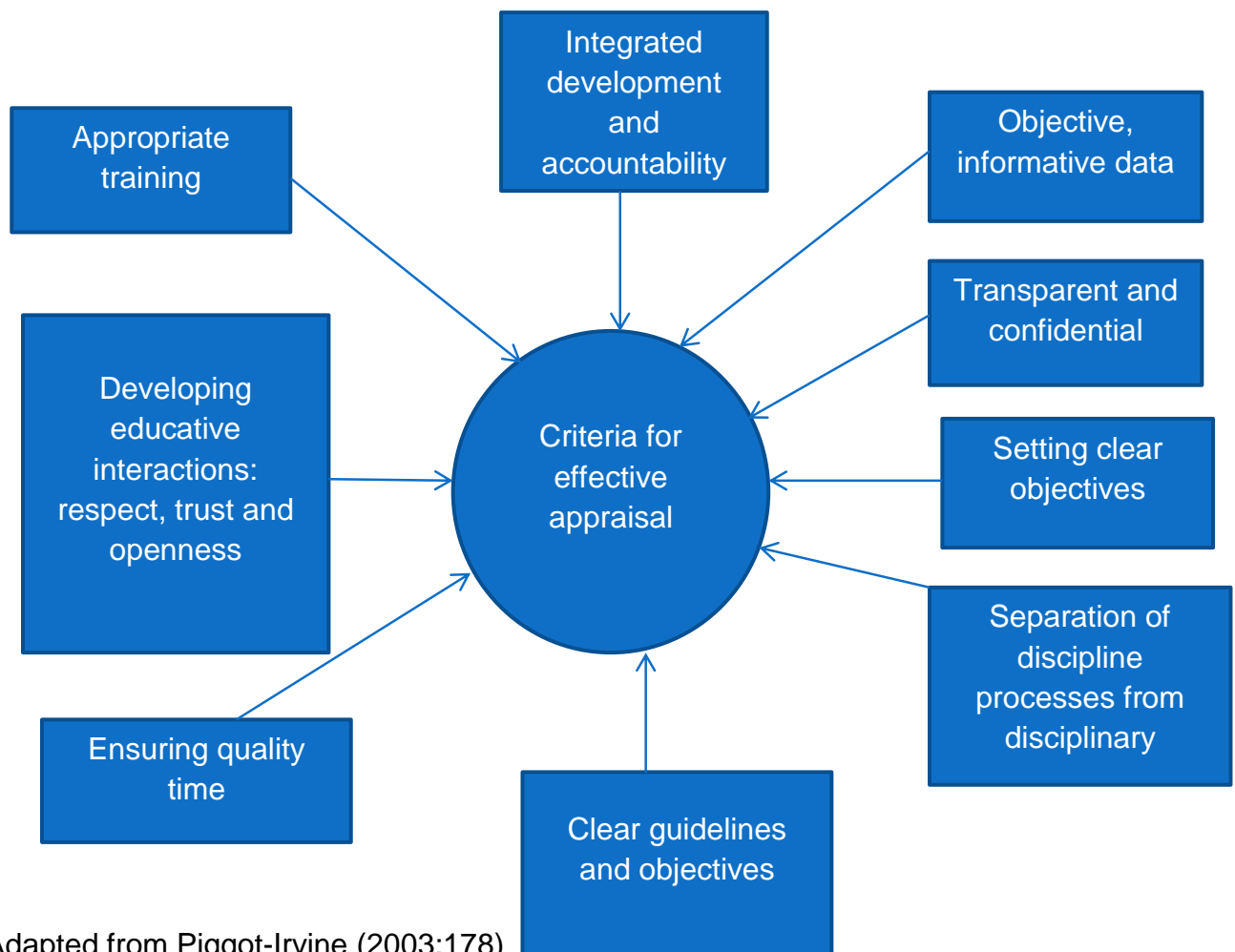
Effective staff appraisal occurs when the appraisal system and approach are supportive, educative and confidential, and not controlling and defensive (Piggot-Irvine, 2003: 177-178). The scholar has also developed a model to indicate the influence of these features (p177). Interwoven with the process is a relationship of respect between the appraiser and the appraised, the outcomes being directly associated with improved teaching and learning?

The following key features are identified by Piggot-Irvine (2003):

- *An integrated development and accountability approach.* There should be balance between development and accountability within appraisal system. School principals are held accountable for school improvement and ultimately the learner performance.
- *Objective information.* Discussions between the appraiser and the appraisee should be based on valid, fair, objective and factual data collected.
- *Implicit to objective information is confidentiality and transparency.* Appraisers need to treat the process and outcome with absolute confidentiality, but should, at the same time, be clear about the criteria of the process and assure the appraisees that their information will not be changed or tampered with.
- *Setting clear objectives.* It is important to outline clear indicators for the assessment of the achieved objectives. This also assists in providing the objective data noted before.
- *Separation of discipline processes from disciplinary appraisal.* Any aspect in the appraisal process that would hinder the development of trust and openness should be removed. However, this does not mean that the outcome of the appraisal may not alert the appraiser and management to the areas that need to be addressed during disciplinary proceedings.

- *Clear guidelines.* It is important to identify clear guidelines and criteria for the appraisal to be effective. The purpose should focus on improvement and development of staff members and not on checklisting alone.
- *Ensuring quality time.* Allowing ample time to carry out appraisal is crucial to its effectiveness.
- *Developing educative interactions:* respect, trust and openness. Respect, trust and openness are the core of effective appraisal. This can be established through honest interactions between the appraisers and appraisees in all situations within the institution, not only that of appraisal.
- *Appropriate training.* Training is crucial to effective appraisal and needs to cover aspects such as values, purposes, objective setting, observation skills, data-gathering skills, interviewing and report writing. See figure 2.2 where these features are depicted.

**Figure 2.2 Key Features of Effective Appraisal**



Adapted from Piggot-Irvine (2003:178)

Steyn and van Niekerk (2012:78-79) share that: implementing an appraisal system involves a number of aspects such as the following:

- *Establishing a climate for appraisal.* A favourable climate is one where there is collaboration, openness, trust and honesty; and where transparency is encouraged.
- *Selecting appraisers.* The selection of appraisers depends largely on the organizational structure for appraisal and the guidelines determined by the employing education department (IQMS Instrument: South African education). Peer appraisal or using an appraisal panel consisting of three members might be a workable alternative in schools where there is collaborative approach to school management.
- *Ongoing support.* Appraisees in the appraisal process will require ongoing support in order to gain maximum benefit from the process (Monyatsi, 2003:227). Such support might come from one of the senior management team members, a member in the appraisal panel or a mentor. This person could attempt to help staff reflect upon the experience that colleagues have of the process and to identify from it the most significant lessons to be learned (IQMS instrument: South African educators).

The School Management Teams (SMTs) are expected to ensure implementation of the Integrated Quality Management Systems (IQMS). The SMTs assist with the broad planning and implementation of the IQMS and ensure that the school's self-evaluation is done in terms of the Whole School Evaluation (WSE) policy in collaboration with the School Development Team (SDT). The SMT have to:

- Ensure that staff members are trained on the procedure and processes of IQMS.
- Coordinates all activities pertaining to staff development.
- Prepares and monitors the management plan for the IQMS.
- Oversees, mentoring and support by the Developmental Support Groups (DSGs).
- Facilitates and gives guidance on how DSGs have to be established.



- Develops School Improvement Plan (SIP).
- Ensures that IQMS is applied consistently.

According to Steyn and van Niekerk (2012:79) staff appraisal can be approached in a number of ways. Education departments often have standard appraisal forms and check lists which are completed by the appraisers. The scholars highlight the following forms of appraisal:

- *Self-evaluation.* Educators should be encouraged to reflect on what they are doing and to evaluate themselves regularly (Monyatsi, 2003:189). Self-evaluation empowers educators to continuously reflect on their own performance and sets targets and time frames for improvement (ELRC 2003:69; IQMS instrument: South African educators).

Unfortunately self-evaluation tends to be more lenient and more biased and should therefore, be used for professional development and not employment decisions (Nel, Werner, Haasbroek, Poisat, Sono and Schultz, 2008:497). The purpose of self-evaluation is to prepare for and to contribute to the overall appraisal process.

Steyn and van Niekerk (2012:80) mention the following as good reasons for using self-evaluation: provides a means of improving one's own performance; helps staff members to become familiar with the appraisal instrument; can serve as a guide for setting goals and standards; enables staff members to make inputs when observation takes place; helps to avoid suggestions that appraisal is a passive activity, something 'done to' appraise; assists in identifying areas for development; helps to set the agenda for the initial meeting and gives the appraisee a voice in the appraisal process.

- *Classroom observation.* Classroom observation is the process through which appraisers will visit the classroom of the appraisee occasionally with the intention of observing classroom practices used by the educator and providing the necessary support. The goal of classroom observation is to obtain a representative sample of an educator's performance (Mayo, 1997:269).

By the time the staff member has completed a self-evaluation form, he or she would have determined strengths as well as areas for development (ELRC, 2003:8). The purpose of a lesson, according to ELRC document (2003:8) is to : confirm (or otherwise) the staff member's perception of his or her own performance; facilitate discussion around strengths and areas for development and enable the Development Support Group (DSG) and the staff member together to develop a Personal Growth Plan (PDP) which includes targets and time frames for development.

- *Portfolios.* A teaching portfolio is a collection of information about an educator's work that is organized and presented as evidence of learning achievements over a period of time. A classroom-based educator's portfolio may include a lesson plan and description of what actually happened during the lesson presentation; example of learners' work; details of his or her assessment strategy and examples of the marking and record keeping. It is, however, important to identify the documents which should be submitted by the appraisee to make a fair and just evaluation of the educator's performance (Steyn and van Niekerk, 2012:82).
- *Peer-appraisal.* In the South African system, staff members are involved in selecting their own DSG who will appraise, mentor and support them (ELRC, 2003:4). The DSG is responsible for evaluating staff members for developmental purposes and also for providing summative evaluation for performance management.

In the pre-evaluation discussion, the following issues need to be clarified: whether the appraisee understands what is expected of him or her in terms of the criteria and how he or she will be rated; informing the appraisee about the procedures and processes to be followed during evaluation including guiding the appraisee on developing his or her PGP (IQMS Instrument: South African Educators).

It is therefore important for appraisee to establish rapport with appraisers before the observation takes place. At the initial meeting the appraiser and appraisee should agree on exactly what appraisers will be looking for when they are observed. It includes (Gordon, 1992:47):

- Time/place of observation.
- Focus of the observation and the method(s) to be employed.
- Style of the observation, including the conduct of the observer.
- Type of data to be collected.
- The criteria to be used for observation.

After observations in the classroom and having studied the portfolio of the educator, the appraisers should prepare to give the appraisee feedback in the appraisal panel (IQMS instrument: South African Educators). The chief aim of gathering data from classroom observations and the educator's portfolio should be to influence the educator's performance positively.

Byars and Rue (2007:232) share the following aspects which need to be taken into account when preparing for an appraisal interview:

- The appraisal interview should be well planned and the results to be achieved considered beforehand.
- Determine a date and time well in advance and set aside sufficient time for a meaningful discussion.
- The venue is very important because of the need for privacy. Interruptions should be prevented.
- Appraisers should gather all the necessary information about the appraisee before the interview.
- Identify appropriate training opportunities for the appraisee's professional development.
- Good preparation on the part of both appraiser and appraisee and sound organization are essential for an effective appraisal interview.

Effective appraisal requires interviewing skills, including listening skills, questioning skills, problem-solving skills and verbal skills. Nell et al (2008:503) advise that the following should be kept in mind when providing feedback to the appraisee in the appraisal interview:

- Face the interviewee and maintain eye contact. The appraiser and appraisee should not be separated by a desk.
- The appraisee must know the job description of the appraisee.
- The performance appraisal should be based on the actual performance of the appraisee and not on his or her personality.
- Be sensitive to nonverbal communication cues coming from the appraisee.
- Encourage the appraisee to participate actively in the interviews.
- Listen attentively while the other person is talking.
- The appraiser should be positive and build on the strengths of the appraisee.
- Avoid destructive and harsh criticism. Criticism needs to be constructive since the main purpose of appraisal is to help the educator to improve his or her performance.
- Provide clear and useful feedback.
- Set mutually agreeable objectives for improvement and development of the appraisee.

An appraisal interview consists of the following components (Steyn and van Niekerk, 2012:86):

- **An introduction.** The appraisee is welcomed, the purposes of the interview are clarified and shared, the stages of the interview are planned, the roles of the parties are discussed and the main areas for appraisal are negotiated.
- **A central part of the interview.** This part is where the notes of both parties will form the basis and focus. It needs to be a two-way communication. Communication skills such as: listening, questioning and paying attention to nonverbal cues are vital. Each item for discussion should be carefully and sensitively introduced, discussed and summarized. During this stage an action plan for development and improvement needs to be discussed. The action plan includes what the appraiser (s) and appraisee wish to achieve (targets), how and when these will be achieved and how they know whether they have been achieved (Byars and Rue, 2006:233). This target setting integrates

the educator's personal development plans into those of the whole school to avoid any conflict of interests.

An important component of the appraisal is the **report** (completed), which is a written account of the appraisal and decisions reached. The trust and transparency that underpin the success of any appraisal scheme should be maintained. The appraisee should be given the opportunity to discuss the report. At the end of the process the appraiser and appraisee should reach agreement on the report, before it is finalized and signed by both parties (Steyn and van Niekerk, 2012:87).

The following rater errors must be avoided as they can 'creep into the appraisal of a staff member's performance (Steyn and van Niekerk, 2012:87-90):

1. **Bias.** It occurs when the appraiser is influenced by characteristics such as age, gender, race or seniority of the appraisee (Nel et al, 2008:503).

Countermeasure:

- Take great care to avoid labeling any person according to particular personal characteristics such as: age, gender, race or religion.
  - Be objective and as far as possible, without preconceived ideas.
  - See and treat the person as an individual in his or her own right.
2. **The halo effect.** It occurs when an appraiser bases judgments of more specific traits on a favourable or unfavourable general impression (Nel et al, 2008:501).
  3. **Recency error.** Performance appraisal should be scheduled at regular intervals (Van Rooyen, 2007:149). Recency error occurs when appraisers are influenced by recent events and do not base their judgment on evidence spanning the entire period since the last appraisal (Nel et al, 2008:501).

Countermeasures to control the halo effect and recency errors:

- Prevention of the halo effect and recency error depends on an objective awareness of the appraisee. Appraisers should ask themselves: 'Does the person actually perform in the way that I am rating him or her? What is his or her actual performance level? Does the appraisee possess one or more

markedly strong personality characteristics which might overshadow his or her performance?’

- Fill out the appraisal instrument one section at a time, concentrating only on the particular criterion to be appraised.
- Appraisers can consciously list the evidence they have to substantiate a particular rating, noting when the piece of evidence was dated. If the date is recent, they need to question whether the behaviour is consistent with the person’s behaviour over the whole period of appraisal.
- Involving the appraisee throughout the appraisal should also serve to minimize the halo effect and recency.

4. **Central tendency error.** It occurs when the appraisers rank nearly all appraisees in the ‘average’ or ‘satisfactory’ range. Appraisers who are prone to the central tendency avoid the ‘excellent’ category as well as the ‘unacceptable’ category and assign all ratings around average (Robbins and DeCenzo, 2003:344). Nel et al (2008:503) identify three reasons for making central tendency errors:

- *Lack of information.* Some appraisers might not know exactly what appraisees are doing, which makes the average rating appear safer and easier to justify later.
- *Lack of skills.* The appraiser lacks the necessary supervisory skills.
- *Caution.* Some appraisers fear reprimand because they are cautious about rating extremes.

4. **Leniency error.** Every appraiser has his or her value system that they use as a standard to appraise others (Robbins and DeCenzo, 2007:343). Compared with the actual performance of appraisee, some appraisers allocate high marks and others low. Positive leniency overstates performance, giving an appraisee a higher appraisal than deserved, while negative appraisal understates performance, giving the appraisee a lower appraisal than deserved. In their view, low ratings can serve as a way of motivating appraisees to do better (Steyn and van Niekerk, 2012:89).

Countermeasures:

As was mentioned earlier to central tendency, appraisees should examine their philosophies of appraisal and rating, specifically asking themselves what it takes to be ranked at the top of the scale (Hartzell, 1995:35). It is necessary to remember that one of the aims of appraisal is to support the appraisee in professional development.

The SMTs are also expected to participate in the Developmental Support Groups (DSGs) of teachers in their departments. The development support groups consist of the educator's immediate senior and one other educator (peer). The peer must be selected by an educator on the basis of expertise that is related to the needs of the educator. The following are the roles of the DSG:

- Provide mentoring and support.
- Assist the educator in developing the Personal Growth Plan (PGP).
- Do baseline evaluation of the educator for development purpose.

The SMT are further responsible for the following:

- Evaluation of the teachers' performance.
- Identification of specific needs of educators and school's for support and development.
- Providing support for continued growth.
- Promote accountability and monitor the school's overall effectiveness.

The principal and other members of the SMT also perform the following functions in the IQMS:

- Facilitate the establishment of Staff Development Team (SDT).
- Serve in the SDT.
- Responsible for the advocacy and training at the school level.
- Responsible for internal moderation of evaluation results in order to ensure fairness and consistency.

According to Steyn and van Niekerk (2012:96-97), the principal has been tasked with the following:

- Overall responsibilities to ensure that IQMS is implemented uniformly and effectively at the school.
- Obligation to ensure that every educator is provided with a copy of the IQMS document and other relevant IQMS documentation.
- Oversight, together with SMT/SDT members, advocacy and training at school level.
- Obligation to organize a workshop on the IQMS where individuals will have the opportunity to clarify areas of concern.
- Obligation, after advocacy and training, to facilitate the establishment of the Staff Development Team (SDT) in a democratic manner.
- Obligation to ensure that all documentation sent to district/local office is correct and delivered in time.
- Oversight of the internal moderation of evaluation results in order to ensure fairness and consistency.

The School Management Teams (SMTs) are expected to:

- Inform educators of In Service Education and Training (INSET) and other programmes that will be offered including making the necessary arrangements for educators to attend.
- Assist with the broad planning and implementation of the IQMS.
- Ensure that the school's self-evaluation is done in terms of the WSE policy, in collaboration with the SDT.

The SMT will mostly use the SACE endorsed type 2 professional development activities (activities initiated by the school and includes meetings, workshops and projects) or programme (school initiated) to address the needs in the School Improvement Plan (SIP).



Educators earn points from SACE endorsed professional development activities they participate in. SACE, as a statutory body for professional educators, believes that the principals, deputy principal and HoDs' professional development activities should be informed by their needs as analysed through IQMS's evaluation and WSE school's self-evaluation. The addition of the requirements of SACE as to the professional accountability of teachers, linked to professional development, becomes an additional driving force.

### **2.6.9.3 SMT and Continuing Professional Teacher Development (CPTD)**

South African Council for Educators (SACE) has phased-in the implementation of the Continuing Professional Teacher Development (CPTD) Management System with the support of the Department of Basic Education (DBE), the nine Provincial Education Departments (PEDs) and the stakeholders. The CPTD gets its mandate from the National Policy Framework on Teacher Education and Development (NPFTED, 2007), SACE, Act No. 31 of 2000 as amended by the Basic Education Laws Amendment (BELA), Act No. 15 of 2011 and is further supported by the Integrated Strategic Planning Framework on Teacher Education and Development (ISPFTED) in South Africa (2011) and the education section of the National Development Plan (NDP, 2012).

The National Policy Framework on Teacher Education and Development (NPFTED) (2007) attempts to address the need for suitably qualified teachers and focuses on two complementary sub-systems: Initial Professional Education of Teachers and Continuing Professional Teacher Development (ICPTD) (South Africa 2007:2). The professional development of leaders in schools should include all educators in a school. Tusting and Barton (2006:21) note the previous perception that said, leadership was primarily about headship and provision for development was mainly focused on leader development. This perception is now gradually being shifted towards the recognition of leadership development by focusing on structures and systems, people and social relations and the significance of the context of leadership learning.

The CPTD management system is currently available to all school-based educators (principals, deputy principals, HoDs and teachers). At Ditsobotla Area office, all

principals, deputy principals and heads of departments have been capacitated by EMGD and HRMD on CPTD. In order to inform the process of developing the leadership and management related professional development activities or programmes, by the provider community, it is important that data be collected on the developmental needs of principals, deputy principals and heads of departments or subjects. That is why the introduction of Continuing Professional Teacher Development (CPTD).

The CPTD system aims to (South Africa, 2007:1):

- Contribute towards the development of teachers' teaching skills by equipping them to effectively execute their essential and demanding tasks.
- Continually improve educators' professional competence and performance so that they can provide quality education.
- Enable and empower educators by improving their professional confidence, learning area or subject knowledge and skills, teaching and classroom management.
- Improve the professional status of educators.

The NPFTED in South Africa identifies four types of CPTD activities:

- School-driven activities.
- Employer-driven activities.
- Qualification-driven activities.
- Others offered by approval organisations (South Africa, 2007:17).

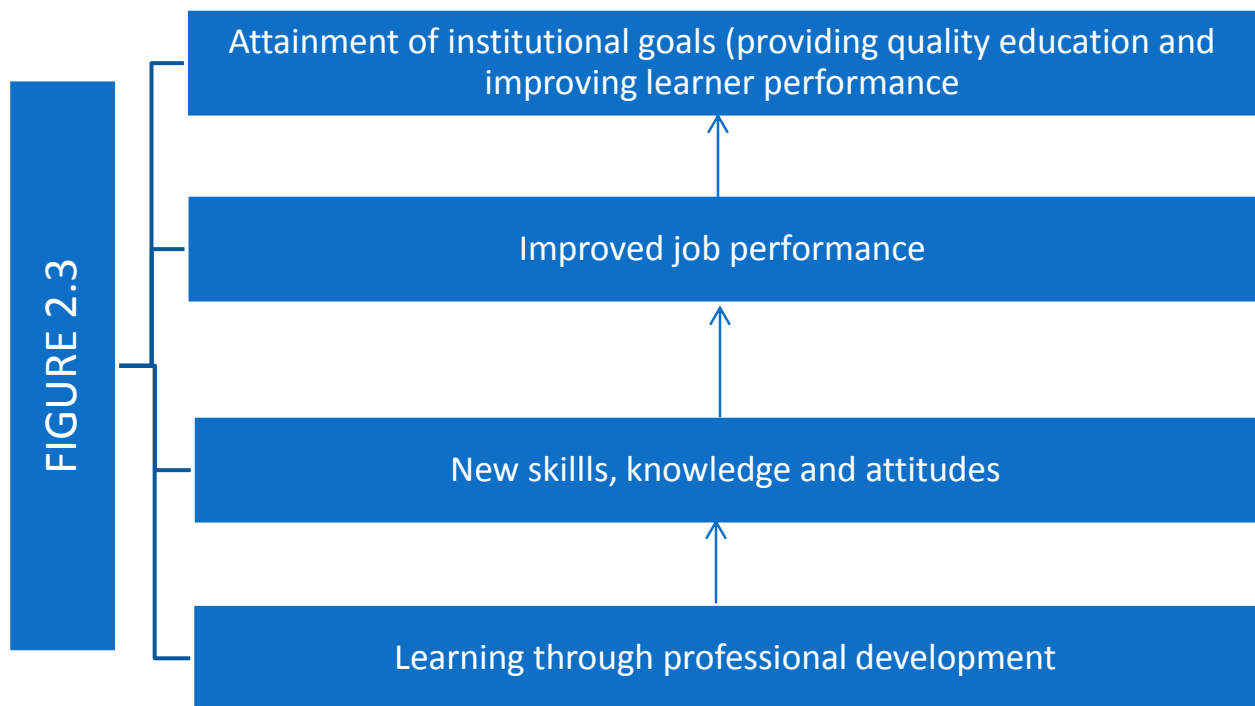
Steyn and van Niekerk (2012:46) cite (Mosoge, 2008) and share the following as the purpose of professional development:

- *Talent development*: Advancing educators' abilities and skills for personal and professional use.
- *Career advancement*: Supporting educators' professional advancement to enable them to work in higher level jobs in the institution by providing them with job experience, peer coaching and mentoring.

- *Institutional development*: Improving performance so that the whole institution can benefit and serve a common purpose in the institution (i.e. the promotion and attainment of quality teaching and learning).

Acquiring new knowledge and skills is not a goal in itself; instead, it is a means of improving the standard of performance development at the school (Steyn and van Niekerk, 2012:46). See figure 2.3.

**Figure 2.3 Relationships between Professional Development and Attainment of Institutional Goals**



Adapted from: Steyn & van Niekerk (2012:46)

Mosoge (2008:171) states that professional development can be planned from two perspectives:

- One approach focuses on correcting professional shortcomings that come to light in performance appraisals (e.g. the educator does not have adequate computer skills).

- The other approach focuses on creating opportunities for development. In this case, an example would be to have a programme on leadership skills for educators wanting to occupy the post of principal.

The choice of the approach will determine the purpose of the development programme.

Steyn and van Niekerk (2012:47) share the following possibilities (as cited by Yu, Leithwood and Jantzi, 2000) that an educational manager can do to ensure that professional development is effective in their institutions:

- **Provide opportunities for staff to discuss case studies and good teaching practices.** Staff prefers their peers to present professional development programmes; there is less resistance to such programmes than to those that are the exclusive preserve of top management. This implies that principals should act as facilitators, not as the controllers of professional development. Staff meetings, professional development programmes, memoranda to staff members and one-to-one interviews all offer excellent opportunities for principals to encourage and to discuss ideas related to immediate problems.
- **Identify and share a vision.** Leadership is necessary to provide a vision and a sense of mission, both of which are critical to the effectiveness of professional development. Principals should therefore take the initiative in working together with educators, parents and learners to determine the strengths and weaknesses of the school's teaching and learning programme.
- **Encourage experimentation.** A key to school quality is for educational managers to encourage staff to approach their work differently. Taking risks is less threatening in those schools where principals encourage experimentation.
- **Provide professional development programmes that are purposeful and based on research.** Professional development programmes can be successful only if they are carefully designed and implemented and if they take into account current field research. In other words, the mode of presentation should reflect the research findings. For example, if workshops are used, it is important for trainers

to present theory, provide demonstrations and give ample time for participants to practice and give feedback.

- **Be a role model of commitment to professional growth.** Principals, who hope to encourage others to grow professionally and to be enthusiastic lifelong learners, obviously need to demonstrate those qualities themselves. For example, in their staff meetings, principals can apply the instructional strategies that they learned in workshops.
- **Actively involve staff in professional development programming.** Involving staff in designing and implementing development programmes improves their ability to learn effectively. Educators can be involved in determining training needs, identifying appropriate approaches (e.g. study groups), designing the most appropriate evaluation procedures.
- **Offer intellectual stimulation.** Principals may challenge staff to re-examine certain assumptions of their practices and rethink how they could be accomplished in practice (Yu et al, 2000).
- **Work for change by means of school projects.** Emphasis on homework, regular monitoring of learner progress, the quality of academic teaching and learner discipline are a few examples of important matters which can be addressed. Principals are responsible for working with staff to determine their needs and then for proposing projects to meet those needs.
- **Create high performance expectations.** This refers to leaders' expectations of excellence, quality and high performance on the part of the staff (Anonymous 2001/2002:18).
- **Strengthen school culture.** A school's culture may have an immense influence on life and learning in institutions which have the power to influence and shape professional learning and learner performance. Without effective leadership, efforts to change an institution's culture and influence staff commitment are most likely to fail.

Professional development should meet the needs of both the individual educator and the education institution. To meet challenges, teachers need to keep abreast of new

developments. This “is increasingly regarded as critical to creating more effective schools and to raising the standards of students’ achievements”, Moswela (2006:629).

Rossouw (2007:56) asserts that it is also imperative that educators should be provided with an enabling environment, by the management, so as to motivate them to learn new and different procedures on the job and also experience some degree of personal growth through promotion and further training. Therefore, it is necessary for the SMT to ensure development of in-school professional development programmes. A number of steps can be identified in the creation of an appropriate professional development programmes, Rebore (2007:182). These steps constitute the following process:

(See figure 2.4).

1. *Implementing Department of Education and district goals and objectives.* Professional programmes originate from a country’s educational goals and objectives. Once such goals and objectives are written in policies they serve as guidelines for the professional development (Steyn and van Niekerk, 2012:50).
2. *Diagnosing development needs.* Professional development programmes demand an intensive systematic analysis of professional needs so that appropriate areas for professional development can be selected and planned. The gap between existing and required competencies can be determined in a needs analysis. Therefore, unless professional development opportunities meet the needs of educators, such approaches will be worthless (Mosoge, 2008:182). The scholar further discusses (p183) the following methods which can be used to assess the needs of staff: staff meetings, informal discussions, focus group discussions, questionnaires, educator observations, staff appraisal and learner surveys. After this, a priority list of needs within the institution can be drawn up.
3. *Establishing professional development goals and objectives.* The goals of professional development programmes continually change to meet the changing needs of individual staff members, the department of education and the school district (Rebore, 2007:183). A new teaching approach or new assessment methods will create the need for staff members to be developed to implement them effectively.

4. *Designing a professional development programme.* This step includes the details of the professional development programme. these details include: decisions on who the participants will be, who will be conducting the professional development programme, which professional development activities will be used in the programme, where and when it will be held, what resources (including finances) will be needed, how delegates will be recompensed for attending, how progress will be measured and feedback provided.

Many components of effective professional development programmes can be identified. Steyn and van Niekerk (2012:52) mention the following selection:

- *Content and focus of professional development programmes:* Programme must be contextualized and should deepen educators' content knowledge and pedagogical skills relating to a particular topic (Guskey, 2002:50).
- *Programme methods:* a successful professional development programme will also include a variety of different models, individually meeting the needs of different educators and achieving different outcomes (Somers and Sikorova, 2002: 108).
- *Locus of programme:* the most widely encountered form of professional development is on-the-job development, such as: staff induction and mentoring. Off-the-job setting may include: workshops, visits and demonstrations, conferences and training courses conducted by various presenters away from the work environment.
- *Participation:* approaches to professional development are classified as voluntary or compulsory. *Voluntary-* the department of education or district office conducts problem-centred seminars for educators who hope to occupy management positions. *Compulsory-* the department of education conducts a workshop on school development planning for circuit managers.
- *Resources.* Resources for professional development include presenters, facilities, funds, time, materials and organization. All these have a major influence on the success of professional development programmes.

- *The duration of professional development.* Duration influences the depth of teacher change. Professional development should take place over an extended period of time. Unfortunately there is a tendency to use 'one-shot', 'one-size-fits-all' programmes which do not probe subject content or pedagogical skills.

5. *Implementing professional development programmes.* Castetter (1996:254) highlights some of the criteria that need to be met when implementing an individual professional development programme:

- Management support must be evident.
- The rationale and objectives of the programme must be clear.
- Quality materials should be used.
- Relevance to the practice of the educator is essential.
- A reasonable plan for achieving objectives is essential.
- Communication flow and feedback as well as active involvement of participants must be part of the process and programme.

6. *Evaluating professional development programmes.* It is possible to evaluate the success of a programme at various levels. Mosoge (2008:184) identifies four different level at which the evaluation of a professional development programme can be carried out:

- Level 1: *Satisfaction or reaction level*-have there been changes in participants' reactions to the programme, the facilitator, activities, et cetera.
- Level 2: *Learning level*- have there been changes in participants' knowledge, skills and attitudes in practice?
- Level 3: *Work behavior level or application*-have the participants succeeded in applying knowledge, skills and attitudes in practice and has there been a change in work behavior?
- Level 4: *Institutional level*-what has been the effect and impact on the institution? It may be measured by the achievement of goals, improved learner performance, reduced absenteeism, staff turnover and staff job morale.

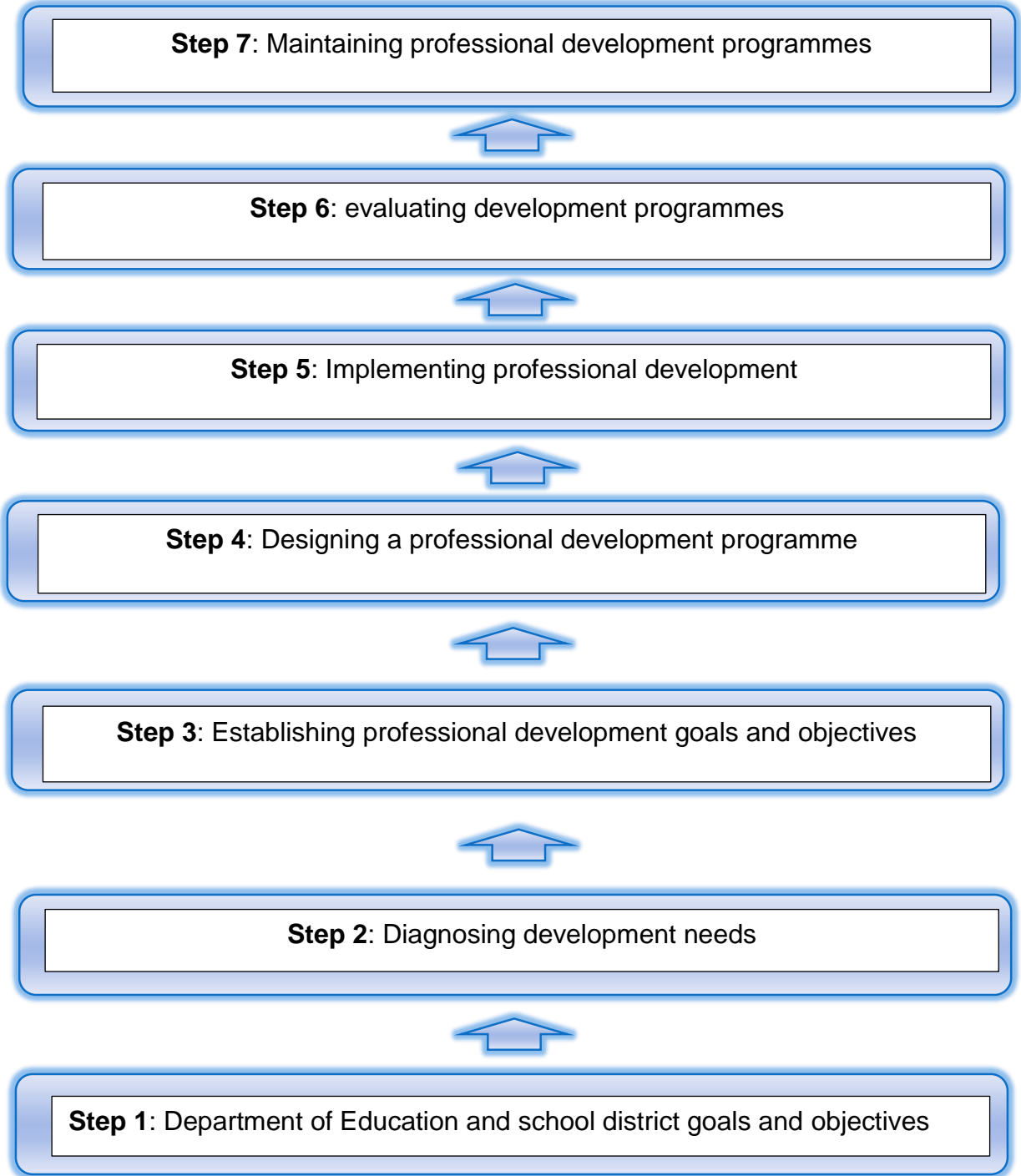


Mosoge (2008:185-186) and Schreuder, Du Toit, Roesch and Shah (1993:14) mention the following ways of assessing the results of professional development:

- Pre-programme and post-programme questionnaires. These questionnaires can test knowledge of particular topic (i.e. before and after the programme).
- Observation of participants while on training and on return from it. A positive attitude is identified.
- Interviewing participants. Participants can be interviewed to find out their perceptions of the development programme.
- Measured changes in performance. After a programme on discipline, there are fewer transgressions, learners complete their homework and test and examination results have improved.
- Evaluation forms. At the end of the programme, participants are asked to complete an evaluation form.

*7. Maintaining professional development programmes.* Sustaining and supporting the changes, improvements and lessons learnt is crucial to their effectiveness and as such the importance of this phase cannot be overemphasized. Educators often attend professional development programmes and learn new techniques, but then end up never using these techniques. Programmes could be adapted to meet objectives more effectively. Apart from using specially designed professional development programmes, it is also possible to make use of certain techniques within the working environment. (Steyn and van Niekerk, 2012:60). Figure 2.4 depicts the seven steps in creating a professional development programme

**Figure 2.4 the Seven Steps in Creating a Professional Development Programme**



Adapted from Rebore (2007:182)

Mosoge (2008:185) outlines a few types of professional development that can be used in the work situation:

- **Demonstration**, it means that the educator is shown how to perform a task by an experienced staff member and they briefly leave to get on with it.
- **Mentoring and coaching**. Mentoring entails the support given by an experienced staff member to a novice educator to provide academic leadership and to assist in reaching the required targets as outlined in the novice's self-development plan. The focus is on helping beginners to ensure that they acquire the necessary knowledge and skills for their practice.

Coaching occurs between colleagues who share the same grade, subject and assist one another in improving their practice. For coaching to be effective, colleagues should possess or acquire higher order interpersonal skills, openness and mutual trust (Steyn and van Niekerk, 2012:62).

DuBrin (2009:225-227) suggests a number of techniques for effective coaching and mentoring:

1. *Build relationships*. It is important to build relationships before coaching or mentoring takes place. This requires trust between the coach/mentor and the person being coached or mentored.
2. *Provide specific feedback*. It is necessary to pinpoint areas for development instead of making generalities.
3. *Make criticism positive and pain free*. It is inevitable that a coach or mentor will have to point out something negative, but should combine this with something positive so as to maintain a good relationship.
4. *Encourage the person being coached or mentored to talk*. To encourage the person to talk, one should use open-ended questions, such as: 'What is your experience of disciplining learners?' At the same time, this is not a leading question such as 'What are the problems you experience when disciplining learners?'

5. *Give emotional support.* Coaches or mentors need to be helpful and constructive and an effective way to do this is to use positive rather than negative motivators.
  6. *Coach with 'could' and not 'should'.* 'Should' implies that the person is doing something immoral, such as: 'You should recycle all the waste paper in your class, while 'Could' leaves the person with a choice to do so.
  7. *Act as a role model to convey desired performance and behaviours.* Here the coach or mentor shows the person how to deal with a challenging situation, such as talking to an angry parent or attending professional development programmes in areas required for self-development.
  8. *Acknowledge good results.* It is necessary for coaches or mentors to give positive reinforcement when the coachee or mentoree has performed a task well or behaved in desired ways, such as producing improved learner performance in the second term.
- **Job rotation.** It entails moving staff members into new jobs for a certain period, to enable them to acquire new skills and knowledge. Any job rotation should be part of a planned programme. When staff members are nearing retirement, their responsibilities are rotated among other staff to see who is interested in-or most capable of-taking over the responsibility of the job.
  - **Networking.** Electronic networks such as e-mail and search engines have the potential to open numerous self-development possibilities for individual staff. These networks can assist staff members to access valuable information and to exchange ideas with experts who would otherwise not be available.
  - **Collaboration: working in teams and groups.** The model for collaboration requires isolation among staff members to be brought to an end so that they can work together as professionals. This model therefore nurtures professional development opportunities through numerous activities where staff members reflect as individuals and in teams or groups on matters that influence their everyday work of life. In practice, it means that staff members are encouraged to share and compare their professional ideas. They can meet to discuss content of

subjects, methods, learning activities and assessment. All of which are necessary for effective teaching and learning to take place.

- **Clustering and school visits.** Schools that are geographically close to one another could form groups. Grouping two schools (twinning) or a number of schools (clustering) result in such schools deciding to work together and by doing so, learning from one another. It often happens that well-resourced schools opt to work with and assist staff in disadvantaged schools. Such relationships should include opportunities to ask questions and to have discussions after school visits.
- **Retreats.** Staff from a school may meet at a venue to discuss a particular matter of concern, develop or review a vision and mission for the school and then develop a plan of action to implement the decision taken during the retreat. Retreats have the potential to build a team spirit among colleagues from the same school. But, since they are expensive and some staff members, especially mothers, or single mothers or single parents may choose not to participate in such opportunities. Using this type of development should be carefully considered by all school staff.

The NEEDU report urges principals to utilize the ANA results to inform the control measures function at school level through identification of teacher development needs.

- To empower teachers by one or other model of building their knowledge, resources must be the most important factor in any reform strategy for schools.
- Formal in-service training (INSET) programmes will be strengthened in the DBE.

The South African Government has identified Education as a key priority and CPD (Continuous Professional Development) as a key strategy. This implies that the principal has a role of:

- Conducting needs analysis for the compilation of the SIP (School Improvement Plan).
- Analysing IQMS needs identified and compiling a Teacher Development Plan,
- Budgeting for training programmes.
- Requesting training programmes from SAOU, ETDP SETA or PED.

- Providing in-service training opportunities: workshops.
- Supporting establishment of (PLC) Professional Learning Committees.

The SMTs as part of their professional development and support roles are expected to assist SACE in:

- The orientation and sign-up of teachers in their school or department.
- Support teachers on the CPTD management system issues as they participate in their three year cycle.
- Encourage or remind teachers in their school or departments to report their PD activities and points to SACE twice a year.

The SMTs are expected to:

- Have information sharing session with staff on CPTD management system and phased-in implementation plans.
- Do self-evaluation by reflecting on the needs identified from summative evaluation as well as the professional practice, management and leadership experiences.
- Develop professional development growth plan.
- Provide mentoring, ongoing monitoring, control and support.
- Ensure self-evaluation against Professional Growth Plan (PGP).
- Record participation of teachers in professional development in their pocket of evidence.
- Report teachers' professional development and points earned to SACE.

The SACE document outlines the following as responsibilities of the principal for the school:

- Register the school with SACE as per the stipulated timeframes.
- Conduct meeting for general information sharing session with staff.
- Provide overview of CPTD system.
- Provide ongoing development and support systems for the school.
- Support HoDs mentoring.

- Manage process by: combining IQMS and CPTD process.
- Analyse needs identified in diagnostic assessment (ANA. NSC, International assessment).
- Compile a Teacher Development Plan.
- Check availability of programmes.
- Propose CTPD budget.
- Monitor, control and support school and staff development.
- Facilitate coaching and mentorship where necessary and plan for time allocated to CPTD.

The following are the responsibilities of the principal for his or her own CPTD as per the SACE document:

- Register for CPTD on self-service portal.
- Complete self-evaluation.
- Develop a Professional Growth Plan (PGP).
- Take part in activities, record activities in portfolio.
- Upload activities and points to system and complete 3 year cycle.

According to Lee (2005:47) effective continuous professional development should offer 'an appropriate level of challenge and support, provide activities demonstrating new ways to teach and learn, build internal capacity, use a team approach, provide time for reflection and evaluate the effectiveness and impact of its activities'. There is also widespread agreement that to develop educators professionally it is the optimal answer and is indispensable to bringing about sustainable school development, ultimately for the improvement of learners' learning (Continuing Professional Development of Teachers, 2006:1; Vemić, 2007:209).

No preservice training programme can effectively prepare staff members for a lifetime in institutions. Leaders in schools therefore face the important challenge of designing effective professional development programmes that will help their staff update their skills and increase their effectiveness in their work (Steyn and van Niekerk, 2012:65)

#### **2.6.9.4 SMT and community relationships**

National Education Policy Act of 1996 (NEPA), Section 4(m) stipulates that community participation in the development of an education policy should be acknowledged as one of the guiding principles in education and all interested parties should be involved in all aspects of the education system. The policy considerations preceding this stipulation were set out in the *White Paper on Education and Training of 1995* (DoE 1995). These provided that the principle of democratic governance should increasingly be reflected in every level of the education system by the involvement in consultation and appropriate forms of decision making of elected representatives of the main stakeholders, interest groups and role players. This requires a commitment by education authorities at all levels to share all relevant information with stakeholder groups and to treat them genuinely as partners, Oosthuizen (2009:277).

Cooperative governance is one of the most important democratic principles underlying the new South African constitutional dispensation and education system (Squelch, 1998:101). The school management team is expected to:

- Recognize parents as partners in education.
- Promote a harmonious relationship with them.
- Keep parents adequately and timeously informed about the well-being and progress of the learner.
- Win the trust and respect of parent community.
- Ensure that the parents feel valued and accepted as equal partners of the school.
- Put systems in place for effective communication to keep parents abreast about school activities, aims and objectives.
- Demonstrate to parents and community that the best interests of learners are of paramount importance in the school.

The decentralisation of education, according to Joubert and Bray (2007:26), is an important wing of democracy as it involves all stakeholders in all education related



issues and regards the principles of public co-operation, public participation, transparency and accountability as imperative.

Through SMT's collaboration, cooperation and connectivity, there is much that can be accomplished by the school. Among others: leading a diverse staff to shared decisions; building trust and rapport among stakeholders; having a clear vision which is shared by all members; all staff members working collaboratively in teams, groups or communities; analysing and striving for an instructional excellence; ownership of the developmental process and leaders with expert authority (not formal authority).

Strong interpersonal skills are at the core of School Management Teams. The key skill of SMTs is the ability to work harmoniously with colleagues and the rest of stakeholders within and outside the school. This include skills such as being proactive; confident; assertive; clear and fluent communication; being visible in the school and bringing out the best in others; problem-solving; conflict management and negotiation.

The education department depends on the SMT to assist in unlocking the creativity of all stakeholders within and outside the school; igniting their spirit of co-operation and setting them on a never-ending quest for continuous improvement.

In their observation of winning teams, Steyn and van Niekerk (2012:268-270) show that, individually, the members adopt one or more of certain team roles that are indispensable as far as the successful teamwork is concerned. Everard and Morris (1996:157-160) argue that "for successful teamwork, the right mix of roles is important.

In the 1981 research, conducted by Belbin, he found that the mix of personal characteristics of team members is a major determinant of the team's success. The way team members interact is more important than their technical expertise. The following descriptions of team roles that Belbin identified are taken from Everard and Morris (1996:157-161), Dunham (1995:53-55) and Jay (1995:1-22):

- *Innovator*: innovators are highly intelligent, original thinkers who try to initiate breakthroughs in the team's approach to the problems confronting it. They are knowledgeable, of a serious disposition, individualistic and often highly

unconventional. Their allowable weakness is that they tend to “live in the clouds”. Consequently, some of their ideas may not be practical and they are inclined to disregard detail and protocol.

- *Resource investigator*: resource investigators have many contacts outside the team and often outside the school, which they can use to gain information, materials, volunteers, help and sometimes funding. They are good at conducting negotiations with outside parties. They are extrovert and enthusiastic and help boost the morale of the group. Their allowable weaknesses are that they can be overoptimistic and uncritical.
- *Coordinator*: the coordinator is the unifying force in the team that helps the team to move towards its objectives. He or she manages the strengths and weaknesses of the team, facilitates contributions from all the members and is a good listener and summarizer who encourage the team to take decisions. Such people are usually stable, self-confident and extrovert. Their allowable weaknesses are that they may lack intellect and/ or creative ability.
- *Shaper*: shapers direct attention to the setting of objectives and priorities. They seek to impose some shape or pattern on group discussions, decisions and the outcome of group activities. Shapers are ready to challenge ineffectiveness, complacency and self-deception. Their allowable weaknesses are that they are prone to provocation, irritation and impatience, and they have a tendency to hurt people’s feelings.
- *Monitor or evaluator*: evaluator’s strength lies in their ability to analyse other people’s ideas in a clear, dispassionate way. They are good at analysing problems and situations, and their overall contribution is that they help the team to take balanced decisions. They have a good discretion and judgment. Their allowable weaknesses are that they can be rather uninspired and uninspiring people. They therefore, need to be kept motivated and positive.
- *Team member*: the team member is supportive, sensitive and social, and is good at recognizing the emotional undercurrents in the team. Team members support team members in their strengths and help them with their shortcomings. They foster good team spirit and make a point of preventing and reducing conflict.

Generally, they improve communication in the team. Their allowable weaknesses are that they are adapters rather than changers and are indecisive in moments of crisis.

- *Completer*: completers are concerned with detail and meeting deadlines, correcting errors and are often strong on forward planning. Completers maintain a sense of urgency in the team. They have a capacity to deliver what they promise and tend to be perfectionist. Their allowable weaknesses are that they are inclined to worry unduly and are reluctant to delegate.
- *Implementer*: implementers are the people who have the organizational skills, common sense and self-discipline to turn ideas and decisions into defined and manageable tasks. These are the stable, controlled and hard-working types of individuals who carry out tasks. Their allowable weaknesses are that they are resistant to change and slow to respond to new ideas and tend to lack flexibility.

The above mentioned skills are very crucial if teamwork is to succeed in schools. These unique qualities must be embraced and used optimally for the benefit of the entire organisation. I share the view of Steyn and van Niekerk (2012:268) that “Some of the problems that schools experience in getting successful teamwork started result from the wrong choice of people to work in teams. In many cases, people who are less brilliant work more successfully in teams and thus play a very important role in getting things done in anything involving teamwork. Sometimes a team of brilliant people cannot make headway because they each try to take on the same role and therefore cannot work together”.

## **2.7 THE FIVE STAGES OF TEAM DEVELOPMENT**

In education, great talent matters tremendously. Steyn and Van Niekerk (2012:275) note that “a team that has selected the right mix of people for the right roles will not necessarily have instant success because all teams go through a process of team building. Teams and their leaders should be aware of this: team progress is not continuous and there will be times of regression (e.g. when team membership changes)”. A team that is not performing well should not be changed or disbanded

simply for that reason, just because it might be in a negative, temporary phase of its functioning. It might need more time for team building, Everard and Morris (1996:162).

Green (2013:28) cites that: the Form-Storm-Norm-Perform Model was first proposed by Bruce Tuckman (1965) by synthesizing the literature in therapy groups, T-group studies, laboratory and natural groups. He noted that all of these groups tended to follow similar patterns during their development and so followed on to identify the subsequent stages. Tuckman maintained that stages were necessary to assure growth, produce results and solve problems.

This model became a basis for subsequent leadership designs. Tuckman later added a fifth phase, adjourning, that involves completing the task or dissolving the group. Some call this stage 'Mourning' suggesting grief or sorrow, but the completion of a task or the advancement of an individual or class to another level should be a time of rejoicing; therefore, Green chooses to call this stage, 'Morning' suggesting a new beginning or a sunrise on a new opportunity. In education this stage is often called promotion, commencement or graduation.

Teams have been observed to pass through five stages of development as they gain experience in working together. Buckley (2008:64) declares that the Bruce Tuckman's model is the most famous teamwork theory. It is widely known as a basis for effective teamwork. Begg's and David's (2009:62) contend that teams grow through clearly defined stages, from creation as groups of individuals to cohesive, task-focused teams.

The following is a short description of the phases of team building compiled from Everard and Morris (1996:162-163), Dunham (1995:50-51) and Donaldson and Sanderson (1996: 56-57):

- In the **formation phase** of team building, people are getting acquainted with one another and trying to find their places in relation to each other. They are anxious and uncertain and are both nervous and "nice". Other characteristics of this stage are: imprecise objectives, central authority, conforming, caution, hidden feelings, poor listening and little care for others, initial pairing, covered-up weaknesses and a wait-and-see-attitude.

According to Green (2013:28-31) forming happens when people first come together. They are initially polite and the conversation is mostly exploratory, finding out about one another and the work that is to be done.

- In the **storming phase** the central issue is power. Competition develops during this stage and the ensuing conflict makes it uncomfortable. The team roles are at stake too. Other characteristics of this stage are: lack of unity and method, relationships becoming significant, cliques forming, strengths and weaknesses becoming known, leadership questioned, tension, anger, cynicism, confusion, failure, hidden agendas, disillusion and team needs emerging.

Green (2013:39) suggests that in this stage 'conflict or disagreements should be viewed as a kind of brain-storming. This is a period when individuals are counter dependent meaning what they are learning is based on their personal knowledge base. Such aggressive interaction should be seen as a healthy discussion and a major asset to the learning processes.

- In the **norming or experimentation phase**, team members begin to care about the team's performance and they identify each other's strengths and weaknesses. Other characteristics of this stage are: reviewing of goals and objectives, reviewing team and individual performance, opening up of risky issues, questioning assumptions and commitment, leadership being discussed, animosities dealt with, greater clarity emerging and relief.

'Norming is a stage where individual learning becomes natural behavior and members agree on behavior guideline and begin to trust each other and value learning opportunities. Individuals begin to feel an esprit de corps and a clear sense of identity emerges, and motivation for the task at hand increases' (Green, 2013:30).

- In the **effectiveness phase**, the group is ready to work and to work effectively. Relationships have been resolved, skills identified, communication improved and methods refined. Further characteristics of this stage: changing or reaffirming of objectives, restructuring, changing or confirming of roles, improving working

methods, building on strengths, resolving weaknesses, developing the team, willingness to experiment, better listening and involvement.

- In the **performing phase**, maturity and excellence are reached. There is a deep level of comradeship and trust, and procedures are adapted to suit different needs. other characteristics of this stage: leadership according to situation, flexibility, openness, compatibility of individual and team needs, risk taking, pride, excitement, learning and achievement.

Green (2013:31) shares that 'Performing is a stage of achievement for both individual members and the group or class and the learning activities are accomplished without conflict or the need for supervision'.

From the above exposition, it is obvious that teamwork is highly interactive and it is equally obvious that team members need to develop certain skills in order to benefit from teamwork. Steyn and van Niekerk (2012:274) mention that education managers are expected to provide accurate leadership at each stage of a group's development. A different approach at each stage is suggested, depending on the group's maturity. An initial directing mode, providing a high degree of structure and supervision is usually necessary in the first stage of development.

A coaching mode, which involves members more actively involved in the group's work, might become more appropriate in the second stage. In stages three and four the leader could adopt a supporting mode, which involves a certain amount of shared leadership and reliance on team member's initiative and skills. In stage four a delegating mode becomes possible once the team has become increasingly self-directed and has 'shared out' authority and leadership among the members.

Clearly from the above, it is very important for managers and team leaders to afford time to teams to develop and consolidate their functioning, and to align their expectations of team outputs with the right stage of team development.

## 2.8 BARRIERS TO TEAM BUILDING

Managers should be aware of some barriers to effective teamwork in their schools and do something about removing these barriers in order to improve teamwork. Dunham (1995:51-52) shares some of the following main barriers:

- Lack of information required to make informed decisions.
- Lack of individual commitment.
- Personal issues such as undisclosed concerns and aims.
- Fuzzy objectives.
- Lack of participation by members.
- Lack of success.
- Lack of confidence.
- Lack of interaction between members.
- Lack of experience.
- Lack of interest.
- Lack of resources.
- Lack of role integration.
- Poor listening skills.

For the above mentioned barriers, Steyn and van Niekerk (2012:275) state that managers can prevent them from forming and overcome them by considering the following:

- Set clear objectives and define outcomes, and link these to performance standards.
- Allocate resources that the team needs in order to be able to deliver.
- Allocate roles and responsibilities to team members.
- Assess technical skills and improve if necessary.
- Provide time and space to do teamwork.
- Allow for effective, open two-way communication.
- Minimize interpersonal conflict by dealing with it as soon as it occurs.

- Define the task in a clear and unambiguous manner.
- Each member should have a meaningful piece of work, sufficient autonomy to do it, and access to its results.
- Rules under which the team should operate must be defined in advance.
- Other barriers to team building

Steyn and van Niekerk (2012:275), warn us also of team leaders exhibiting the following kind of dysfunctional behaviour which can actually prevent teams from functioning well:

- Dominating:
  - Monopolising the team's time.
  - Forcing views on others.
- Blocking:
  - Stubbornly obstructing and impeding teamwork.
  - Persistent negativism.
- Attacking or vilifying
  - Belittling others.
- Creating a hostile or intimidating environment.
- Distracting:
  - Engaging in irrelevant actions.
  - Distracting other's attention.
- Withdrawing or being passive.
- Not prioritizing.

Lencioni (2008:180-185) highlights that the leader's role in teamwork includes addressing the following dysfunctions in teamwork:

- Inattention to results, which may be addressed by focusing on outcomes.
- Avoidance of accountability, which may be addressed by directly confronting this difficult issue.
- Lack of commitment, which can be addressed by appropriate motivation and bringing clarity and closure to respective duties and tasks.
- Fear of conflict, which may be addressed by demanding debate on issue.



- Absence of trust, which may be addressed by being human and emotionally intelligent.

According to Steyn and van Niekerk (2012:275), where there are barriers to teamwork, training and support could focus on issues such as indifferent team performance, poor management and organisation, and the individual's incompetence and difficulties experienced by its members.

'Barriers are those preexisting conditions that can undermine meaningful change. Every organization-hospital, manufacturers, police departments or schools-has barriers. Discovering what barriers exist, identifying their underlying causes and working to resolve them are the first steps. That said, it is seldom necessary or beneficial to consider public confessionals as part of overcoming barriers. Rather, finding appropriate ways to renew one's professional vision and building trust and respect among adults through collaborative efforts will allow schools to overcome such barriers' (Kilgore and Reynolds, 2011:71-72).

## **2.9 GUIDELINES TO IMPROVE THE SMT TRAINING ON TEAM BUILDING**

Nelly (2008:301) indicates that notwithstanding the increasing popularity of teams, the scholar declares that research on team development has not kept pace with the growing need for understanding how teams can achieve more effective performance. Followers need to be trained and developed so that they have the required competence and knowledge to contribute to the realization of the school's objectives. They also need to be empowered, that is, given the required authority to make their contribution towards improving the quality of education.

Individual educators need to be trained and developed to function well within the desirable circumstances that the leader has created for them. Good leaders take time to understand people, identify and recognize their needs, acknowledge their contributions, encourage and assist them to reach their potential. This can be done through in-service training and by encouraging staff to complete formal qualifications, Steyn and van Niekerk (2012:303).

'It is argued that the commitment to continuous learning is fundamental to the school or college achieving its aims through a shared vision or mission, Bush and Middlewood, 2013:116). The scholars further highlight that 'Educational organisations, whether they be nurseries, kindergartens, schools, colleges or universities, exist to facilitate learning in one form or another. The people who are employed to work in them have learning as their key purpose, however removed some of their daily tasks may seem to be from this'.

The people who clean and maintain buildings, playgrounds or fields (General Assistants also referred to as GAs in South African public schools), and those who prepare and serve meals to pupils (food-handlers) do this so that the pupils or students can learn effectively in the best possible environment and in the best possible condition. In the same way, the clerical staff's (also referred to in South African public schools as Administrative Assistants or AAs) ultimate focus in dealing with paperwork is for the same-purpose the systems they administer have. It is crucial that all these staff members understand the fundamental principle that they all have the opportunity to develop themselves in their particular roles, therefore, become continuous learners, Bush and Middlewood, 2013: 224).

The above mentioned authors further indicate that 'the staff for whom this is most obviously and visibly true is the teachers and lecturers. Much educational literature and research substantiate the view that the most effective teachers are those who themselves are good learners and who continue to learn. Therefore, a school or college which is able to encourage its teachers, support staff and ideally all its employees to share a commitment to their own learning and development, should be the one that is most effective in facilitating pupil or student learning. This is apparently a simple premise, but its simplicity disguises a number of issues which are likely to affect the realization of such a learning organisation'.

Since the organisation advances by constant challenging of assumptions and behavior, there is a continuous quest for 'new and better ways of doing businesses, Holyoke, Sturko, Wood and Wu (2012:437). In research on school innovation, McCharen (2011:689) found that this 'sense of shared purpose is a noticeable aspect of a learning

organisation' and that this commonality had its basis in 'shared commitment to values, such as the integrity of teaching or the need for social justice'. This sense of shared purpose is what drives the school or college forward, enabling it to continuously develop and adapt to changing circumstances, secured in its ability to use the learning of its people.

According to Bush and Middlewood (2013: 226-227) the process of learning itself takes various forms. Ideally, a learning school or college will be facilitating:

- Learning as a means to an end. Learning as a means to an end is learning that is perceived by the learner as being worthwhile because it leads to something specific and tangible. often this will mean acquiring a skill which enables the learner to perform a new task, or, most commonly in formal education, a qualification or certification which leads to better employment prospects and thereby a better standard of living. This inevitably, is a view of learning taken by many people in many developing countries where educational attainment is seen as the 'passport' to economic success.
- Learning as a process, learning how to learn. A perception of learning as a process, a journey rather than a destination, enables learners to take from formal education into life beyond an understanding of themselves as a learner which they can apply effectively in future contexts.
- Learning which provides knowledge which is worth pursuing for its own sake. Learning to gain knowledge for its own sake embraces the intellectual curiosity which is enjoyed by those who learn a particular topic and are fascinated and feel enriched by what they learn in, say, history or science. Those who suggest that effective teachers are passionate about what they teach (the subject) would see this kind of learning as an essential component in the learning school or college.

All these kinds of learning need to exist because all are essential to the development of people as a whole, although the emphasis on one kind at the expense of another will inevitably occur over time and according to place or national policies. Similarly, it is suggested that there are different levels of learning (such as 'shallow' or 'deep'), so

learning at each of these levels will exist in the organisation, because they all exist as part of everyday life and learning.

However, a school or college which focuses on one type of learning at the expense of another will not be a true learning organisation because it will be insufficiently adaptable for meeting new circumstances. Overemphasis on 'shallow' learning will encourage it to be tempted by 'quick-fix' or short-term solutions, whereas only 'deep' learning can really provide the knowledge that will enable meaningful change to occur, Bush and Middlewood, 2013:227).

Bush and Glover (2003:17) explain: Deep learning is centred on the creation of personal understanding through reflection (individual and shared) which results in the creation of knowledge, which can then be transformed into action. The writer further elaborates that 'it is the overall or collective capacities that an organisation has which makes it a learning school or a college. These capacities are those of the learners within the school or college and will depend upon how they are enabled and encouraged to learn and develop.

Bush and Middlewood (2013:228) say 'any organisation where the staffs are neglected as adult learners will reduce its potential to be effective for those who attend it. The words 'training and development' are the most commonly used ones in the context of staff learning but learning by training has the connotations 'of highly specific, content-driven and targeted programmes geared to knowledge acquisition and information-giving' (Law and Glover, 2000:247). As such, it relates very much to a functionalist view of education, one which sees it essentially as a means to an end.

The writers further explain that 'development' on the other hand, implies concern for the staff as people in their learning, either professional or personal or both. 'Professional' originally implied certain qualities inherent in the occupation (especially a degree of autonomy). As such, professional learning and development implies that employees will have a degree of ownership in determining what training is needed for them to improve. In that context, it is closely linked with personal development, because the engagement

of feelings, attitudes and motivation of the individual are seen as essential if they are to improve.

Several writers on teacher development, such as Day (1999) and Ribbins (2008), argue that development relates to individual history as well as present circumstance, that the work that educational staff do 'is bound up with their lives, their histories, the kind of person they have been and have become', (Day, 1999:124). However, even in an apparently successful school or college, many 'staff and administrators are often isolated and view themselves more as independent contributors rather than an integral part of a larger organisation' (Freed, 2001: 18). It is when staff collectively demonstrate a commitment to long-term, 'deep' development rather than a 'surface or quick-fix short term training approach', Piggot-Irvine, 2010:242) that significant learning and change is likely to occur'.

Beatty (2008: 148) suggests that 'our understandings of adult learning and development are particularly relevant to leadership preparation and development'. Thus, it can be argued that no effective professional development can be carried out unless careful consideration has been given to the way in which it is both presented and likely to be accepted. For those working in education such as teachers and lecturers, the need to access the deeper purposes in new practices and the theory underpinning a new process, may be important'. Those in education generally constitute a well-qualified and intelligent workforce who is able to 'work through the lenses of social, economic and political identities', Beatty (2008:153).

Bush and Middlewood (2013:228-230) advise that 'for leaders and managers to enable staff professional development to be effective, they need to be aware of the following factors:

- Recognising what is involved in effective adult learning. Adult learning has been described by Merriam (2001) as an 'ever changing Mosaic', is constantly being re-explored and the recognition of informal and incidental learning is now widely acknowledged'.

- Ensuring relevance to the institutional context. Bush and Middlewood (2013:229) share that 'each school or college has its own specific context, both in place and in time. Just as national context differs widely from those where attendance at school is the main concern to those with an overzealous focus on test results, so do contexts within many countries. The urban, inner-city, rural and suburban contexts all have their special features and these may be reflected in the specific workforce that the institution has. It may be, for example, very stable or highly mobile, have a focus on very young staff or majority of very experienced members of staff'.
- Recognising how professional development occurs. Bush and Middlewood (2013:230-231) indicate that the different means by which the learning of members of staff can occur can be divided into four broad categories, namely:
  1. Studying and analysing ones' work includes reflecting in both single-loop and double-loop terms upon one's own practice and perhaps sometimes undertaking a systematic analysis of a process undertaken.
  2. Learning from other staff includes all everyday opportunities to talk with other colleagues, both more and less experienced than one. It also includes informal observations both in one's own school or college and when visiting, for whatever reason, other organisations.
  3. Specific provision will be all the processes and structures provided by the school or college, ranging from being mentored, appraised or formally observed to being given the opportunity to participate in decision-making or understudying a particular post for a period. This is in addition to seminars, workshops, conferences or structured visits which may be provided.
- External provision. Despite the emphasis on site-based provision in some countries, it is still important for staff to meet and discuss with staff from other schools or colleges, so that an insular attitude is avoided and the widest possible pool of ideas is accessed.

Bush and Middlewood (2013:232) elaborate that 'if leaders and managers wish to enable staff learning to flourish, and the organisation to develop as a learning

community. The evidence suggests that the following can contribute significantly to the huge importance of leaders:

- Being role models as learners.

This should be on at least two levels. First, leaders and managers need to be personally committed to their own learning. If they are to lead their schools and colleges into future and unknown environments, they need the continuous development of themselves as people who are constantly reassessing their own behaviour, emotions and reasoning in the light of new experiences, both their own and others'. Lifelong learning should be a reality for them personally', Bush and Middlewood (2013:232).

Lifelong learning begins with self-awareness, because 'leaders who know themselves are far more likely to be able to get to know others in a non-defensive and non-aggressive way'. Beatty (2008:150). As change develops in the organisation and the community, the self-aware leader also becomes aware of what's happening within themselves and this enables them to 'capture the energy of people', Slater (2008:67).

Secondly, leaders and managers display their own learning role by encouraging behaviours in the organisation which demonstrate learning and discourage non-learning. This encouragement and discouragement needs to be explicit and overt so that people understand that it is how they and their organisation learn and develop. A simple example is of the person who brings a problem to the leader or manager. Learning behaviour here is in response: 'What are you proposing to do about this?' or 'What are the options for dealing with this?' The non-learning response is 'Okay, I'll deal with it for you', Bush and Middlewood (2013:232).

- Having awareness and analysis of the specific.

CPD (Continuous Professional Development) needs to be seen as relevant to the organisation's specific context. For this to happen, leaders need to be able to 'analyse that context comprehensively and respond knowledgeably to the local context', Zhang and Brundrett (2011:157). The leaders are expected to assess the attitudes and skills of colleagues, gain their support and plan the changes needed.

- Recognizing the importance of all staff as individual learners.

Bush and Middlewood (2013:233) assert that 'the potential for each person employed at the school or college to develop as a leader needs to be recognised through:

- Ensuring that every single person regardless of their role has some opportunity for personal professional development.

This may involve extensive use of needs identification, mentoring, 'buddying', in-house networking, and of course appropriate use and allocation of finance and resources where necessary.

It is crucial to differentiate between the developmental needs of people according to: age, experience, stage of career progression, as well as capability and ambition. Since the 'first step of every learning experience is to understand where you are now' Middlewood, Parker and Beere (2005:64), everyone needs to be helped in reflecting on their current stage to enable them to go forward.

- Being aware of the different learning styles of peoples.

There are a number of different models of learning that enable people to discover the most effective mode of learning for themselves. Regardless of which models are used, leaders need to give staff the opportunities to find out which style of learning is most appropriate to them, using diagnostic tools such as the visual, auditory, kinaesthetic (VAK) or emotional quotient (EQ) 'test', an analysis, a brain hemisphere diagnosis or neuro-linguistic programming (NLP) analysis.

- Actively encouraging learning by all staff.

In many countries, schools often have to take on new national initiative which involves the learning of new skills. Information technology developments have obviously been instrumental examples of this across most developed and several developing countries.

The imparting of particular skills is important 'training', but the leader of a learning organisation will perhaps strive to look beyond this training to analyse whether the new initiative offers new challenges which require double-loop as opposed to single-loop



thinking (in Bush and Middlewood, 2013:234). Woollard (2012:47) explains that ‘for teachers whose skills and experiences have developed over years, ‘in virtual world teaching, there are new dexterities to be learned and traditional dexterities to be re-learned’.

- Building an emphasis on learning into all leadership and management processes.

At the recruitment stage, many schools and colleges stress the opportunities provided for staff development (for example by one-site programmes), so they can attract people who are committed to their own learning.

At selection interviews, candidates can be asked about what they have learned over a recent period. In appraising performance, an emphasis on the individual’s learning (and the pupil’s or student’s) since the last review can be made overt. Observations of a teacher or teaching assistant at work need to focus on learning.

All such practices need to be seen to be organic; a natural and routine part of the way the educational organisation operates. Initially, the encouragement of this may need to be overt as mentioned above, so that in daily leadership and management behaviour people become aware that this is a place of learning. This learning, of course, includes learning of leadership and management as well. It has been proposed that an indicator of successful learning organisations in the future may be ‘the numbers of those inspired to become leaders themselves’, Slater (2008:67).

- Encouraging a collaborative approach to learning.

In developing a learning community, the sharing of learning is perhaps one of the most important features to be encouraged. This can involve specific plans to enable and encourage shared learning and ‘support between at least two teacher colleagues on a sustained basis’, Cordingley, Bell and Thomason (2004:2) Those plans may include ensuring there is sufficient time for collaboration and looking for particular people who are willing to share, preferably enthusiastically.

In a project in disadvantage schools in the Republic of Ireland, teachers who had previously collaborated found that their own practices were improved and their

enthusiasm influenced others who had previously been unwilling to be involved. Significantly, this collaboration was not simply some people copying from others, but challenging and adapting processes and practices to meet the needs of their own particular classes. This, according to King (2011:152), showed 'evidence of deep learning which is a prerequisite of sustaining practices' and was referred to.

Bush and Middlewood (2013:235) argue that the form of leadership needed to encourage collaboration is essentially an enabling one so that the sharing is primarily voluntary rather than forced or contrived. Such a form empowers people, based on trust, to embark on collaborative CPD which meets both their personal and professional needs.

- Developing a culture of enquiry and reflection.

Beatty (2008:154) suggests that it is 'learning with others' that enables a community of dynamic enquiry and collaborative reflection to thrive. Bush and Middlewood (2013:235) also add that 'a learning school or college will necessarily be constantly questioning and challenging its own practices and processes in order to improve them. For this improvement to be valid, it needs to be based on an authentic enquiry or research. Sometimes, this research can be carried out by a person external to the organisation, but there is in several countries a considerable growth and interest in the organisation carrying out its own investigation'.

'It is critical that all research carried out in and for the organisation is of a high standard, using professional methodologies. One principal of a college with a high incidence of in-house research wrote that 'by becoming a research-engaged school, it has benefited enormously in that we have established a culture where all those working in the school have the opportunity and the means to question, evaluate and enrich the quality of the service that is being provided', Parker (2011:83).

Bush and Middlewood (2013:236) reason that 'such a culture should include the notion and practice of 'student voice'. If it is really to be all pervading and a true sharing of values, the omission of those people in the organisation who are ultimately the receivers of the impact of staff learning makes no sense. A number of schools and colleges

involve students in their in-house research, the majority at secondary and post-compulsory level, but with a growing number of primary schools.

The writers further advance the strongest argument for the above in terms of developing a learning community is that the students or pupils, are given an opportunity to engage in debates about the process rather than mere recipients. When professional practice is located 'in authentic student voice', it is able to be 'constantly redefined in terms of what it means to be a teacher today', Kidd (2012:127).

A culture of shared values about learning must also include celebrating success in learning and leaders will find the means of acknowledging and celebrating learning achievement in all kinds of ways. Ultimately, as Holyoke (2012:439) suggests: 'it is the cultural norms that define the effectiveness of the learning'; and several of these norms are found in the 'unique nature of education as compared to business and industry', McCharen (2011:689).

- Assessing the effectiveness of staff learning and CPD.

Bush and Middlewood (2013:236) contend that 'the need for leaders and managers to understand whether policies and practice in staff learning are being effective cannot be ignored, and this issue is one that has been found to be complex, precisely because it is about people. Although models for evaluation of the effectiveness of staff development programmes have been proposed (for example, Middlewood 1997) and research carried out into the impact of CPD on groups of staff or course members, it is the long-term impact of staff learning on the school or college that is both crucial and harder to assess. The authors in (2013:237) suggest the following as possible indicators of progress made towards establishing a more effective learning school or college over a period of time:

Are meetings given over to debate about learning rather than operational issue?

Are most staff members using libraries and resource centres?

Are most staff members offering to lead discussion?

Are staff members acknowledging the role of other agents in the learning role, for example parents?

Are staff members willing to identify and acknowledge mistakes (their own and others') as learning experiences?

Are the barriers to creativity in learning and teaching being recognised?

Are the learning capabilities of all staff members being recognised and acted upon?

Are different learning styles for staff members being recognised in their learning?

Are all staff members having opportunities to formalize their learning achievements, if they wish to do so, and what proportions are doing so?

Are more staff members involved in research projects?

Are more staff members using self-evaluation exercises or reviews?

Are more staff members involved in working collaboratively, especially across subject areas?

Are more staff celebrations of learning success occurring?

Is more in-house research taking place?

Bush and Middlewood (2013: 38) note that 'all staff in a school or college may be perceived as having an entitlement to training, but whereas the training and development of teachers have generated a whole literature in its own right, including relevant journals, the training of certain groups of support staff is much less widespread. The concern for leaders and managers is to ensure that effective and relevant training is available to support staff of all kinds in a way that is 'enriching', as Stroll, Fink and Earl (2003:126) describe it: 'involve them, training them to perform roles that will enhance the school, build their personal efficacy, use their skills...'

It is one thing to offer support staff training, but as Bedford, Jackson and Wilson (2008) argue, there were 'no specific training programmes to support teachers working with

(support staff) in this new partnership', thus implicitly conveying the message that support staff needed training but teachers did not. Ryall and Goddard's (2003:78) case studies of the training of midday assistants and specialist teaching assistants led in both cases to the conclusion that: 'Investment in the training of support staff is worthwhile both for the individuals and the organisation... The school has to reflect on the implications emerging from the training and modify their structures and procedures to maximize benefits. It is an investment that is well worth the cost'.

The above scholars share some of the following useful guidelines for team building from (Squelch and Lemmer in van Deventer & Kruger 2003:198; Coleman and Bush 1994:272):

- Make sure that the team has a common aim that is shared by all the team members.
- Motivate members by acknowledging them and expressing appreciation.
- Keep the lines of communication open; encourage two-way communication.
- Let everyone participate in the decision-making process.
- Hold meetings regularly.
- Keep everyone informed and make resources available.
- Monitor progress.
- Team building takes time. It may be years rather than months before an effective team is created.
- Team leaders must listen to the problems and support solutions put forward by the team.
- Change initiated by the team must be built into routines or structures of the team so that the team will not be allowed to slip back into its old ways once improvements have been agreed on.
- Team decision making increase people's level of commitment, so the team should be allowed to make decisions.
- Team building needs constant maintenance and servicing to enable members to develop and grow.

There is a common systematic approach that is used throughout various stages of team development to enhance teamwork. This approach consists of a logical series of steps designed to achieve certain tasks and they are:

- Define what we are seeking to achieve in the specific situation to solve the problem, including the criteria by which we shall judge success.
- Identify why we are seeking to achieve this.
- Generate alternative means to achieve this.
- Decide means to adopt.
- Act on the decision.
- Review successes and failures in order to improve performance.

These are some of the clear guidelines that team leaders can use to build teamwork in their schools. The responsibility of building functional teams in schools is not left to the principal or SMT alone. The government and Department of education have joined hands to intervene in the professional development of teachers as well. The observations is that many training programs, be they University, EMGD or Provincial-based, do not adequately prepare principals who can lead improvement in teaching and learning. Many Departmental programs often fail to respond to local needs and provide adequate follow-up support.

A survey of teachers in 2007 found that 30% of primary school teachers admitted spending no hours on their own professional development, when it is a teacher's responsibility to spend 80 hours a year. Access to good, formal training and materials has been part of the problem. However, teachers should also take the initiative themselves. Above all, it is important to strengthen the culture of reading and professional debate amongst teachers. Other suggested guidelines to improve SMT training on teambuilding include:

Teachers making special efforts to improve their computer literacy skills and using the internet to access interesting materials that can be used in the classroom; Policymakers ensure that principals have sufficient autonomy, timeous and useful data and adequate resources to improve teaching and learning. Example is the introduction of the South

African Council of Educators. SACE is a professional council established in terms of the SACE Act no. 31 (2000), as amended.

The Act mandates SACE to: register educators; manage a system for Continuing Professional Development of all educators; ensure educators' adherence to the Code of Professional Ethics National Development Plan (2012) which specifically states the following: "Teachers must take the initiative to identify the areas in which they need further development and approach the department for assistance to access training opportunities". Courses that are in line with the requirements of the teacher's job must be fully subsidized by the government and should take place outside term time.

The department of education can use other measures to evaluate principals, such as-teacher effectiveness, retention and transfer rates and working conditions surveys. A well-designed evaluation system:

- Provides feedback to a school leader and tracks individual progress toward mastering the knowledge and skills needed to improve student learning and school performance.
- Identifies professional development and supports customized activities to the needs of individual leaders and schools.
- Provides feedback to licensing institutions on graduates' performance for continuous improvement of preparation programs.
- Advances career development.

The whole point of improving leadership is to help children by creating schools in which they can thrive. Emphasis on the importance of strong mentors should be stressed and called for schools of education to become as rigorous as schools of medicine or law.

There have been many initiatives to provide teachers with in-service training to try and fill the gaps. The department of basic education acknowledges in the Action Plan 2014 documents that, they have not trained enough teachers and too often the training has been of an insufficient standard. An important step in the right direction was a large Teacher Development Summit in 2009, involving all stakeholders. Presently the recommendations from that summit are being used to put together a new strategy for

teacher development which will make it easier for large numbers of teachers to access the training they need.

Some of the training will be through distance education where teachers will access materials over the internet. This use of e-Education can greatly assist us in achieving the goal of better skilled teachers. Government's Teacher Laptop Initiative is one important project aimed at improving computer literacy amongst teachers and school principals. We know that many teachers develop excellent teaching materials. As part of e-Education, the internet will be promoted as a way for teachers to share these materials with each other.

In a number of countries, CPD is becoming more and more the responsibility of the autonomous school or college. This can be seen as an opportunity for leaders to try to develop the learning organisation as a reality. However, progress towards becoming a learning school or college is likely to be uneven and even turbulent. Disagreements are fundamental to a culture of critical reflection and debate, and changes of staff at all levels will inevitably occur.

Hargreaves (1997:101) avows that 'what is certain is that staff learning 'cannot be an optional luxury'. It has to be made integral to the organisation's way of facing new challenges in a complex, rapidly changing world. Only a learning organisation can face those challenges with real confidence, Bush and Middlewood (2013:238).

I concur with Steyn and van Niekerk (2012:303) on training and development when they highlight that 'the final objective is to have educators who can work without someone looking over their shoulders. 'A competent workforce is the best guarantee that schools will be able to reach their visions in a turbulent environment constant of change, such as has prevailed in South African education since 1994', Cronje and Neuland (2003:26).

## **2.10 INSTRUCTIONAL LEADERSHIP**

### **2.10.1 INTRODUCTION**

The articulation of strategic intention requires a high level of knowledge and understanding (Botha, 2013:194). Caldwell (in Greenfield and Ribbens, 1993:78)



emphasizes that future school leaders will have to be knowledgeable about classroom and school effectiveness and advances in research. They will have to understand resource implications of adopting various teaching and learning strategies. Halinger (1992:37) points out that the focus on instructional leadership means renewed interest in classroom activities and learners' achievements.

So far, it should be very clear to the reader that the principal's task is a very complex one. The ongoing changes in education in South Africa, namely, moving towards more school-based management and introduction of new curricula (CAPS), further complicate the task of the principal. In spite of these complexities and the volume of the principal's task, the main responsibility of this position, remains ensuring that effective teaching and learning take place in the school. Christie (1998:291) reminds us of the dominant belief in educational and government circles in South Africa that "principals can and should make a difference to the academic standards of schools".

In the past the government used education as a tool to create and maintain a racially divided society. Educators in historically black schools were often not appropriately trained. The government of the day designed different school curricula for different racial groups. They kept strict control over learning and teaching. Principals and heads of department did not provide any instructional leadership instead it was the government's job to control teachers and learners.

*"Nothing aborts an ambitious school improvement effort faster than a change in school leadership. Governments around the world are devoting unparalleled resources to the development of school leaders. Members of the business community, long enamoured by the romance of leadership, assume that the shortcomings of schools are coincident with their leadership"* Mulford (2006:1).

Time really flies," it is now more than twenty years since leadership was identified as one of the key components of 'good schools' by HMI, who stated that, without exception, the most important single factor in the success of these schools is the quality of the leadership of the head" (Department of Education & Science). According to Botha (2013:95), "we are living in an era of massive organizational change and schools in our

times are no exception to the trend. Like other organisations, schools today find themselves in a changing environment to which they have to adjust their operations if they are to continue to be relevant”.

Botha (2013:95) further shares some of the forces of change that schools have to respond to. The scholar cites that “to be responsive and deal successfully with these factors of change, schools require adaptation in school leadership and management to harness them and direct them towards sustainable (i.e. continuous) school improvement”. Haughey and MacElwain (1992:105) argue that the responsibility of the principal to enhance the school’s teaching and learning activities, has been broadly identified as his instructional leadership (IL) role. There is a general agreement that the ‘principal’s role as instructional leader has a major influence on the academic results of a school’, (van Deventer and Kruger, 2003:246).

Bush and Heystek’s (2008:68) baseline research for the Matthew Goniwe School of Leadership and Governance (MGSLG), highlight that South African principals do not conceptualize their role as “instructional” leaders. They were much more concerned with financial management, human resource management and policy issues. The “management of teaching and learning” was ranked only seventh of ten leadership activities in a survey of more than 500 Gauteng principals.

“School improvement is most surely and thoroughly achieved when teachers engage in frequent, continuous and increasing concrete talk about teaching practices...capable of distinguishing one practice and it’s virtue from another” (Judith Warren). Principals are expected to become increasingly involved and hands-on in monitoring and supervising curricular and staff development, pedagogy and learners’ progress. They are asked to define the school’s mission and promote a school climate focused on the instructional programme (Botha, 2013:194).

### **2.10.2 DEFINITIONS OF INSTRUCTIONAL LEADERSHIP**

Botha (2013:195) explains that the term “instructional leader” clearly describes the primary role of the principal in the quest for excellence in education.

According to Marishane and Botha (2011:87) the term “instructional leader” clearly describes the primary role of the principal in the quest for excellence in education. The scholars also mentioned in (2011:86) that IL encompasses “those actions that a principal takes or delegates to others, to promote growth in student learning” Dwyer (1986:14). It comprises the following tasks: defining the purpose of schooling; setting school-wide goals and providing the resources needed.

Zepeda (2007: 4) defines IL, as a strong leadership that promotes excellence and equity in education and entails projecting, promoting, and holding steadfast to the vision; garnering and allocating resources; communicating progress; and supporting the people, programs, services, and activities implemented to achieve the school’s vision.

Leithwood, et al (1993:3) defines instructional leadership as an approach to leadership that emphasizes “the behaviours of teachers as they engage in activities directly affecting the growth of students”. Thus, instructional leaders need to create synergy between a focus on teaching and learning on the one hand and capacity building on the other.

Bush and Glover (2002:10) mention that “instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. Leaders’ influence is targeted at students learning via teachers. The emphasis is on direction and impact of influence rather than the influence process itself”.

Hallinger (2009:1) claims that ‘instructional leadership has recently been reincarnated as a global phenomenon in the form of “Leadership Learning”, a more distributed approach, which suggests that many leaders may be involved in leading learning’. Instructional leadership is significant because it targets the main purpose of educational organisations, (Bush and Middlewood, 2013:16).

A narrowly focused definition of instructional leadership emphasizes those tasks that are directly linked to the supervision of teaching and staff development and ignores the general managerial tasks. A narrow definition of instructional leadership such as this may, however, results in the neglect of certain managerial activities that are directly or

indirectly linked to instructional leadership and which play an important role in ensuring that effective teaching and learning take place (Stronge,1993:4-5).

Donmoyer and Wagstaff (1990:20) advance a different view; they point out that instructional leadership “is no longer a separate function distinct from a principal’s managerial duties. Rather, the easiest, most direct way for a school principal to exercise instructional leadership, is through the managerial tasks he or she engages in everyday”.

Dwyer (1986:14) further highlights that instructional leadership comprises of the following tasks:

- Defining the purpose of schooling.
- Setting school-wide goals.
- Providing the resources needed for learning to occur.
- Supervising and evaluating teachers.
- Coordinating staff development programmes.
- Creating collegial relationships with and among teachers (Wildy and Dimmock, 1993:44).

Instructional leadership encompasses "those actions that a principal takes, or delegates to others, to promote growth in student learning" Debevoise, (1984:14-20) and comprises of the following tasks: defining the purpose of schooling; setting school-wide goals; providing the resources needed for learning to occur; supervising and evaluating teachers; coordinating staff development programmes and creating collegial relationships with and among teachers. Instructional leadership emphasises the role of the principals as leaders of curriculum coverage and teaching in the school.

Most writers acknowledge there is no single definition of instructional leadership nor specific guidelines or direction as to what an instructional leader does. However, they create their own definitions and, as a result, meanings vary considerably from one

practitioner to another and from one researcher to another. This lack of consistency in definition then becomes part of the problem. As Cuban (1984:132) expresses it: "Road signs exist, but no maps are yet for sale".

### **2.10.3 THE ROLE OF INSTRUCTIONAL LEADERS**

Wildy and Dimmock (1993: 44), declare that 'The term instructional leader clearly describes the primary role of the principal in the quest for excellence in education. To achieve this quest, it will take more than a strong principal with concrete ideas'.

Vela (2005:2) indicates that the role of the principal has become dramatically more complex, overloaded and unclear over the past decade. It has often been said that the school principal wears many hats, being manager, administrator, instructional leader and curriculum leader at different points in the day.

Marishane and Botha (2011:7) state that "The IL conception of the school principal presents the principal as someone whose approach to curricular and instructional development displays strong and directive behavior. Such behavior is focused on control, coordination and supervision of all teaching and learning activities. The principal subscribing to this type of leadership sets the tone and others follow in hot pursuit of high achievement standards for learners".

Hoadley, Christie and Ward (2009:381) find that the majority of South African principals do not regard the oversight of curriculum and teaching as their main task, but feel that responsibility for this lies with subject heads and HoDs. Perhaps as a consequence of this perception, principals do not spend the majority of their time on aspects of instructional leadership but rather on administrative duties and learner discipline.

In a survey of primary schools classroom practices in South Africa, Hoadley (2010) finds that low time-on-task and content exposure, poor curriculum coverage, low teacher-expectations and insufficient use of textbooks all erode the opportunity to learn. These shortcomings in teacher practice, all, to some extent relate to the provision of instructional leadership.

Botha (2013:193) agrees with Hoadley et al (2009), by highlighting that, often more attention is accorded to managerial and administrative tasks, while that of instructional leader is relegated to others in the administrative hierarchy, even though the core business of a school is teaching and learning. The scholar further indicates that the principal's role of "instructional leader" is a relatively new concept that emerged in the 1980s and called for a shift from principals being administrators to their being instructional or academic leaders.

The above shift came as a result of research which found that effective schools usually had principals who stressed the importance of instructional leadership. Later in the 1990s, "attention to instructional leadership seemed to waver, displaced by discussions of school-based management and facilitative leadership" (Lashway, 2002:16). Botha further highlights that, recently, instructional leadership has made a comeback, with increasing importance being placed on academic standards and the need for schools to be accountable.

There is enough literature about the importance of instructional leadership responsibilities of the principal; however, consensus is that, it is seldom practiced. Stronge (1988:32) calculates that 62, 2% of principals' time is focused on school management issues, whereas only 6, 2% of their time is focused on programme issues. He adds that a "typical principal performs an enormous number of tasks each day-but only 11% related to instructional leadership".

According to Stronge (1993:5), the primary role of a principal as an instructional leader may be characterized by the salient features of both managerial and instructional leadership responsibilities. A unified view of school management and instructional leadership perceives the existence of a rational relationship between managerial efficiency and instructional effective school. According to this view, the instructional leadership role of the principal is a multifaceted one which includes the following general dimensions of a principal's behaviour, each with a number of functions, (Hallinger et al in Stronge, 1993:5, Budhal, 2000:18):

*Dimension 1: defining the school's mission*-which includes framing and communicating the school's aims.

*Dimension 2: managing the instructional programme*-which includes knowing and coordinating the curriculum and instruction, supervising and evaluating instruction and monitoring learner progress.

*Dimension 3: promoting a positive learning environment* by setting standards and expectations, protecting instructional time and promoting improvement.

Caldwell and Spinks (1998:23), argue that school-based management (SBM) implies, among other things, "an increase and change in the responsibilities of the school principal and therefore new demands on the principalship". As an instructional leader, *the principal is the pivotal point in the school which affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning*. Findley and Findley (1992:102), state that, "if a school is to be an effective one, it will be because of the instructional leadership of the principal".

Leithwood, Seashore Louis, Anderson and Wahlstrom (2004:7) make two important claims. First, "leadership is second to classroom instruction among all school related factors that contribute to what students learn at school". Second, "leadership effects are usually largest where and when they are needed most". A high level of knowledge and understanding is required for the articulation of strategic intention. Caldwell (in Greenfield & Ribbens, 1993:78) emphasizes that future school leaders will have to be knowledgeable about classroom and school effectiveness, and advances in research. They will have to understand the resource implications of adopting various teaching and learning strategies.

The principals' personal knowledge and understanding of curricula and the teaching and learning activities will enable them to provide effective instructional leadership, South worth (2002:87-88). Hallinger (1992:37) further points out that the focus of instructional leadership means a renewed interest in classroom activities and learners' achievements. Thus, principals are expected to become increasingly involved in hands-on in-school monitoring and supervising curricular and staff development, pedagogy

and learners' progress. They are tasked to define the school's mission and promote a school climate focused on the instructional programme.

Botha (2013:198-200) mentions that various scholars have written about the roles of instructional leaders and their responsibility for the three "Ps" in the school: people, the programme and the plant:

*The people:* the instructional leader is perceived as responsible for advancing the goals of all stakeholders through curriculum. He or she has to ensure the delivery of quality teaching and learning in the school. The principals is responsible for the monitoring of both teachers and learners' work together with other members of the SMT to check compliance to available, relevant and applicable curriculum policies, guidelines and plans. They are responsible for needs identification as well as intervention strategies to address identified gaps. The principal works with teachers in areas specifically related to the evaluation, development and implementation of the curriculum.

*The programme:* instructional programme (teaching, learning and qualitative assessment) constitutes the core of school leadership and gives it its sense of purpose, Botha (2013:139). The collective interplay of leadership perspective, practices, approaches, vision and influence are meaningful in so far as they impact on the instructional programme and the subsequent achievement of learners. The instructional programme gives school leadership its *raison d'être*-its distinct and special identity that distinguishes it from any other type of leadership.

According to Zepeda (2007:181), the classroom is the heart of the school and this is where the principal as instructional leader needs to focus time and energy. However, the principal does not need to stand alone to support the professional development of teachers. By establishing an instructional leadership structure, the principal is in a solid position to multiply efforts to assist teachers. I concur with the author's statement that "modeling and mentoring" are powerful teaching tools and the principal's efforts to promote instructional leadership skills in others will yield untold results within the school. The principal who mentors members of the administrative team creates a legacy of instructional leaders.



Botha (2013:199) indicates that with regard to curriculum, principals need to know about the changing conceptions of curriculum, educational philosophies and beliefs, knowledge specialization and fragmentation, curricular sources and conflict, and curriculum evaluation and improvement. With regard to instruction, principals need to know about the different models of teaching, the theoretical reasons for adopting a particular model, the pedagogy of the internet and the theories underlying the technology-based learning environment. With regard to assessment, principals need to know about the principles of learner assessment and assessment procedures, with emphasis on alternative assessment methods that aim to improve rather than prove student learning.

Cooper (1989:16) asserts “principals become leaders of leaders; those who encourage and develop instructional leadership in teachers”. The mode of instructional leadership provides for learning and working with others-teachers, learners and parents to improve instructional quality. The instructional leader is thus responsible for the implementation of the core curriculum in the school, therefore there is much the principal must know and do in order to become an effective instructional leader. Leading the instructional programme of the school means a commitment to living and breathing a vision of success in teaching and learning. This includes focusing on learning objectives, modeling behaviour of learning, and designing programmes and activities on instruction.

*The plant:* to be an effective instructional leader, the principal must take responsibility for activities inside and outside the school. Principals will have to understand key educational ideas that are appropriate to their school community. Black (1998:34) distinguishes between three broad areas of leadership for the modern school principal, namely: instruction, transformational and facilitative leadership. Instructional leadership requires that educational leaders set clear expectations, maintain discipline and implement high standards with the aim of improving teaching and learning at the school. This role describes the principal (Botha, 2004:240) as a visionary, leading the community to use more teaching and curricular strategies, and supporting teachers' efforts to implement new programmes and process.

The increasing responsibilities of the South African school principal have given rise to new initiatives on instructional leadership. Members of the SMT and other teachers, acting as subject heads, have also been tasked with the responsibility of assisting the principals by also being instructional leaders and sharing the above mentioned responsibilities. They are expected to lead in putting curriculum systems into practice in order to achieve the set desired outcomes and improve teaching and learning in schools. The new curriculum has added more responsibilities as they are expected to bear the main responsibility for instructional leadership and curriculum management. In providing instructional leadership, the SMT must perform at least the following functions:

- Oversee curriculum planning in the school.
- Help to develop learning activities-inside and outside the classroom.
- Develop and manage assessment strategies.
- Ensure that teaching and learning time is used effectively.
- Ensure that classroom activities are learner-paced and learner-centred.
- Develop and use team planning (and teaching) techniques.
- Develop and manage learning resources.

According to Botha (2013:97) and citing Leithwood et al (1999:8) “with instructional leadership, the principal’s approach to curriculum and instructional development is strong and directive. The author focuses on *control, coordination and supervision of all teaching and learning activities*, with much emphasis being placed on the behaviour of teachers in carrying out activities that affect learners’ growth”. The author also shares that principals subscribing to this type of leadership set the tone and others follow in pursuit of high achievement of standards for learners.

Van Deventer and Kruger (2003:8-9) mention that instructional leadership occurs when the principal provides direction, resources and support both to educators and learners with the aim of improving teaching and learning in a school. Good instructional

leadership is the path to good learning and teaching, and instructional leaders ensure that there is at all times a sound culture of learning and teaching in their schools.

According to Bush and Glover (2002:10), “instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. Leaders’ influence is targeted at student learning via teachers”. A scholar prefers to use the term ‘learning-centred leadership’ and he argues that school leaders influence teaching and learning through three main activities: modeling, monitoring and dialogue (Southworth 2002, 2004).

Southworth in (2004:78) adds that the influence of the principal on teaching and learning takes three forms: *direct effects*-where your actions directly influence school outcomes; *indirect effects*- where you affect outcomes indirectly through other people and *reciprocal effects*-where leaders affect educators and educators affect leaders, Zepeda (2007:10).

Instructional Leaders are about the business of making schools effective by focusing their attention, energy and efforts toward the student learning and achievement by supporting the work of the teachers. To accomplish this critically important work, principals who want to be instructional leaders need to delve into the parts that support working with teachers to improve their Instructional practices. The scholar also argues that IL is an elusive concept, however, effective principals engage in work that supports teachers in improving their instructional practices, and this type of support occurs in classrooms, not the principal’s office.

Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom, University of Washington researchers found in (Portin, Knapp, Dareff, Feldman, Russel, Samuelson and Ling Yeh, 2009:29).

Effective principals also encourage continual professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue

these strategies despite the preference of many teachers to be left alone (Seashore Louis, Leithwood, Anderson and Wahlstrom, 2010: 30).

In practice this all means that leaders must become intimately familiar with the “technical core” of schooling – what is required to improve the quality of teaching and learning (Leithwood, Seashore Louis, Anderson and Wahlstrom, 2004:31).

Principals themselves agree almost unanimously on the importance of several specific practices, according to one survey, including keeping track of teachers’ professional development needs and monitoring teachers’ work in the classroom (83 percent), (Seashore Louis et al, 2010; 32 and Leithwood et al., 2004:71.) Whether they call it formal evaluation, classroom visits or learning walks, principals intent on promoting growth in both students and adults, spend time in classrooms (or ensure that someone who’s qualified does) observing and commenting on what’s working well and what is not. Moreover, they shift the pattern of the annual evaluation cycle to one of ongoing and informal interactions with teachers.

The Minnesota-Toronto study paints a picture of strong and weak instructional leadership. “Both high and low-scoring principals said that they frequently visit classrooms and are ‘very visible’”, the researchers write. “However, differences between principals in the two groups come into sharp focus as they describe their reasons for making classroom visits. High-scoring principals frequently observed classroom instruction for short periods of time, making 20 to 60 observations a week, and most of the observations were spontaneous. Their visits enabled them to make formative observations that were clearly about learning and professional growth, coupled with direct and immediate feedback. High-scoring principals believed that every teacher, whether a first-year teacher or a veteran, can learn and grow.

“... In contrast, low-scoring principals described a very different approach to observations. Their informal visits or observations in classrooms were usually not for instructional purposes. Even informal observations were often planned in advance so that teachers knew when the principal would be stopping by. The most damaging finding became clear in reports from teachers in buildings with low-scoring principals

who said they received little or no feedback after informal observations” (Seashore Louis et al, 2010:33).

It is important to note that instructional leadership tends to be much weaker in middle and high schools than in elementary schools (Seashore Louis et al, 2010: 34). Unlike their elementary school counterparts, secondary school principals cannot be expected to have expertise in all the subject areas their schools cover, so their ability to offer guidance on instruction is more limited. The problem is that those who are in a position to offer instructional leadership – department chairs – often are not called on to do so. One suggestion is that the department head’s job “should be radically redefined” so whoever holds the post is “regarded, institutionally, as a central resource for improving instruction in middle and high schools” (Seashore Louis et al, 2010: 35).

As noted above, a central part of being a great leader is cultivating leadership in others. The learning-focused principal is intent on helping teachers improve their practice either directly or with the aid of school leaders like department chairs and other teaching experts.

In summary, Brewer (2001:30) outlines the role of the principal as an instructional leader as one that requires: focusing on instruction; building a community of learners; sharing decision making; sustaining the basics; leveraging time; supporting ongoing professional development for all teachers; redirecting resources to support a multifaceted school plan; and creating a climate of integrity, inquiry and continuous improvement.

#### **2.10.4 THE FIVE BASIC FUNCTIONS OF INSTRUCTIONAL LEADERSHIP**

A study of the literature on Instructional Leadership (IL) provides different views on the precise nature of this task. Various management and leadership functions that have a direct effect on the instructional programme of the school can be identified. According to Parker and Day (1997:87) and Kruger (2003:207), the following five functions generally typify IL:

1. Defining and communicating a clear mission, goals and objectives, that is, formulating with the collaboration of other members of the management (SMT) as well as staff members sets the school's mission, goals and objectives to realize effective teaching and learning. The mission usually starts with a clear vision, developed by the principal (who plays a decisive role), which is communicated to and agreed upon by all staff members, learners and parents.
2. Managing the curriculum and instruction and coordinating them in such a way that teaching time or "contact time" can be used optimally. The following aspects involved in managing the school's educational programme are of importance: designing an efficient school timetable which reflects curricular as well as extracurricular activities; providing efficient administrative support to ensure the effective realization of the teaching and learning activities and providing the resources that teachers need to perform their work.
3. Supervising teaching-ensuring that teachers receive guidance and support to enable them to teach as effectively as possible. This function includes the following aspects: teacher appraisal and assessment; staff development; teacher motivation and curricular support.
4. Monitoring learning programmes-monitoring and evaluating the learners' progress can be done by means of certain assessment strategies such as tests and examinations. The results should be used to provide support to both teachers and learners to improve and to help parents to understand where and why improvement is needed.
5. Promoting an instructional climate-entails creating a positive school climate in which teaching and learning can take place. In a situation where learning is made exciting, where teachers and learners are supported and where there is shared sense of purpose. It is clear from the literature that the school climate has direct bearing on the effectiveness of the school.

The idea of teamwork in the above instructional leadership practices have received interest and enthusiasm within literature of scholars (Harris, 2002; Spillane et al, 2001; DoE, 2000). This enthusiasm for teamwork in South Africa has also been endorsed by the South African School Act 84 of 1996 and supported by Hallinger (2003:231), who

asserts that, “it is simply foolish to think that only principals provide instructional leadership for school improvement”.

### **2.10.5 THE QUALITIES OF EFFECTIVE INSTRUCTIONAL LEADERS**

Those who learn to be instructional leaders gain many features that are valuable to their schools and communities. Instructional leaders display a very rich sense of direction for their schools and prioritize and emphasis attention on the things that really matter in terms of the work of the learners. Again, instructional leaders are conversant with: what is happening in their classrooms and improve the capacities of staff by building on their strengths and reducing their weaknesses; strategic orientation and medium term planning. These leaders also attempt to sustain improvement and change in their schools by anticipating and overcoming the obstacles that inevitably will emerge along the way.

Chell (2005:15) has a strong belief that effective schools have principals who are viewed by their teachers as the primary instructional leaders in the school. He also believes that to be instructional leaders, principals should have the following qualities:

- A vision for the organization that is clearly focused on the desired outcomes to ensure academic excellence. They communicate the vision to everyone connected with the organisation; obtain support and resources needed to accomplish it. Principals should also develop an operational definition of instructional leadership behaviour.
- Knowledge base. According to the scholar, instructionally effective schools have a clear focused mission so that at the end of each year, the school should perform well. Principals motivate teachers to have a thorough knowledge of the vision and mission statement and to expose that vision to all stakeholders. The principal must become the head learner in the school, Early and Weidling (2004:85). It is the responsibility of the instructional leader to encourage teachers to integrate content, values and skills, both within and between learning programmes.

- They need resources that set expectations for continuous improvement of instructional programmes; they actively engage in staff development and encourage use of different instructional strategies. their communication articulates a vision of instructional goals and the means of integrating instructional planning and goal attainment, and adhere to clear performance standards for instructional and teacher behaviour, Chell, (2005:15).
- Tasks: Glickman (1990:17) and Chell (2005:16) believe that an effective instructional leader exercises supervision, evaluates instruction, promotes teachers' development activities, oversees curriculum development and group development knowledge and activities, promotes action research, develops a positive school climate and creates links between school and community.

Instructional leaders are expected to take the responsibility for the human resource functioning in the school by leading teachers in decisions regarding their rights and responsibilities as per the available, relevant and applicable different education acts. Botha (2013:202) suggests that the instructional leaders display the following characteristics:

- Ability to articulate values and vision around learners' learning and achievement, make the connections to behaviour and the necessary structure to promote and sustain them.
- Understanding of a range of pedagogic structures and their ability to impact on learner achievement and learning.
- Ability to distinguish between development and maintenance structures, activities and culture.
- Strategic orientation. Ability to plan at least into the medium term and an entrepreneurial learning that facilitates the exploitation of external change.
- Understanding of the nature of organizational capacity, its role in sustaining change and how to enhance it.
- Commitment to continuing professional development and the managing of the teacher's life cycle.
- Ability to engender trust and provide reinforcement.



The effective instructional leaders also ensure that Integrated Quality Management System (IQMS) is implemented to the development of all teachers within the school. These leaders also perform oversight role in monitoring of both teachers and learners' work to check implementation of relevant curriculum policies, guidelines and plans of the Department of Education, Republic of South Africa (2005:9). It is also expected of the instructional leader to motivate all teaches to interact with and have thorough knowledge of educational policies. Instructional leadership is about orchestration of the talents of teachers, learners and parents to ensure successful curriculum delivery and leading by examples as a powerful motivator.

The NEEDU report (2013) quotes Parker and Day (1997) who added to the definition of the roles of principals by indicating that a principal is responsible for:

- Defining and communicating a clear mission set of objectives for the school, the central focus of which should be learning.
- Creating an instructional climate which includes the optimal use of time for teaching and learning, and developing the school as a space where learning is made exciting and where teachers and learners feel supported.
- Managing the curriculum and instruction. This involves establishing a division of labor among school leaders and distributing the various curriculum management tasks.
- Monitoring learning programmes through tests and other instruments.
- Identifying areas which require professional support to teachers.

Zepeda (2007:10) warns that "IL is not a spectator sport". Effective principals are instructional leaders because they make a commitment to learning, and they connect the work of improved student learning and teaching by building strong teams of teacher leaders. To supervise effectively, principals have a command of the tools needed to conduct classroom observations and support the talk about teaching that occurs before and after classroom observations. Moreover, the principal as supervisor is able to link supervision, professional development and teacher evaluation as seamless processes

while providing differentiated support through such activities as peer coaching, action research and portfolio development.

To improve the quality of education at their schools, effective instructional leaders also ensure development and implementation of the following important **management instrument**:

- SIP (School Improvement Plan).
- School Timetable (composite).
- Attendance registers (as outlined in Policy on Learner Attendance, Government Gazette No. 33150 (4 May 2010)).
- Daily teacher attendance registers (as outlined in Minister's delivery agreement).
- AAPR (Annual Academic Performance Report).

### **IQMS instruments**

- Appraisal for each teacher.
- Teacher personal growth plan.
- School Summary score sheet.
- Internal moderation sheet.

### **2.10.6 INSTRUCTIONAL LEADERSHIP AND PARENT/COMMUNITY -THE LINK**

The democratic form of governance based on the principles of representation, equity and participation is an improvement on the traditional hierarchical and authoritarian nature of school management and governance. Structures of school governance are representative of the school community. One way of ensuring cooperation in education is to democratize the principles of governance and to decentralize control to the parents. The movement of decentralisation and cooperative school governance for schools is a worldwide phenomenon (Oosthuizen, 2009:279).

Jeynes (2008:14) avers that the educational improvements experienced in several East-Asian countries highlight the importance of parent attitudes and participation in their children's schooling. Oosthuizen (2009:278) proclaim that, although educational training

should be regarded as a unitary action, in practice it is influenced by differentiated inputs by multiple stakeholders. The writer advises us to preserve the security of the unifying character of educational training, as it is essential that these differentiated contributions be made on the basis of partnership and interrelationship. The idea of partnership in the educational situation is of particular importance in the interrelationship between family, the church and the school as societal relationships.

The preamble of the South African Schools Act (Act No. 84 of 1996) (SA 1996e) provides that the national system for schools will uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of the schools in partnership with the state.

The family is regarded as the basic societal relationship and is therefore primary responsible for the educational training of the learner. The caring (ethical) function of the family plays a vital role and should be fulfilled in educational training. However, because the family lacks professional training in subject knowledge and didactic skills, it is obliged to include the school as the education partner in this relationship. The school is classified as a secondary societal relationship because it is regarded as an extension of the family, which is the primary relationship in society. Within the family, educational training takes place intuitively and spontaneously, while in the school environment it is characterised by professional differentiation and specialization (Oosthuizen, 2009:278).

Oosthuizen cautions us that “Although these two societal relationships function autonomously within their own environments, educational training takes place simultaneously but operates universally in its own environment. This implies that in educational training the family and the school should work together in partnership relationship while recognising each other’s areas of competence. The scholar explains (p. 278) that, the unifying approach towards the educational training of the learner is known structurally, as an intertwining structure”.

Educational decentralization redistributes shares and extends power, and enhances parent participation by removing centralised control over educational decision making (Lauglo, 1995:5-29). By decentralizing power to those who have to pay for the

schooling, the parental choice and consumer power of the individual, enhances the efficiency, effectiveness and quality of education.

Colditz (2008:19) points out that parents annually contribute an estimated R10 billion towards quality education in the country. This is mainly done through the payment of school fees that enable school governing bodies to appoint educators in posts in addition to the establishment determined by the Member of the Executive Council. Up to 40 per cent of the budget of some schools in more affluent communities is spent on the salaries of these educators and non-educators.

Mnisi and Shilubane (1998:11) state that “parent involvement and support have a profound influence on the culture of learning and teaching”. Research conducted on parental involvement in recent years has revealed two important facts:

- Parent involvement has a significant effect on the quality of the learners’ experience of teaching and learning in the school as well as their results.
- Without the cooperation between parents and the teacher, the child cannot be sufficiently educated. Each has a special and important role to play in the child’s education.

Oosthuizen (2009:279) avers that, the advantages of cooperation between parents and educator are found in the fact that, it strengthens the secure environment within which educational training may develop more effectively. Among other benefits of parent involvement is: improved school attendance; improved learner and school performance; reduced drop-out rate; decrease in delinquency; relied parents’ support; restored trust between home and school; knowledge of home circumstances of learners (which will help teachers in their instruction); elimination of learning and behavioural challenges; increased sense of security and stability in the learner and a more positive attitude towards the school (Squelch & Lemmer, 1994:93).

Gurr (1996:16) in researching principal leadership found that principals had an important role to play in connecting schools with the external world and bringing into schools a variety of knowledge. Principals are the persons in the school who have the greatest capacity to network with the wider community and ensure that schools keep

abreast of current initiatives and anticipate future trends. Botha (2013:201) further shares that, schools exist at the heart of each community. The school-community link is a mutually beneficial relationship in which the principal can play a leading role.

Research undertaken in the New Haven public schools in the US has yielded unequivocal proof that increased parent participation in the educational process at school leads to a huge improvement in the school climate (the atmosphere in the school) and learners' school achievements (Comer, 1986:44).

Parents can make meaningful contribution to school activities which fall outside the expertise of the educator but in which they are experts as a result of their particular professional background and/or field of interest. This contribution can either be statutory (formal) in nature, such as the elected school governing body, or non-statutory in informal organisations (Rossouw, 1994:75) such as Quality Learning and Teaching Campaign (QLTC).

Many tasks done at school may be done by parents, particularly in the light of parents' expertise in certain areas. As primary educators of the child, parents have a duty to give continuing attention to and be involved with educational training. A research in the US has proved that a high degree of communication between home and school leads to an increase in the achievement of the specific parents' children (Oosthuizen, 2009:281).

The community can assist the learning climate of the school in many ways i.e. providing direction in recruiting volunteers to help at school functions; providing class presenters in mentoring and providing a sense of stability. Moreover, it is a recognized fact that learner achievement is higher when parents display an interest by being actively involved in the education of their children. The following are suggestions in which principals can open the school for community involvement (Botha, 2013:201):

- Helping children with homework.
- Parents and community groups can be included in decisions that the school makes (attending parents' meetings).

- Invitations can be extended for participants in school activities and parents can be encouraged to assume leadership roles (serving in the SGB or QLTC, participating in fund-raising).
- The school can go to communities by writing newsletters to business (QLTC).
- Visiting seniors' homes to share stories or perform musically.
- Performing clean-up activities in the school, community or on larger scale, to the country ("Letsema" campaigns or in celebration of the birthday of the world's icon, deceased and former president Nelson Rolihlahla Madiba Mandela, also known as 67 minutes for Madiba).

By performing the above, the instructional leader stays in touch with the community both inside and outside the school.

The South African Government and our social partners signed a Basic Education Accord, as one of the first outcomes of social dialogue on the New Growth Path. The Accord booklet sets out the text of the Accord. It has been produced as a public information resource to help shop stewards, business representatives, community activists and government officials to communicate the contents of the Basic Education Accord to a wider audience. The purpose of the communication is to empower South Africans to implement the wide-ranging commitments that are contained in the Accord and mobilise the private sector, organised labour, communities and government in a strong partnership to strengthen basic education in the country as a platform for creating five million new jobs by 2020.

The Accord on Basic Education and partnerships with schools has been signed on behalf of:

- Organised Labour, comprising of COSATU, FEDUSA and NACTU, represented by Zwelinzima Vavi, Dennis George and Manene Samela.
- Business- through Business Unity SA represented by Futhi Mtoba.
- Community constituents at NEDLAC, comprising of organisations of women, civic structures, youth, people with disabilities, cooperatives and the financial sector campaign, represented by Lulama Nare.
- Government, by Ms. Angie Motshekga, Minister of Basic Education, Mr. Ebrahim Patel, Minister of Economic Development.

The following are some of the statements made by education partners during the signing of the ACCORD:

*“Our government will not rest until we create the jobs that are so desperately needed. Our central focus is job creation. These three ministers have developed two accords that will guide both government and its social partners in producing the skills essential for enhanced economic development. I call on every single citizen to help where they can to make these accords living documents so that all of us can prosper”.*

*(Jacob Zuma President)*

*“We are very encouraged by the initiative to adopt the under-performing schools, because this will help towards the achievement of the plans we have in place. Improvements in education and skills development are a prerequisite for achieving many of the goals of the New Growth Path and we are delighted to be a signatory to this accord” (Angie Motshekga Minister of Basic Education)*

*“One of the structural fault lines of our economy is the dysfunctional education system that continues to sideline millions and millions of workers and condemn them to perpetual unemployment without a hope of them getting out of that black hole. COSATU will do everything to change the mindset of all public-sector workers including teachers. We have to play an even greater role in changing the mind-set of public-sector workers”. (Zwelinzima Vavi Cosatu)*

*“These skills accords are a milestone that business is proud to mark along with the other social partners. Business is completely committed to placing education and skills development at the centre of an intense effort to speed up economic development. (Futhi Mtoba Busa)*

*“One of the greatest difficulties facing our communities is the lack of education and skill. This accord will energise us to work closely with teachers and parents so that we can improve the educational strength of our children. This will give them the tools to break the cycle of poverty. It will influence their life choices and help them to lift themselves out of their hardships. We need to help develop strong adults who can contribute to the building of sustainable livelihoods in our communities”. (Lulama Nare Community)*

One critical challenge that was identified is the need to improve the quality of basic education. Performance in the schooling system is at the heart of building the skills base for economic growth and development and ensuring that the society is able to achieve equity and development goals.

Constituencies have been fully supporting the efforts of the Minister of Basic Education to improve school performance. These efforts include, but are not limited to: actions to



improve access to textbooks, better teacher development plans, improved infrastructure as well as curriculum review. The Department of Basic Education has provided a framework for effective action through its “Action Plan to 2014: Towards the Realisation of Schooling 2025”, and is currently undertaking specific interventions in terms of the Action Plan.

The President of South Africa made a call to the nation to join hands in improving the education system and make partnerships a priority to achieve this. Some constituents have already responded positively and are working with government to improve school performance. These include businesses, professionals, unions, NGOs and individuals. The parties have been supporting the call by the President and demonstrated that a joint effort and partnership is required by all South Africans to substantially strengthen and support these efforts to ensure a quality basic education system.

They further agreed that action and implementation should be the hallmark of the partnership. Constituencies have since identified areas and have made firm commitments as well as implemented actions needed to achieve the broad goals. At the same time they recognise and respect that authority over the schooling system should continue to vest in the Department of Basic Education at national and provincial levels.

All parties agreed to work together to change the mindset among teachers, learners and parents in order to rebuild dysfunctional parts of the basic education system and ensure quality education delivery for learners, particularly in poorly-performing schools. The parties endorsed a campaign to adopt poorly-performing schools and implement whole school development programme interventions, with individual businesses working collectively and trade unions or community-based organisations assisting such schools to develop proper governance, high standards of teaching, basic school-level discipline and an adequate supply of essentials (including school textbooks and workbooks). Organised labour, business and community organisations together committed to an initial target of between 100 and 200 schools to be supported in the adopt-a-school initiative during 2011. The success of the interventions was evaluated at the end of the period and it informed an expanded programme during 2012.

A protocol was developed and approved by the Minister of Basic Education and the key partners in education participating in the Quality Learning & Teaching Campaign (QLTC). The protocol sets out the steps and procedures for the constituencies to follow when approaching, interacting with and supporting schools in adopt-a school initiative and in working with the relevant education authorities, i.e. National and Provincial Departments, School Governing Bodies, Circuits and Districts. A checklist of areas to be focused on in each of the selected schools has been developed.



The Department of Basic Education and provincial departments of education supplied the social partners with a list of schools and the social partners identified the schools with which they plan to work closely. The government committed to update its information on the schools and share this information with the social partners. Provincial departments of education advised the schools concerned of the initiative and provided the names of school principals to the social partners as the initial contact points with the schools. Social partners also provided the name of their contact person as well as a senior official in the constituency who may be contacted in the event of any difficulties in the interaction between the constituency and the school concerned. Business supplied information where existing initiatives were underway within a period of three months.

A standard diagnostic report was developed for use by the constituencies to record the key gaps and problems at a particular school. The diagnostic report, which contains specific proposals of interventions to address the problems in a given school and advice on who should lead the intervention in each case, is submitted to the Minister of Basic Education and the NGP Social Dialogue Leadership Committee. The constituencies are also using existing tools that have been developed by the Department of Education in implementing the programme.

The Department of Basic Education has been working through and with the provincial education departments to provide feedback on the proposals in the report and identify measures to support the constituencies concerned to undertake specific corrective actions that will improve the basic education outcomes. There is evidence in terms of achievement in a number of Ditsobotla schools especially, in Bodibe circuit. Adopt a school projects through Lafarge and Afrisam have been achieved. Infrastructure has been improved, deserving learners have received scholarships and teachers capacitated on a number of programmes.

The parties also agreed to cooperate in developing programmes and interventions that are not confined to the list of specific schools that will be 'adopted', examples of these kinds of interventions may include training courses aimed at School Governing Bodies in a district or area, or the provision of books to school libraries. Further details of these commitments will be developed through a task team of representatives of the social partners.

Businesses, NGOs and trade unions currently spend significant amounts of money on basic education programmes, bursaries and support. The parties undertook to review the current spending within each constituency in order to focus it, align it with the commitments in this Accord where possible and use it to complement the efforts of government.

The adopt-a-school campaign emerged in the context of a rallying call to make education a societal issue. The key social partners committed to making this call a reality are the parents, teachers and learners who are all signatories of the QLTC. The commitments in this accord reflect the realisation by the nation that government alone cannot address all of the challenges of the educational system and it needs to create space for social partners who want to assist in realising the goal of Outcome 1:

*Improve Quality of Basic Education.* While social partners have assisted government in this regard for many years with positive results, these initiatives have often lacked a centre to facilitate coordination, direction and reporting. This intervention aims to produce fully functional schools in which the “Triple T” foundations of a good school are in place: effective leadership and management; *teachers* in class, on *time*, *teaching*; and the availability and use of learning and teaching support materials.

The representatives of the different constituencies have committed to the above partnership and to combine their efforts in order to strengthen basic education as a crucial pillar of social development as well as the achievement of economic development goals. This does not mean that schools should not sit and relax.

The PEDs (provincial education departments) as well as the public schools are expected to intensify their efforts in ensuring quality delivery of teaching and learning through involvement of school stakeholders. The functionality of the SQLTC as an SGB Sub-Committee has to be ensured. Regular meetings and quarterly reports must be encouraged in order to realise the initiatives of the government and ensure achievements of educational strategic goals as outlined in the Action Plan.

The following are planned steps and procedures to implement the accord on basic education and partnerships with schools:

1. The Quality Learning and Teaching Campaigns (QLTC) and existing Accords between school communities and role-players will provide the mandate for the adopt-a-school intervention.

**2. The social partners will:**

- a. Seek the support of and gradually build a good working relationship with all key stakeholders and role-players, especially the local QLTC;
- b. Mobilise school communities, that is: the principal, the School Management Team, educators, learners and parents, by explaining the purpose of the intervention and creating enthusiasm for it;
- c. Agree with the school community on the central challenge faced by the school, the key intervention and steps required to address this challenge;

- d. Empower school communities to drive and sustain the intervention, involving the transfer of skills where possible;
- e. Familiarise themselves with the relevant enabling policies and legislation; work closely with the provincial departments of education, particularly the districts; and
- f. Ensure that the school day, especially teaching and learning, is not disrupted by the work of the partners.

### **3. Checklist of focus areas:**

- a. Decide upfront how much time the social partners will devote to the intervention.
- b. Identify other partners with an interest in the initiative.
- c. Agree on a person (possibly the leader of a duly created team) to serve as the primary contact with the school.
- d. Collect information about the school using the instrument attached as “Annexure A” as a guide.
- e. Sit down with the identified school team and work on the “problem” focus areas that may hinder teaching and learning in the school. They may be linked to either one or more of the following:
  - The nature of the school leadership and management (strengths, weaknesses and relationships);
  - Professionalism of the teaching and support staff;
  - The school’s relationship with the community;
  - Teaching and learning resources, e.g. workbooks, textbooks, stationery and furniture;
  - infrastructure, e.g. electricity, ablution facilities, water, libraries, laboratories and access roads; and
  - School safety and security issues, e.g. the absence of perimeter fences, drug and substance abuse, and violence.
- f. Prioritise the issues that need to be addressed and establish which is the most important and which may underlie the others.
- g. Discuss possible actions to fix the situation.
- h. Consider the feasibility of the proposed solution.
- i. Establish who will take what action and take the proposed solution forward.
- j. Establish a date by which action must be taken and a report back provided.

### **4. Diagnostic Report**

- a. The diagnostic report must contain the following chapters or sections:
  - A profile of the school and its community;

- The approach taken by the team: relationships established, meetings held and an assessment of the success of the approach;
- Challenges identified and prioritised, with reasons and way forward, including the proposed intervention, and who has to do what by when.

b. The following principles are important to consider:

- The social partners must ground their interventions in an analysis of the key challenges that schools face. Given that the diagnostic exercise may uncover a range of challenges, the social partners will have to carefully prioritise and sequence their interventions in consultation with partners in the schools.

- Interventions must be realistic and achievable or the process will be discredited. Proposed interventions must identify what needs to be done, how it will be done, who will do it and when. Proposed interventions must incorporate monitoring and reporting.

c. The following is a list of the kinds of interventions that the social partners could consider. The list is meant to stimulate discussion about possible solutions.

- Plans to achieve national norms and standards: For example, where national standards exist on infrastructure, security or textbooks, the intervention can involve a plan to meet those standards within certain timeframes.

Additional funding may be necessary.

- *Community-based solutions*: Community-based solutions may be helpful in managing problems until resources are increased, e.g. to improve security in the schools. If relationships with the community are poor, the social partners could facilitate meetings with a range of individual leaders and groups to gather ideas about how to improve the school's performance. It is important to give feedback to the community after such consultations. Parents and community members can also play a role in improving the school, e.g. by reading to the children, helping to run and supervise afternoon activities, supporting the library, helping with school maintenance and monitoring unsupervised places in the school.

- *Popular campaigns*: For example, the social partners could launch a campaign for the community to return books, chairs, or desks that were borrowed by community members.

- *External expertise*: External experts can play a role in helping schools compile budgets, financial statements and undergo audits. Teachers may benefit from sessions from managing private finances (often mentioned by teachers as a concern), especially if early departure on pay-day is part of the culture of the schools.

- *Working with other schools:* To encourage effective leadership, the principal and senior managers could be given opportunities to visit other schools in similar contexts that are performing well. Another example of working with other schools is that the school could contact other schools for old textbooks in the short-run, although this is not an optimal solution to the problem of insufficient textbooks.
- *Mediation:* Mediation can play a role, for example, in helping staff resolve old feuds. Moreover, where the union and school management have poor relations, relatively senior members of trade unions can be brought in to help address issues of concern. External experts can also help to clarify roles and responsibilities which could, for example, improve relations between the school governing body and the senior management team within a school.
- *Seeking donations:* Social partners can seek donations, e.g. for libraries. However, quality control is important in this context. (Accord 2: Basic Education and Partnerships with Schools)

### **2.10.7 INSTRUCTIONAL LEADERSHIP AND NEW APPROACHES TO EDUCATION**

According to the Department of Education (in Tong 2010), a new revised curriculum has important principles for an instructional leader:

- *Content tracking should promote values and skills.* An instructional leader must ensure that the content in teaching and learning promotes values and skills. Values reflect what is believed to be important. Skills are what learners do, contemplate and understand.
- *Knowledge should be presented in an integrated way.* Leaders have a responsibility of encouraging teachers to integrate content, values and skills both within and between the learning programmes.
- *The learner is at the centre.* The role of the instructional leader is to motivate teachers to understand that the content of subjects should be related to learners' everyday lives. Classrooms should be comfortable and conducive for learning and stimulate learners' desire to learn. Tong (2010:19) adds that "learning activities and material should make learning fun and exciting".
- *Assessment is part of the learning process.* Instructional leaders should encourage teachers to develop an assessment policy in line with departmental

prescripts, adhere to the school policy on assessment and ensure implementation thereof.

- *Clarity and accessibility are important.* The South African Department of Education, Republic of South Africa (2003:10), aims at clarity and accessibility both in design and language. The assessment standards clearly define for all principals the goals and outcomes necessary to proceed to each successive level of the system, in this regard, instructional leaders have a specific role to play.
- *Specific skills are required.* The critical and developmental outcomes of IL are derived from the Constitution and are contained in the Education Labor Relations Council to the Department of Education, Republic of South Africa (2003:48). The critical outcomes envisage instructional leaders who will be able to:
  - Work effectively with others as members of a team or group.
  - Communicate effectively using visual, symbolic and language skills and various models.
  - Identify and solve problems and make decisions using critical and creative thinking.
  - Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
  - Motivate learners to study scarce discipline learning areas such as mathematics, science and technology so they will become the scientist of tomorrow.

“In a school setting, the instructional programme (teaching, learning and qualitative assessment) constitutes the core of school leadership and gives it its sense of purpose. It is what educational leadership is all about. The collective interplay of leadership perspectives, practices, approaches, vision and influence are meaningful in so far as they impact on instructional programme and subsequent achievement of learners. The instructional programme provides an answer to the question: Why should I step forward to be counted as a leader”, Marishane and Botha (2011:29).

## 2.10.8 INSTRUCTIONAL LEADERSHIP SKILLS

The principal must possess certain skills to carry out the task of an instructional leader. They are *interpersonal*, *planning*, *instructional observation* and *skills in research and evaluation*. The following instructional leadership roles are outlined in Botha (2013:201):

- *Interpersonal/people skills*-are essential to the success of a principal. They maintain trust, spur motivation, give empowerment and enhance collegiality. relationships are built on trust, tasks accomplished through motivation and empowerment where teachers are involved in planning, designing and evaluating instructional programme, empowerment leads to ownership and commitment as teachers identify problems and design own strategies, collegiality promotes sharing, cooperation and collaboration in which both principal and teachers talk about teaching and learning.
- *Planning*-begins with a clear identification of goals or vision to work towards. Then assess what changes need to occur and which may be accomplished by asking the people involved, reading documents and observing what is going on.
- *Observing instruction* (supervision)-aims to provide teachers with feedback to consider and reflect upon. Teachers should also learn to make their own judgments and reach their own conclusions.
- *Research and evaluation skills*-needed to critically question the success of instructional programme.

According to Botha (2013:202), the task of being an instructional leader is both complex and multidimensional. If the principal believes that growth in learners' learning is the primary goal of schooling, then it is a task worth learning. A principal who possesses this knowledge and skill is likely to become an effective instructional leader: sharing, facilitating and guiding decisions on instructional improvement for the betterment of an African child's education.

Thomas R. Hoerr, a Head of School at the New City School, St. Louis, and the author of *The Art of School Leadership* (2005) shares the following four skills which have been identified as essential for effective instructional leadership in principals:

### **1. Effective use of resources.**

It isn't sufficient for principals to just know their faculty's strengths and weaknesses. If specific resources can benefit the staff, the principal should be ready and prepared to provide them. They should also clearly recognize that teachers thrive on being appreciated and acknowledged for good performance.

### **2. Communication skills.**

'Of course, instructional principals should be excellent communicators'. Interpersonal or people skills are crucial to the success of a principal. They must be able to communicate their beliefs pertaining to education, including the conviction that every student is capable of learning. These skills inspire trust, spark motivation and empower teachers and students.

### **3. Serving as an instructional resource.**

Teachers rely on principals and other administrative officials to be sources of information related to effective instructional practices and current trends in education. Instructional leaders should be tuned in to all of the pertinent issues and current events related to curriculum, effective assessment and pedagogical strategies.

### **4. be visible and accessible.**

Lastly, good principals should be a positive, vibrant and visible presence in the school. Modeling behaviors of learning, focusing on learning objectives and leading by example are crucial to the success of an instructional principal. In addition to these four qualities, a successful instructional principal should also have excellent planning and observation skills as well as proficiency in research and evaluation of both staff and student performance.

## **2.10.9 MODELS OF INSTRUCTIONAL DEVELOPMENT**

It is the responsibility of the instructional leader to check that all stakeholders within the school are taking part in education to ensure provision of quality learning and teaching to learners for future preparation and the world. The South African Department of



Education, Republic of South Africa (2003:44), defines the role and competencies of an effective instructional leader as self-directed professional with practical, foundation and reflective competencies (see Table 2.1). He or she holds meetings with the school stakeholders to address issues that will ensure success.

**Table 2.1 Effective instructional leader checklists**

Aspects of the focus for the SMT instructional leader	What instructional leaders do in this area as an instructional leader	Challenges for an instructional leader in his or her school
1. Policies ensuring that the school has policies, procedures and a code of conduct	Read policies to school governing body, motivate teachers to understand these policies	Government does not supply him or her with these policies; teachers are negative towards policies when read.
2. Meeting Meeting with all stakeholders in his or her institution.	As an instructional leader, meet with others, e.g. SMT, teachers, parents and learners to sort out issues.	Parents fail to attend the meetings unless promised food.
3. Planning Thinking about where the school is and where you would like to be and ensuring that the school is running in an organized fashion.	Monitor whether teachers are formulating their annual teaching plan and progress of assessment	Teachers fail to plan according to the new approach, believing that an old-paradigm method is the best.
4. Discipline Talking to and guiding learners who have misbehaved.	Code of conduct for learners.	Many learners are addicted to drugs and they misuse their rights.
5. Human resource management Dealing with teachers' issues, trade unions and disciplinary hearings, hiring new teachers.	Have a disciplinary committee; be fair and firm when resolving conflicts.	Teachers are unionized; there is a high rate of absenteeism.

Adapted from North-West Department of Education (2003)

Table 2.1 shows that it is the responsibility of the principal to motivate all teachers within the school as well as to have knowledge of all the relevant and applicable policies that governs education in South Africa.

Botha (2013:204) identifies the following five leadership forces proposed as one of the first models of instructional leadership taken from (Sergiovanni, 2001):

1. Technical -deals with the traditional practices of management. Topics usually included in an administrative theory course such as planning, time management, leadership theory and organizational development.
2. Human component-encompasses all of the interpersonal aspect of instructional leadership essential to the communicating and facilitating roles of the principal.
3. Educational force-involves all of the instructional aspects of the principal's role: teaching, learning and implementing the curricula.
4. Symbolic and
5. Cultural forces are perhaps the most difficult to describe and understand. They drive from the instructional leader's ability to become the symbol of what is important and purposeful about the school (symbolic role), as well as to articulate the values and beliefs of the organisation over time (cultural).

#### **2.10.10 ASSESSING INSTRUCTIONAL LEADERSHIP**

According to Botha (2013: 204-205), one condition for principals to exercise strong instructional leadership is the availability of reliable, valid, usable methods for assessing their leadership behaviour. The principals' supervisors can assess their skills through: direct observation, interviews, documentary analysis and questionnaires.

##### **Methods of assessing instructional leadership:**

Direct observation is useful where principals use results to help one another to create professional development programmes. Interviews with principals, teachers and learners can help supervisors generate a picture of the principal's instructional leadership. Analyzing goal statements, newsletters, school policies, minutes of meetings and other school documents can provide a revealing picture of the principal's concerns, priorities and communication style. When combined with other data, the results of document analysis can help principals reflect on their instructional leadership. Although questionnaires rely on the perceptions of teachers rather than they can provide reliable, valid data on managerial behaviour.

## **Development of the Principal Instructional Management Rating Scale:**

The scholar further explains that the Principal Instructional Management Rating Scale (PIMRS) is a questionnaire that can be used to assess principal instructional leadership behaviour, and contains 50 statements about such behaviour. The instrument is scored by calculating the mean for each job function. A high score on function indicates active leadership in the area. Principals who obtain high ratings across the various job functions are perceived as score engaging in the instructional leadership behaviour associated with principals in effective schools. The PIMRS ratings do not measure the quality of the principal's instructional leadership. Such assessments are best generated through supplementary observations and interviews. The PIMRS can be administered to a principal as a self-assessment instrument, as well as to supervisors and teachers to provide a broader picture of the principal's leadership.

## **Strengthening Principals' Instructional Leadership:**

Marishane and Botha (2011:87) cite the following four barriers as having potential to constrain principals from exercising strong instructional leadership: lack of knowledge of the curriculum and instruction, professional norms, district office expectations and role diversity. I fully concur with Botha's (2013:205-206) views that the school districts can strengthen principal's hands in becoming stronger instructional leader by;

- Addressing the barriers noted above through policies and teacher development training.
- Defining the instructional leadership role so that administrators clearly understand what is expected of them.
- Using an assessment system that provides data on instructional leadership that is both reliable and valid for accountability and useful for professional improvement.

## **2.11 DEVELOPING A VISION**

Leadership vision serves as a compass point that indicates a predetermined direction and destiny to which both the leader and followers would like to move. The vision

provides answers to the question: knowing who I am (my skills, knowledge, values, convictions, dispositions and principles), what to do and how to do it, where do I wish to take this organization? What confidence do we have that we will ever get there? By the way, do we have the same vision? Do we share the same destiny? Do others see what my finger points to? Is what my mind captures in the distance a dream come true or a mere pipe dream?" Marishane and Botha (2011:28).

Daft (2008:275) also shares that although a team's fundamental purpose may be defined by top executives in an organisation; effective team leaders don't simply "hand down" a team vision and authoritatively declare the goals and methods for achieving it.

Steyn and van Niekerk (2012:277) point out that, education managers should develop visionary qualities and the ability to achieve objectives by using goal setting. They also share that teams that function within the vision and mission of their school should also, however, have a vision and specific goals to achieve in their teams. To be able to arrive at objectives that task teams and other more permanent teams (e.g. subject teaching teams in bigger schools) set for themselves, this vision should be: specific, measurable, achievable, realistic, time limited and positive.

Kilgore and Reynolds (2011:32) share that 'a vision statement points to where an organization wants to be within a specified period'. Working together to develop a shared vision is the most exciting step in building an inclusive organization. It can be an empowering and trust building activity especially if people are encouraged to develop their own vision first. One of the seasoned authors, Peter Senge, once said 'shared visions emerge from personal visions; this is how the organization fosters personal commitment.

Only your own vision motivates you because it is about your own set of values, concerns and aspirations. Genuine caring about a shared vision is rooted in personal visions. This simple truth is lost on many leaders who decide that their organizations must develop vision by tomorrow'.

Steyn and van Niekerk (2012:271) say that team success starts with vision. A team that owns a vision is focused, fired up, full of confidence, knows where it is going and why it

is going there. Maxwell (2008:457,522) argues that the vision needs to be motivational for every team member and needs to be communicated in an enthusiastic way by the leader. Steyn and van Niekerk (2012:271) further share that, a leader's overall communication will determine whether or not the team accepts the vision he or she communicates. Leaders actually share themselves with the team through communication-and their acceptance as leader by the team relates very closely to the degree of communication satisfaction experienced by their followers.

The scholars further explain that, vision will be reflected in the behaviour of the team, so that a team leader can check whether the vision has been communicated effectively by monitoring the behaviour of the team. The only living vision is the one reflected in behaviour, not the one written on paper. Maxwell (2008:483,495,548) mentions also that "for the team to reach the vision, the team leader must take responsibility for developing the full potential of individual team members".

Marishane and Botha (2011:48) discuss that 'as a vision builder', the school principal assumes a futuristic leadership which involves taking the initiative in developing a dream about the school and sharing that dream with teachers, so that what was initially a personal dream is reshaped and elevated to the status of a shared organizational vision. This has three advantages:

Firstly, a clearly expressed and shared vision gives teachers, parents and learners clear direction.

Secondly, for people to pursue a shared dream they need to have shared goals and clarity on how to achieve them. Transformational principal communicates realistic goals to teachers and ensures that all people rally around these common goals.

Thirdly, the principal sets high performance standards directed at the achievement of these goals. The combination of common understanding and acceptance of the vision, goals and performance standards will create a sense of collective ownership, and generate a feeling of belonging and emotional attachment, and a sense of community among teachers, parents and learners.

In the changing school environment, it has become necessary for a school leaders to establish what Marishane and Botha (2011:67) refer to as a realistic, context-specific vision that is linked to what learners learn (curriculum content), how learners are taught (pedagogical process) and what learners are expected to achieve (learning outcomes).

Timperley (2008:22) contends that “a vision linked to these issues “can serve as a powerful catalyst for teachers to engage in new learning and to formulate specific goals for their learning”. A principal who ensures that teachers stay focused on this vision by relentlessly monitoring and showing interest in teaching and learning activities, and giving incentives that reward good performance in line with the vision, is likely to achieve success.

Visionary leaders who want to succeed in effecting meaningful and lasting change have to think beyond the context while operating within it. They have to adjust their practices to the context. In this way they will succeed in influencing the environment as much as the environment influences them (Marishane and Botha, 2011:67).

Zepeda (2007:15) outlines the following as characteristics of an effective school vision:

**A vision must inspire**-a vision that inspires moves people out of their heads and into their hearts. Once members allow the vision to live in their hearts, they freely give their time, energy and emotion to the vision.

**A vision challenges all members of the organization**-a vision issues a challenge to members and motivates them to aspire to reach for something beyond their grasp. A vision fosters solidarity, solidifies relationships and boosts morale.

**A vision stands the test of time**-a vision over arches the membership-it is the constant from one generation of teachers and the student to the next.

**A vision is evolutionary**-a vision is a living entity, one that is subject to the laws of life and death. If it is a growing life producing entity, it will constantly adapt to the future. Visions that do not adapt soon die.

**A vision guides members during times of chaos**-during turbulent times, schools that lack an effective vision drift aimlessly and are swept in any number of ways by the currents until they are finally beached on the shore or submerged.

**A vision empowers**-an effective vision empowers its members who can't act individually and creatively because every action, decision and solution is directed toward achieving its mission.

**A vision exists in the future**- a vision does not live in the past, it is future oriented.

Zepeda (2007:14) explains that a school's vision is "the lifeline of the school and an effective vision is a powerful reminder of what the school and its people are committed to achieving. The author also articulates that a vision is embedded in everything a leader does and the vision serves to: unify people within the school and its communities; focus people on the future and point to what the school wants to become; promote growth by providing the means for people to stretch while facing the challenges associated with reaching the vision; empower the organization and its people to hold beliefs and values about schooling-the work of teachers, learners and the opportunities each has for developing.

## **2.12 REFLECTIONS AND CONCLUSION**

From this section, it is very clear that school management has become complex. The school-based management authority continues to increase and as it does so, the area under management is also expanding as well as the principal's management responsibilities.

The section has presented school leadership within the school-based management context with four dimensions, i.e. political leadership (governor); instructional leadership (teacher); managerial/transformational leadership (manager) and transformational leadership (agent). The four pillars of multifaceted school leadership which support the above dimensions have also been shared in detail, namely, perspective, practice, approaches and vision as well as the different stakeholders' (SGB, parents, teachers and community) view of the school management team as leaders in schools.

The section has also highlighted that for transformation to take place in the school; the principal has to carry out the mandates of different stakeholders as well as understand the demands of his or her position as an agent of change and interprets this into a collective leadership perspective practices, approaches and vision. A multifaceted leadership approach has been shared to show the impact of leadership in a changing educational sector.

Botha (2013:118) citing Gertlet, Patrionos and Rubio-Codina (2007:3) share the following main goals and fundamental values of SBM:

- Increasing the participation of parents and community in schools.
- Empowering principals and teachers.
- Building local-level capacity.
- Creating accountability mechanisms for site-based actors and improving the transparency of processes by devolution of authority.
- Improving the quality and efficiency of schooling, thus raising student or learner achievement levels.

In the 2010, delivery agreement, many of the specified goals in *The Action Plan 2014; Towards the Realisation of Schooling 2025* are not new. They have been expressed previously in the following: the 2009 President's State of the Nation Address, various documents released by The Presidency, in particular the 2009 Medium Term Strategic Framework as well as in the speeches and documents of the Ministry of Basic Education. Many goals have already been widely supported, for instance through the multi-stakeholder Quality Teaching and Learning Campaign, launched in 2008.

Current studies on school leadership advocate internal decentralisation that involves sharing leadership by distributing it laterally among staff members (Spillane, 2006; Spillane, Halverson & Diamond, 2004; Bennet, Wise & Woods, 2003). This involves the internal organization of staff into leadership teams with specific task allocations to ensure that leadership is spread throughout the organization and that there is collaboration, collegiality and teamwork among team leaders and their teams, and among team leaders themselves.



President Zuma stated that 'our education targets are simple but critical'. The need is fairly straightforward as far as the basic education sector is concerned. Our children and youths need to be better prepared by their schools to read, write, think critically and solve numerical problems. These skills are the foundations on which further studies, job satisfaction, productivity and meaningful citizenship are based.

The chapter has also emphasized the multifaceted leadership role of the principal and maintained that the principal "alone" cannot perform these expanded roles of self-managed schools, namely: *political leadership* (governor), *instructional leadership* (teacher), *managerial/transactional leadership* (manager) and *transformational leadership* (agent), Botha (2013:128). The political leadership of the principal can now be described in terms of the principal as a member of the School Governing Body (SGB), serving as an ex-officio member who provides members with support, guidance and direction based on his or her professional expertise and ensures that relevant and reliable information needed for decision-making is accessed.

The principal has influence on the SGB because the body relies on him for guidance and support in terms of the following strategic areas: curriculum, management and information. He or she is a valuable source of information in terms of providing capacity building for governing body members, school's financial management, human and physical resources.

The chapter further highlighted that the "the principals' days of being expected to manage schools on their own without consulting the rest of the stakeholders are long gone". The establishment of structures like SMT, SGB, SDT and QLTC are living evidence to this statement. The birth of democracy in 1994 has resulted in many changes in the education sector including the creation of one national department. The legacy of apartheid that has dogmatically oriented teachers to being the recipients of instructions as well as to view management as the prerogative of the principals only has also come to an abrupt end.

Through performance of his or her functions as a teacher, the principal engages in everyday teaching and learning activities, advises on curriculum delivery issues as it is

also part of his or her responsibilities to oversee it. Learner performance must be at the heart beat of every principal. Learner performance (results) must be shared with parents by the principal in their quarterly meetings.

He or she has to ensure implementation of the recommendations of the subjects' specialist after monitoring was conducted, hold the deputy principal and SMTs accountable in terms of curriculum delivery and ensures achievement of quality learning and teaching through in-school monitoring and moderation, quarterly learner analysis (per subject & grade) has to be done and shared with all the relevant stakeholders and performance results be shared with parents of learners.

As an agent of change, it is the responsibility of the principal to cascade new developments and information affecting the school to all affected team members or stakeholders. Communication, clarification and implementation of changes are the core business of the principal. Together with the SMT he or she has to ensure collective realization of the set mission and vision of the school.

There is not one correct way to manage and lead a school. Ditsobotla Area Office has many different types of schools and many different school communities, and what works for one school may not work in every other situation. It is up to principals as school managers and leaders to decide on the best way to manage and lead their schools. Today's principals are judged on the quality of curriculum that their schools deliver. To successfully put into practice the new educational policies, the School Management has to change.

The South African education system has indeed transformed. It is no longer acceptable for principals to unilaterally manage schools. Consultation of staff members is very critical and in line with democratization. The concept of School Management Teams (SMTs) which came as result of democratic changes requires (by its nature) that teachers should work co-operatively and as a team. The changes have not been easy to implement in schools where principals traditionally felt comfortable taking decisions on their own without any input or involvement from relevant and affected stakeholders. It is very clear from the literature that the formalization of SMTs has brought new

challenges to the notion of democratic leadership or teamwork to both principals and staff members.

“School improvement is most surely and thoroughly achieved when teachers engage in frequent, continuous and increasingly concrete talk about teaching practices...capable of distinguishing one practice and its virtue from another” (Judith Warren).

Instructional leadership is one of the current leadership practices emerging in schools. The interest in instructional leadership in South African schools is both relevant and timely. Leadership can now only come to fruition in a well-structured organization which is characterized by shared values and beliefs and a common purpose.

The role of the school leader has progressively shifted from building manager to instructional leader. Effective school leaders are those who are creating vision, developing and supporting teachers and school staff, and strengthening school culture. They also share or distribute leadership roles through allocation of duties among teachers and other school staff, particularly to enhance instructional leadership capacity.

As school leaders strive to meet Area, District and Provincial office’s accountability requirements to dramatically increase learner academic performance, they are also seeking sufficient autonomy over budgets, curriculum and staffing; access to timely and useful data; meaningful professional development and evaluations systems; and adequate resources.

Continuous high-quality professional development and support strengthens a school leader’s capacity to improve instruction and creates a school culture of shared leadership, collaboration and high expectations for all students. Research suggests that effective professional development should be ongoing, embedded in practice, linked to school reform initiatives and problem-based. It also should be linked to rigorous leadership standards.

High-quality professional development should be available continually to strengthen leaders’ capacities to improve curriculum and instruction and create a highly effective

organization. Special attention should be given to building strong leadership teams, including teachers, to support continuous improvement and address school-specific challenges, particularly in the lowest performing schools.

Research conducted suggests that principals cannot succeed without accepting that they must depend on their staff members. In schools that he studied, the most successful principals developed team-oriented cultures “where everyone was expected to do their part as members of one or more teams working together toward the same goals,” said University of Washington professor Bradley Portin, who helped lead a study on effective leadership.

It is up to the principal to establish a strong, achievement-oriented school culture and clear expectations, and he or she must endorse a specific “learning improvement agenda” for the school, the report says. But teacher-leaders should be involved in crafting that agenda, communicating it to other teachers and making it a reality in their classrooms.

In addition, strong principals form and work with instructional teams comprising of teachers and others, such as deputy principals who focus on instruction, assessment coordinators and subject matter specialists. The principal, through the instructional team, should also encourage teachers to talk and think about targets for learners’ achievement, attendance, behaviour and other important dimensions of schooling – as well as appropriate measurements to assess progress in these areas.

Deborah Lantaigne is a Springfield, Massachusetts principal who told the conference that she formed both a literacy team and a numeracy team with teacher representatives from each grade. “The role of the principal is complex,” she said during a panel on The Principal as Leader of Leaders, noting that she had had to work hard to make sure her teams understood “the big picture” of state and district accountability policies and achievement data.

In concluding this chapter, I am equally humbled and appreciative of the culture of Africa in the foreword to Khoza’s (2005) book, *Let Africa Lead*, written by Nelson Mandela, in which he says “The foundation of the philosophy of Ubuntu is captured by

the quotation *“it is the essence of being human”*. It speaks of the fact that “my humanity is caught up and is inextricably bound in yours. I am human because I belong”. It speaks about *wholeness*. A person with Ubuntu is *welcoming, willing to share*. Such people are open and available to others, willing to be vulnerable, affirming of others, do not feel threatened that others are able and good, for they have a proper self-assurance that comes from knowing that they belong in a greater whole.

Preedy et al (2012:71-72) discuss that ‘the philosophy of Ubuntu leadership comes from traditional African concepts of leadership and life as a collective function. Ubuntu means *‘a person can only be a person through others’* (Mikgoro, 1998). It exists only in the interaction between people in groups and functions to sustain humanity and dignity. Ubuntu embodies the belief that an individual’s most effective behavior occurs when he or she is working toward the common good of the group”.

In organisations, leaders and members must integrate Ubuntu into their processes, structures, policies and practices to benefit from this philosophy. Organisational change occurs through interactive forums, collective value creation and clarification, self-accountability for decisions and actions consistent with group values, accountability to each other and community problem solving (Boon, 1996: 88-124).

The most frequently cited African model of leadership is Ubuntu. According to Mbigi (1997:2-3), Ubuntu means collective personhood and collective morality. ‘Our black African cultural heritage places a great emphasis on and has great concern for people. Emphasis is also placed on being a good person”. He adds that Ubuntu “should be reflected in our modern education” (Mbigi, 1997:139).

Msila (in preparation) states that Ubuntu is one of the fundamental values of the South African constitution. Ubuntu is rooted in African traditional society and it espouses the ideal of interconnectedness among people. He links Ubuntu to a ‘world of moral stability’. A new principal took over a dysfunctional school and sought to adopt a more democratic approach. She ‘moved for a more inclusive approach to management. The idea of the collective is very basic to the Ubuntu philosophy, which she was consciously trying to implement. She was changing the leadership paradigm in the school’.

Msila concludes that the principles of Ubuntu are well suited to leadership in the new South Africa. The concept of Ubuntu teaches SMT members: that there is a focus on the collective and co-operative working of people, a culture of inclusiveness in the work environment is promoted; relationships are important and foster inter-dependence amongst people.

The ACE: School Leadership course (Department of Education, 2007) introduces the concept of the Lekgotla. The leader or kgosi should adopt an approach that 'inspires trust in decision-making processes. Such a leader 'operates on the basis of a natural belief in humanity, who gives without expecting anything and listens without prejudice, creating a climate of trust. Trust is the basis of inspiration, motivation and creativity' De Liefde (2003:72). More research is needed to assess whether, how and to what extent Ubuntu and the Lekgotla influence school leadership in the new South Africa.

This chapter has proved that teamwork within the SMT has become a priority for educational manager and forms part of the shift away from an autocratic style to a more democratic management style. Through teamwork school management team can become part of the decision-making process. This is important, since it is by doing this that decision making devolves to those that are directly influenced by it.

Ownership of decision and the implementation is improved through teamwork. If teamwork is conducted in the correct way, it becomes a successful means of improving the school, because all the creative forces in the school and the broader school community are "unleashed". In fact teamwork becomes a means of empowerment for learners, parents, teachers, the management team and the broader school community.

The U.S. Secretary of Education Arne Duncan commented to The Wallace Foundation's National Conference on Education Leadership shared that "Great principals attract great talent. They nurture that great talent and they develop that great talent. Bad principals are the reverse: bad principals don't attract good talent, they run off good talent. They do not find ways to improve those that are trying to get better. They don't engage the community. Our principals today, I think, are absolutely CEOs. They have to manage people. They have to be first and foremost instructional leaders. They have to manage

budgets. They have to manage facilities. They have to work with the community. The demands and the stresses on principals have never been great.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

Methodology is much more practical and refers to the practice of how we come to acquire credible knowledge. Methodology entails the practical, real-world “tools” to obtain knowledge. It also entails the underlying principles and techniques used by the researcher (Oosthuizen et al, 2009:10). Methodology is the paradigm or research tradition within which the study has been conducted.

The researcher’s brief understanding of the method is that it is used when data is collected for example, questionnaires and interviews. Methods could also be that they are specific research techniques utilized by researcher to do the research on a particular problem. They can be envisaged as the “tools” by which research is processed. Baxter, Hughes and Tight (1999: 35) identify method as “relating principally to tools of data collection”, and methodology as “having a more general and philosophical meaning”. Methods relate to the key steps in the research process and are usually classified as: methods of data collection & methods of data analysis.

Creswell (2009:54) explains that research design refers to a plan for selecting subjects, research sites, and data collection procedures to answer the research question.

As Oosthuizen et al (2009:10) mention research design could very well be compared to the architect’s drawings and plans (blueprint) in the construction of a building. Likewise, research design entails the blueprint to a particular research project. In designing research, researchers have to decide whether the particular inquiry should take the form of an empirical or a non-empirical design.

This chapter provides a framework of the research design and methods that I engaged in the data collection. Through this chapter, the researcher was able to probe the teamwork practices in two underperforming secondary schools and their two feeder schools using the mixed-method design i.e. both qualitative and quantitative methods.



The rationale behind the use of this methodology was the aim of the study as outlined in chapter one. The study aimed to highlight changes that were effected in education since 1994 that gave rise to a more collegial and participative view of the role relations between the school principal and School Management Team members.

It also painted the challenges and contradictory tasks of the school principal emanating from the transformation in the education sector. This chapter expands on the approach and the data collection tools used during the study. The main objective in this study was to explore the experience and perception of teamwork within School Management Teams in underperforming schools and their feeder-schools. It is also the researcher's argument that the members of the SMT should perform instructional tasks cooperatively.

This means that the SMT members have to collaboratively explain the mission, vision and academic goals of the department and aligned them to the schools'. They are expected to manage the instructional programmes as well as create a supportive and inspiring school climate to ensure quality and effective learning and teaching. The idea was again to strive to comprehend personal enunciation of participants' own perception and experiences of teamwork in the context of management.

The chapter also explicates unambiguously the logical aspect behind the methodology used. The research design implemented in this study encompasses amongst others the following:

- I. Research methods.
- II. Data collection methods.

The researcher used the mixed-method; depicted the population and purposeful sampling of participants, research process and data-collection instruments that were used to address matters that emanated from the literature and that contributed to responding to the research question.

### 3.2. MIXED METHODS

In McMillan and Schumacher (2006:401), the researchers share that the development and use of *mixed-method designs* (also called *mixed-mode*) have increased in recent years as researchers have realized that often the best approach to answering research questions is to use both quantitative and qualitative methods in the same study.

Creswell (2009:203) explains mixed method research as a design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both qualitative and quantitative data in single study.

Bazeley (2009:203) writes that some authors recommend that the elements of quantitative and qualitative research be combined at all stages of a research project, whereas others suggest that the phases be kept separately prior to combining them for the conclusions. Garbers (2006:109) on mixed method research as a design says that its central premises are that the use of qualitative and quantitative approaches in combination provides a better understanding of research problems than either approach alone.

According to McMillan and Schumacher (2006:27), “the use of mixed-method research designs, which combine qualitative and quantitative methods, is becoming increasingly popular because many situations are best investigated using a variety of methods”. The researchers further share that “with mixed-method designs, researchers are not limited to using techniques associated with traditional designs, either quantitative or explain qualitative”. The researchers highlight also that an important advantage of mixed-method studies is that they can show the result (quantitative) and why it was obtained (qualitative).

Over the years the researchers have come to realize that the best approach to answering research question is to use both qualitative and quantitative methods in the

same study. There are both advantages and disadvantages to using a mixed-method design as shared by McMillan and Schumacher (2006:401-402).

#### Advantages of using mixed-method design

- Using both approaches allows the researcher to incorporate the strengths of each. This provides for a more comprehensive picture of what is being studied, emphasizing quantitative outcomes as well the process that influenced the outcomes.
- In addition, the nature of the data collected is not confined to one type of method, which encourages producing a more complete set of research questions as well as conclusions and
- It is also helpful to supplement a primarily quantitative or qualitative study with some data from the other method.

#### Disadvantages of using the mixed-method design

- First, combining qualitative and quantitative methods in a single study requires that the researcher have competence in each type. While it is relatively easy to gain an introductory understanding of both methodologies, greater depth of knowledge is needed to avoid less than credible findings.
- Second, a mixed-method study requires extensive data collection and more resources than many studies using only a qualitative or quantitative approach. This suggests that it may not always be feasible to conduct a mixed-method study.
- Finally, with the popularity of mixed-methods, researchers may use one of the approaches superficially. For example, a researcher conducting a survey of school administrators about school climate could use both closed-ended (quantitative) and open-ended questions (presumably qualitative) such a study would not be an example of a mixed-method design, however, since the “qualitative” part would not include characteristics of an actual qualitative investigation. Similarly, if a researcher used random sampling to identify a group

of counselors and then conducted in-depth interviews, it would be misleading to call this a mixed-method study.

McMillan and Schumacher (2006:401-402) McMillan and Schumacher (2006:402-404) also share that “the mixed-method designs can differ to a great extent, depending on the purpose of the research design as well as the sequence in which quantitative and qualitative methods are used and the emphasis given to each method”.

The design used in this study is *triangulation*. Rothbauer (2009:123) defines triangulation as an approach that uses a combination of more than one research strategy in a single investigation. Triangulation was used due to the following facts: it is a multi-method approach to data collection and data design and it allows better data triangulation and expansion of findings. The scholars define triangulation design as “a design in which the researcher simultaneously gathers both qualitative and quantitative data, merges them using both quantitative and qualitative data analysis methods and then interprets the results together to provide a better understanding of a phenomenon of interest”.

In this study, the researcher used *questionnaires* to collect data and analyzed the results. This was followed by data collection using *interviews* which were separately analyzed. This was done to obtain a more comprehensive and completed picture of data by converging data analysis methods and offsetting strengths and weaknesses of each method.

The mixed-method design afforded me the opportunity to do an in-depth investigation in the SMTs’ daily team practices and how they are perceived and experienced. The design was the most appropriate in assisting to address the issues raised in the literature review as well as during data collection. By using the mixed method (qualitative and quantitative), the researcher was able to integrate the potency of both the quantitative and the qualitative designs. Also this design provided a supplementary all-inclusive portrait of what was being studied, highlighting quantitative products as well as the procedure that influenced the results.

The nature of the data that the researcher collected enabled the researcher to produce a more complete set of research questions as well as conclusions. At the end of the investigation, the researcher's design choice i.e. mixed-method design, paid dividend in terms of the perception and experiences of teamwork by SMTs and also gave an elucidation as to why the outcome was obtained (qualitative). "Not everything that can be counted counts and not everything that counts can be counted" (Albert Einstein).

### **3.3 SAMPLING**

McMillan and Schumacher (2006:119) indicate that "collectively, the group of subjects or participants from whom the data was collected is referred to as the sample. The sample can be selected from a larger group of persons, identified as the population, or simply refer to the group of subjects from whom data are collected (even though the subjects are not selected from the population). The scholar further highlighted that "the nature of the sampling procedure used in a particular study is usually described by one or more adjectives, such as *random sampling, convenience sampling, or stratified sampling*. This describes the technique used to form the sample.

For purposes of this study, the researcher *collected data from SMT members of forty nine schools. Twenty one public primary schools (21) and nineteen (19) Secondary schools (including intermediate schools)* in Ditsobotla Area office, Ngaka Modiri Molema district, North West Province participated in the study. The targeted population was SMT members, that is, principal and deputy principal (s); Heads of department and senior teachers and one post level one educator per school. A total of one hundred and thirty seven (137) participants took part in the study. The research took cognizance of the following amongst others: gender; age; post level; professional qualifications; management experience; workload; number of workshops attended in the last three years on team work.

#### **3.3.1 PURPOSEFUL SAMPLING**

McMillan and Schumacher (2006:126) share that "in purposeful sampling (sometimes called *purposive, judgment, or judgmental sampling*), the researcher selects particular elements from the population that will be representative or informative about the topic of

interest”. They again cite that “on the basis of the researcher’s knowledge of the population, a judgment is made about which subjects should be selected to provide the best information to address the purpose of the research.

The scholars above highlight that to study school effectiveness; it may be most informative to interview key personnel, rather than a random sample of the staff. McMillan and Schumacher describe several types of purposeful sampling procedures for qualitative investigations. In quantitative studies, the emphasis is more on relying on the judgment of the researcher to select a sample that is representative of the population or that includes subjects with needed characteristics. That is, the emphasis tends to be on representativeness, while qualitative researchers are more interested in selecting cases that are “information rich”.

McMillan and Schumacher (2006:319) argue that purposeful sampling, in contrast to *probabilistic sampling*, is “selecting information-rich cases for study in-depth” Patton, (2002:242) when one wants to understand something about those cases without needing or desiring to generalize to all such cases. Purposeful sampling is done to increase the utility of information obtained from small samples. It requires that information be obtained about variations among the sub-units before the sample is chosen. The researcher has, in this study, searched for *information-rich key* informants (SMT members) and places (schools). They are knowledgeable and informative about the phenomena the researcher investigated.

Maxwell (1997:70) portrays purposeful sampling as a strategy in which a particular setting, person or events are selected deliberately, in order to provide important information that cannot be obtained via other sources. Cohen and Manion’s (1994:57) opinion on purposive sampling is that “when a choice is made of a sample through purposeful sampling , the researcher ‘handpicks’ participants in the sample on the basis of his/her judgments of the participants’ typically”. Purposeful sampling, according to Patton (2002:242), is “selecting information-rich cases for study in-depth”.

McMillan and Schumacher (2006:319) indicate that “purposeful sampling is done to increase the utility of information obtained from small samples. It requires that

information be obtained about variations among the sub-units before the sample is chosen. The researchers then search for information-rich key informants, groups, places, or events to study. In other words, these samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating.

According to the online search conducted, purposive sampling is one of the most common sampling strategies, groups participants according to preselected criteria relevant to a particular research question (for example HIV-positive women in capital city). Sample sizes, which may or may not be fixed prior to data collection, depend on the resources and time available, as well as the study's objectives. Purposive sample sizes are often determined on the basis of theoretical saturation (the point in data collection when new data no longer bring additional insight to the research question). Purposive sampling is therefore most successful when data review and analysis are done in conjunction with data collection.

In this study, sampled schools were deliberately selected. The schools were chosen because for the past three years they have either underperformed or gone through what I call "yo-yo performance" (getting in & out of trap zone) in grade twelve results. The population was divided into subgroups on the basis of the following variables: gender; age; post level; professional qualifications; management experiences; workload; trainings attended over the last three years; language used and school locality.

### **3.4 DATA COLLECTION**

Data collection involves the specification of procedures to be used in finding relevant reviews. I believe that the primary reason for obtaining data is to become oriented and gain a sense of the totality of the identified study. Several techniques are used to collect data and they all have strengths and weaknesses. These were considered by the researcher in selecting appropriate methods of gathering information.

In examining teamwork practices of the SMT members in the sampled public schools, certain procedures and techniques were employed to facilitate addressing research questions. in order to gain insight on how SMT members enacted teamwork in these

schools, the following mixed-method instrument were used in the data collection process: extensive literature review was undertaken of the teamwork practices, questionnaires were administered and interviews conducted.

Obtaining information regarding sites was not difficult as the researcher of this study is directly linked to all the sampled schools based on the following:

- 1) The researcher's current job description as the Acting EMGD Coordinator in Ditsobotla Area Office (former Lichtenburg Area Office) which consists of amongst others conducting trainings, monitoring and support to all SGBs; SMTs; RCLs & TLOs.
- 2) The researcher sits in the following departmental (NWPED) meetings- weekly Area management; monthly PAST (Professional Area Support Team); monthly and quarterly District management as well as quarterly Provincial EMGD Coordinators' meetings.
- 3) The researcher has unlimited access to all Ditsobotla AO schools' performance reports.

The third step was to make sure that the researcher does not abuse her work position and station. She therefore requested permission as expected, from the North West Department of Education to conduct the study at Ditsobotla Area Office. This was done through a formal written request that was forwarded to the Director responsible for research attached to Quality Assurance Directorate, Dr. M. Teu. Permission was granted in writing without any hassles. All schools that participated in the study received letters from the department as evidence of the granted permission to conduct research in their schools as well.

The fourth step, due to the nature of the researcher's work as explained above and as part of her responsibilities *she visits at least 30 schools on quarterly basis* to conduct monitoring and support in the Area Office. This is done using a number of Provincial and National monitoring instruments. Therefore the researcher is familiar with most of the challenges experienced at school level. Her acquaintance with all the sampled schools made the initial phase of the study quite easy as she is familiar with their



routine. The researcher scheduled after-school meetings with all the sample schools on a weekly basis between April and September 2014. Everybody within the sampled schools gradually got used to her frequent presence.

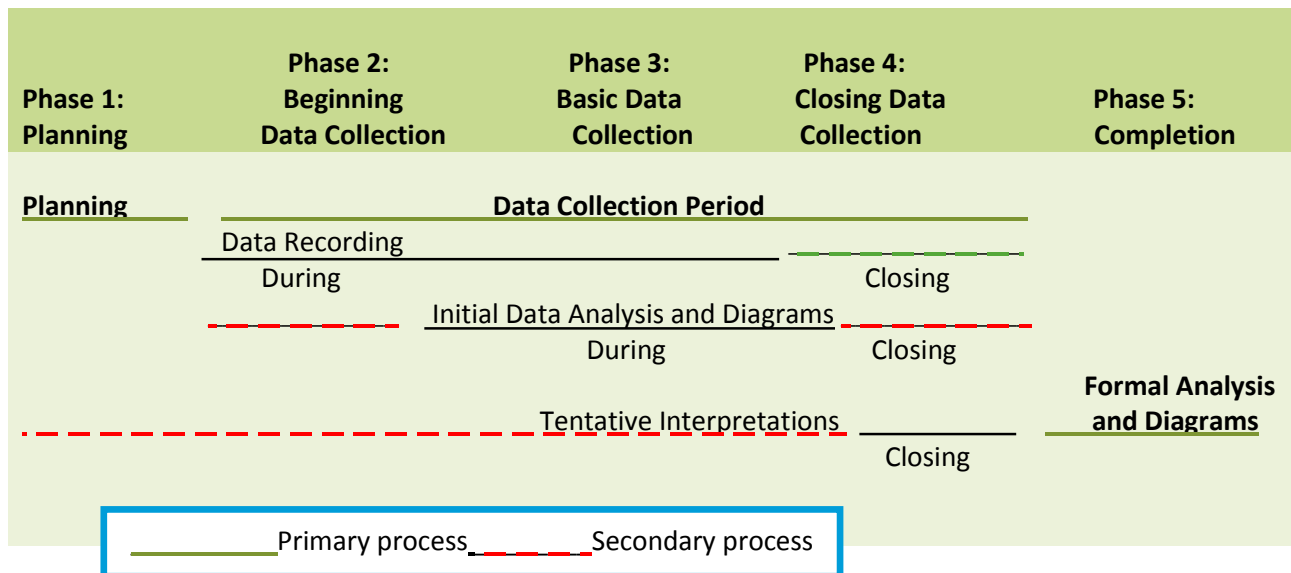
In this study, data was collected using individual questionnaire and focus group interview (FGI) formats. Green and Thorogood (2009:127) discuss that a focus group interview or discussion is, in essence a small (usually six to 12 people) group brought together to discuss a particular issue, under the direction of a facilitator (moderator) who has a list of topic to discuss.

The advantage of using focus groups is that descriptions are provided in voices specific to each group. FGI gather information from various data sources in a short time. Group dynamics stimulate conversation and reactions.

The intention of the mixed-method study is to understand the perception and experiences of School Management Teams and educators on teamwork as per their roles as instructional leaders as well as factors that influence their challenges and or successes as curriculum implementers at the school level.

The researcher used the *five qualitative phases of data collection* as shared by McMillan and Schumacher (2006:322-323). Figure 3.1 illustrates the five research phases employed to collect data for this project: planning (Phase 1), data collection (Phase 2, 3, 4), and completion (Phase 5).

**Figure 3.1 (The Five Phases of Qualitative Research)**



Adapted from McMillan & Schumacher (2006).

In order to explore the perceptions and experiences of the SMT on teamwork practices at Ditsobotla AO, NMM district, the following procedures and techniques was engaged to assist in addressing the research questions as well as gain insight into how the SMTs enact team tasks in schools. The following instruments were used in the collection of data: an extensive literature review was undertaken of teamwork practices, questionnaires were developed and administered at the site and on-site qualitative interviews were conducted.

### 3.4.1 QUESTIONNAIRE

Crowther et al. (2009:114) highlight the benefits of the questionnaire as follows: participants can form a clearer understanding of their collective thinking about leadership, including point of agreement and disagreement within a group; they can generate ideas on ways to take advantage of potential leadership opportunities; and they can also identify initiatives that may support them in availing of the opportunities.

After questions were developed, a pilot study of the questionnaires was conducted with fifteen questionnaires piloted to three schools which were not part of the sample. The pilot study consisted of participants similar to the participants of the main research study

(members of SMT, wide range of experiences and qualified staff). The rationale of piloting was to assist me to refine my research design and the tools of measurement before embarking on the actual study.

Through the response from the pilot study, the researcher was able to establish the following: duration for completion of the questionnaire, rectify any unclear statements or items in the questionnaire as well as determine whether relevant data could be obtained from participants. The same questionnaires that were used for this study were administered during pilot test. As a result, the process assisted in modification and testing out whether the entire design to be used possessed the desired qualities of measurement.

Erwee and Mullins (1995:28) state that “a questionnaire is a formalized schedule of collecting data from respondents. Questionnaires are commonly used as tools for data collection. They are effective means of communication between the respondents and the researcher (Legotlo, 1996; 1994). Some of the researcher’s reasons for using questionnaires as a tool for the research are shared by Cohen et al (2005:245):

- A questionnaire empowers the respondent, who may read all questions before completing, and may complete and return the questionnaire at a convenient time.
- It also minimizes bias as the respondent does not have to face the researcher as in a one-to-one interview.
- The person administering the questionnaire has the opportunity to establish a rapport and explain the purpose of the study and explain the meaning of items not clear to the respondents.

McMillan and Schumacher (2006:197) argue that “there are many ways in which questions or statement can be worded and several ways in which the response can be made. The type of item should be based on the advantages, uses, and limitations of the option”.

In this study, the researcher used questionnaire as the leading instrument for data collection. Great care was taken in the construction of the questionnaire for this study. Babbie and Mouton (2001:233) share that ‘a well-designed questionnaire boosts the

reliability and validity of the data to acceptable levels of tolerance”. The questions were developed in such a way that they extensively probed the respondents’ experience and perception of teamwork within the SMT in managing the school and their understanding of the opportunities and challenges involved in teamwork.

The reason for the researcher to make use of questionnaires is because they are relatively economical; have the same questions for all subjects and can ensure anonymity as cited in McMillan and Schumacher (2006:194). According to these researchers “questionnaires can use statements or questions, but in all cases, the subject is responding to something written for specific purposes”.

The researcher’s first step in the data-collection process was to develop a questionnaire that the SMT members; (i.e. principals; deputy principals; HoDs) senior teachers or post level teachers of the schools completed in their own time, without the supervision of the researcher. Questionnaires included open-ended questions to invite honest, personal comments from the respondents (Cohen et al, 2000:255).

In this study questionnaires were compiled using guidelines on drafting up questionnaires by Cohen and Manion (1994:109) (in McMillan and Schumacher 2006:197-198). For purposes of this study the researcher used three types of questions and that is: *closed type form*; *scaled item* (likert) and the *open-form* type in questionnaires.

#### (1) Closed form type

Closed-form questions are questions which have pre-determined response options for participants. Also referred to as structured, selected responses, or closed ended. Feedback received from participants after administering, was that they were easy to score and quick to complete. Closed forms in this study were specifically used to obtain general group biographical information of participants and for easy categorization of data.

Example of question posed in this category:

(SECTIONS A QUESTIONNAIRES)

3 Post level (Educator=1; HOD=2; Deputy; 1 2 3 4  
Headmaster=3; Headmaster=4

### (2) Scaled item (likert)

Scales permit an impartial precise assessment of beliefs or opinions. The likert-type item use different response scales, with a number of points to choose from.

1. -SA-strongly agree
2. -A-agree
3. -N-neutral
4. -D-disagree
5. -SD-strongly disagree

An example one questions posed in this category:

(SECTIONS B & C QUESTIONNAIRES)

1 Teachers are enriched by working together in teams. 1 2 3 4 5

### (3) Open form type

The researcher's questionnaires included open-ended questions so as to invite honest, personal comments from the respondents as per the advice of Cohen et al (2000:255). An open form question allows subjects to write in any response they want .open-ended items exert the last amount of control over the respondent and can capture idiosyncratic differences (McMillan& Schumacher, 2006:194). These types were used to generate specific individual responses in order to address the gaps identified and improve capacity building of SMT members (with special reference to trainings and support strategies).

Example of question posed in this category:

(SECTIONS D QUESTIONNAIRES)

1. “What challenges/problems have you experienced in teamwork in your school”?

According to McMillan and Schumacher (2006:197) “A scale item is a series of gradations, levels, or values that describes various degrees of something”.

The above questionnaires were completed by SMT members and post level one teachers of the affected schools (as indicated in chapter one) that is principals, deputy principals HoDs and or senior teacher (if available) and one post level educator (per school). They were personally delivered to principals. Clarity was provided to the participants on how to go about responding to questionnaire and they were urged to respond accurately to the questionnaire. Arrangements were also made with principals to place all completed questionnaires (per school) in an envelope for collection by the researcher. In cases where the researcher was unable to personally collect the questionnaires, principals were requested to submit them at the researcher’s office, which is known by all.

Questionnaires were answered individually as per the request of the researcher therefore serving the intended purpose of this study. All completed questionnaires were returned, indicating a good response rate and the importance of regular follow-ups. The questions that were asked were intended at scrutinizing SMT knowledge and skills on teamwork; investigating the status quo of the teamwork skills competencies of the principals in Ditsobotla Area Office and positioning the groundwork in preparation for the interviews that were to be the second phase of this study.

### **3.4.2 INTERVIEWS**

Denzel (1998) writes “the interview is a favorite methodological tool for qualitative research”. In addition Greef (in de Vos 2002) also explains that interviews are “attempts to understand the world (or phenomena) from participants’ point of view, to unfold the meaning of the people’s experiences and to uncover their lived world prior to scientific explanations” (ibid 292).McMillan and Schumacher (2006:203) explain that interviews are “essentially vocal questionnaires”. They further share that “interviews technique is flexible and adaptable”. Trochim (2001:109) highlights that ‘an interview is a direct

method of obtaining information in a face-to-face situation. There are usually two main types of interview, that is, structured and unstructured.

The researcher's *secondary data source was interviews*. Selection of people for in-depth interview was based on their knowledge of the research topic; experience in working with team(s) and experience in management. The following official documents for the past three years were used to select possible sites: Schools' LAIP (learner achievement improvement plans) reports; school monitoring and support reports (SMT, SGB and staff minutes); Audited financial statements; quarterly learner achievement data and EMGD workshop attendance registers. Permission was requested from my supervisor to use the above valid data.

Interviews with respondents afforded the researcher the opportunity to have direct interaction with respondents; do in-depth probing and get extended responses about teamwork. This was also done in order to obtain personal information and observe nonverbal and verbal behaviour face-to-face. Semi-structured questions were employed to allow for individual responses. Research interview questions relating directly to the objectives of this study were designed from a review of the literature regarding teamwork and were written.

The topic guide was designed inclusive of the kind of questions, sequence, probes, duration and the setting for the study during the interview. The interviews took the form, as shared by McMillan and Schumacher (2006:351):

1. *Informal conversations*, whereby questions emerged from the immediate context and asked in the natural course of events.
2. *Interview guide approach*, whereby the topics were outlined in advance and the sequence and the wording were decided during the interview.

For purposes of this study, the researcher amassed data through a series of *focus groups interviews*; they were conducted in a *four-week period*. According to Vaughn and colleagues (cited in Puchta and Potter, 2004: 6) a focus group usually contains the two following core elements:

- A trained moderator who sets the stage with prepared questions or an interview guide; and
- The goal of eliciting participants' feelings, attitudes and perceptions about a selected topic. What is remarkable about focus groups is that its moderation is task-oriented, that means both moderators and participants orient to the task of producing opinions (Puchta and Potter, 2004: 17). The goal of focus groups is to elicit perceptions, feelings, attitudes and ideas of participants about a selected topic (Vaughn cited in Puchta and Potter, 2004: 5).

Interviews were conducted after teaching and learning hours and were conducted on-site. Time was also negotiated with participants. The South African Republic's Presidential non-negotiables on education which advocates for quality teaching and learning environment, were all observed when conducting interviews with participants. The interviews lasted between 30 to 45 minutes. An interview management plan was developed, shared and agreed upon with the participants.

*A schedule of interview was designed* to maintain focus during interviews and provide guidance to the process. According to Leeds and Ormrod (2001:199) the advantage of precise wording and planning of question is that such questions will yield the types of data the researcher needs to be able to answer his or her research questions. An interview schedule was carefully constructed to serve also as a checklist. It covered all the relevant topics; listed all questions to be asked and made provision for the researcher to write answers.

To attempt to understand the world from the respondents' point of view, unfold the meaning of their experiences and uncover their lived world, the researcher used *semi-structured face-to-face interviews*. An explanation of the purpose of the interview was provided during interviews to allay any fears of the interviewees. They were asked orally with appropriate simple probing as follow-up questions for clarification or comments on initial statement. This approach also allowed the researcher to probe exhaustively and broadened responses from interviews. Through semi-structured interviews, the researcher was in a position to show a lived enactment of teamwork practices of the SMT members in underperforming schools as well as their feeder schools. The



interview questions focused on how the respondents experience and perceive teamwork, exploring the strengths/achievements and weaknesses/challenges in particular.

The interview questions were open-ended and did not ask leading questions. Simply put, words were not put in the participants' mouth and they were not given the expected answers. An opportunity was created for the participants to think for themselves and if the researcher was not satisfied with the given response, the researcher asked for more elaboration or clarity. Too much interruption when the participants speak, were avoided and the researcher in a very strategic manner refocused them when it seems that they were just about to go off track.

The open-ended types of question ensured that the researcher listened to the respondents and relied on them to share their lived examples of the perceptions. This encouraged them to refer to lived experiences on this study. The questions made certain that the research is presented in an accurate descriptive data in the respondents' own words as they were provided with the opportunity to talk freely; for as much as they want; tell everything in their own language; at their own environment and at their own pace of how they exercise teamwork in their school.

Open-ended types of questions assisted in eliciting appropriate data responses from participants, and focused on the formal as well as the informal aspects of shared instructional influence of the SMT. by so doing, additional data was solicited from participants. They were invigorated to share about what was essential to them regarding teamwork and instructional leadership practices. Simply put, participants were requested to tell their own story of how they implement instructional leadership as a team.

The structure and sequencing of questions were predetermined in order to allow direct and indirect probes as a way of getting as much detail as possible from each question asked and get the required information from the participants. Where possible the researcher tried to be very quiet and listen attentively. in this way she was constantly

reminded that roles have changed in this study and the researcher is just a “learner” and the participants are the “experts”.

During interviews the researcher played the role of an interviewer. She was very friendly and attentive. Also, she showed interest by maintaining eye-contact with participants throughout. She was also relaxed and created small conversations with participants by asking questions about their interests. The researcher guarded her role by talking less preferring to listen more. By so doing appropriate relationships were established with participants.

Field notes (handwritten) were transcribed to help reformulate questions and probes. Data analysis was an ongoing process. After conducting interviews with participants, I immediately ensured completion and typing of handwritten accounts. The typed drafts were edited for errors and the record finalized with accurate verbatim data, date, place and the participants’ identity or code.

*Extensive field notes were recorded* and used to collect data from the participants. To ensure consistency, the same questions were asked at each focus group meeting. Eight focus groups of ten members inclusive of SMTs and selected teachers (one teacher per school) were held over a four-week period. The researcher arranged and met with focus groups after school. This was done in order to ensure amongst others: protection of teaching time, time-on-task etc. as outlined in the President’s non-negotiables.

Presentation of accurate descriptive data in the participant’s own words is very crucial that is why the researcher used interviews. The researcher took notes during interview sessions in order to ensure precision in data collection process. The procedure assisted in accessing data by inquiring rather than by observing. The interviews were very useful in examining the impact of absence of teamwork among SMT members and educators on quality of teaching and learning.

It is my intention, at the end of this study, to provide all relevant offices within the department with a full report disclosing the findings prior to any publication and hopefully an opportunity to present the findings at a major educational conference (McMillan and Schumacher, 2006:131-132).

### 3.5 DATA ANALYSIS

Erwee and Mullins (1995:72) state that analysis “is involving the ordering and structuring of data to produce knowledge”. McMillan and Schumacher (2006:364) indicate that data analysis “is an ongoing, cyclical process that is integrated into all phases of qualitative research”. Through the use of inductive analysis, categories and patterns primarily emerge from the data, rather than being imposed on them prior to collection. According to de Vos (2003:339), data analysis is “the process of bringing order, structure and meaning to the mass of the collected data during a research process”. Saldana (2009:122) interprets data analysis as a process that requires the analyst to capture an understanding of the data in writing.

The main research question in this study seeks to answer “how SMT members experience teamwork within their school contexts?” The study seeks to explore how SMT members experience teamwork amongst themselves, how do they perceive teamwork, do they have sufficient knowledge and skills on building teamwork? The study set out to explore the impact that teamwork has on the quality of teaching and learning and whether the Department of Education is doing enough to give support to SMT members on building effective teams in schools.

In this study, data analysis involved breaking down the bulk of data into essential chunks; the purpose was to allow the researcher to attach meaning to it and largely assisted in addressing the research topic. Analysis of data was based on the comparison and categorization of the data from questionnaires and interviews. By so doing the data was related to the evidence from literature reviewed and this was also cross-checked within and between the thirty nine schools to look for similarities and differences. The data collected from the process was interrogated for subject matter conforming to themes identified in the literature reviewed. The identified themes were arranged, categorized, organized and discussed.

Data analysis for interviews was an ongoing process. *Field notes* (handwritten) were *transcribed* to help reformulate questions and probes as well as to record nonverbal communication. After conducting interviews with participants, I immediately ensured

completion and typing of handwritten accounts. The typed drafts were edited for errors and the record finalized with accurate verbatim data, date, place and the participants' identity or code. The process ensured that data was read and reread. *Identification of themes, commonalities and differences in responses was performed as well.*

In this study, in order to obtain comprehensive data analysis, the *content of the interviews was analyzed using a code-category-theme process* (McWilliam, Young and Harville, 1996) at the end of the sessions, all transcripts and field notes were read at one sitting by the researcher.

Data reduction and content analysis procedures were then conducted on each individual questionnaire, using each question as a separate entity. The researcher read and reread each individual question to check for accuracy of the original categories generated.

The approach required the researcher to peruse National and Provincial policies and guidelines in order to verify information. Therefore evidence in terms of the following documents was requested and examined: (1) school organogram (2) school allocation of SMT & educator duties (3) North-West Education instructional policy framework (4) school curriculum management policy (5) school vision and mission statements (6) SIP-school improvement plan (7) SDP-school development plan (8) schedule of SMT meetings, attendance registers, minutes (9) principal's communiqués to staff members (9) LAIP reports.

The reason for the above was to ascertain the extent to which these documents were consistent with the departmental policy requirement regarding teamwork and instructional leadership practices. Vital information during interviews was unearthed which might not necessarily have been provided by participants. The process of analyzing data was used also as a cross-check on the study's reliability.

### **3.5.1 SPSS PACKAGE**

A computer supported statistical analysis was used. The Statistical package for social science (SPSS) was employed to compute the results of the study. The first step that the researcher made in the analysis was to compute descriptive data for each respondent in the study. This included *statistics like frequency distribution of scores, percentages, mean scores and standard deviation*. Patterns were detected. Altrichter, Posch and Someck (1995:121) claim that analysis of data should result in a deeper understanding of the situation, and a “new” practical theory that can extend existing understanding. Mouton (2001:108) mentions that analysis involves “breaking up” the data into manageable themes, patterns, trends and relationships and is aimed at understanding the various constitutive elements of one’s data.

According to McMillan and Schumacher (2006:150), “statistics are methods of organizing and analyzing quantitative data”. For purpose of his study, *a descriptive or summary statistics was employed to summarize and organize data*. The rudimentary level of measurement that was used is the *nominal, categorical, or classificatory*.

A descriptive design was also be used as it provides a “summary of an existing phenomenon by using numbers to characterise individuals or a group” (McMillan & Schumacher, 2010:22). A correlation design is concerned with assessing relationships between two or more phenomena.

The collected data from one hundred and thirty seven questionnaires was compiled. classification was done on the basis of gender, age, post level, professional qualifications, management experience, work load, number of workshops or trainings attended in teamwork over the last three years, language used in team meeting sessions at school locality; teamwork in school and teamwork skills of head teacher or principal.

### **3.6 VALIDITY AND RELIABILITY**

Since no single approach is entirely adequate for data-collection of the topic under investigation, I used different approaches to validate data which enabled me to

maximize validity and reliability (McMillan and Schumacher, 2006:183-187). This played an essential role in ensuring validity and reliability because it helped in confirming data from the different sources and ensured that the weaknesses of one method was compensated by the strengths of another.

Foster (2008:87) defines validity as a judgment of the appropriateness of a measure for specific inference or decisions that result from scores that are generated. As a result, validity is dependent on the purpose, population and a situational factor in which measurement takes place. LaFollett (2007:78) describes validity as the degree to which scientific explanation of phenomena match the realities of the world. It refers to the truth or falsity of propositions generated by research.

Validity and reliability are fundamental and significant to the mixed-method research.  
Validity: X

McMillan and Schumacher (2006:130) refer to validity as “consistency of measurement, or the extent to which the scores are similar over different forms of the same instrument or occasions of data collection”. McMillan and Schumacher (2006:130) states that “validity is a judgment of the appropriateness of a measure for specific inferences, decisions, consequences, and uses that result from the scores that are generated.

Cohen et al. (2007:133) state that validity has taken many forms and is therefore more than only a demonstration that a specific instrument measures what it purports to measure. It is their view that, in quantitative data, validity might be improved through careful sampling, the use of appropriate instruments, as well as appropriate statistical treatments of data. Quantitative research also possesses a measure of standard error which is inbuilt. Validity is then seen as a matter of degree and researchers could at best strive towards minimising invalidity and maximise validity (Cohen et al. 2007:133).

According to McMillan and Schumacher (2010:104) the term validity refers to “the degree to which scientific explanations of phenomena match reality”, in other words the truthfulness of findings and conclusions.

Statistical conclusion validity refers to the “appropriate use of statistical tests to determine whether purported relationships are a reflection of actual relationships” (McMillan & Schumacher 2010:105).

Validity of any study is very crucial for any research conducted. Various ways are available and can be employed to address the issues of validity and reliability. For this study, triangulation was used and it also assisted in corroborating data and using several sources (field notes and verbatim), member checks on the accuracy of notes and stakeholder reviews.

Triangulation involving a number of data sources maximized the probability that the emergent assertion were consistent with a variety of data (McMillan and Schumacher, 2006: 227-228).

The study was informed by what was already known (interpretive design that followed a *hermeneutic cycle*), reading of literature, experience in the field during regular monitoring and support of SMTs in schools, asking questions during management trainings and school bosberaads (where all staff members and SGB members are invited), principals’ summit or strategic planning sessions, continuous data framing, analysis and interpretation. A number of procedures, such as triangulation were undertaken to ensure that the study had validity.

Data collection occurred over a five month period by the researcher. The procedure included *semi-structured interviews; field notes and journal. In-depth interviews* were conducted in order to reflect lived experience of SMTs and educators. All the interviews were conducted by the researcher. Establishing credibility occurred with member checks, periodically offering the researcher the opportunity to respond to the accuracy of the data through casual conversation (normally after conducting monitoring and evaluation the school. The researcher phrased interviews questions using the participant’s language.

## **Reliability**

Reliability in quantitative research refers to the dependability, consistency and reliability over time, instruments and over groups of respondents (Cohen et al. 2007:146). Therefore, for the outcomes of this research project to be reliable, it must demonstrate that if it was to be carried out on a similar group of respondents in a similar context, then similar results would be found.

According to Creswell (2002:180), reliability means that “individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument, they should be free from sources of measurement error, and they should be consistent”.

Wiersma (1995:309) agrees with the above as he claims that “reliability is the degree to which an instrument will give similar results for the same individuals at different times”. This means that one can depend on the received results, as they are relatively consistent. Questions emanating from the respondents during the interview provided guidance to the results of this study. I used different venues and times to conduct the interviews. I maintained consistency in the content asked.

### **3.6.1 PILOTING**

The study was piloted prior to the actual collection of data to three schools i.e. two primary and a secondary school. Interviews and questionnaires were conducted. Interviews and questionnaires were the same as that used in the study.

*A letter requesting access and permission to do the pilot study* was written and send to the SGB, Circuit manager as well as the Area manager. Details of the letter included the place and purpose of piloting. By so doing an exceptional study for the focal probe and in particular was developed and pertinent data was attained from the respondents. The pilot study assisted a lot in examining whether the interview plan and the complete design to be used in the research process have the anticipated qualities of measurement.



### 3.7 ETHICAL CONSIDERATIONS

Janse van Rensburg (2001: 28) describes research ethics as referring to the moral dimensions of researching – about what is right and wrong while engaged in research.

The constitution of the RSA, Act no: 108 of 1996, chapter 2, stipulate rights for every citizen in the country unconditionally. The researcher, as compelled by the provision of the Act, observed the citizens' rights by strictly adhering to the Bill of rights. Mouton (2005:238) argues that the ethics of science, concerns what is wrong and what is right in conducting research. He reasons that because scientific research is a form of human conduct, it follows that such conduct has to conform to generally accepted norms and values.

To ensure compliance of fundamental research ethics principles, the researcher implemented the following three core principles, originally articulated in The Belmont Report, and which form the universally accepted basis for research ethics:

1. **Respect for persons**- the researcher committed to ensuring that the autonomy of research participants and where autonomy may be diminished, to protect people from exploitation of their vulnerability. She further ensured that the self-worth of all participants was respected. People were not just used as a means to achieve research objectives.
2. **Beneficence**-the researcher here minimized the risks associated with research, including psychological and social risks and maximizing the benefits that accrue to research participants.
3. **Justice**- the researcher made a committed to ensuring a fair distribution of the risks and benefits resulting from research. In conducting this study, the researcher applied the rule which says “those who take on the burdens of research participation should share in the benefits of the knowledge gained”. Meaning that, the people who are expected to benefit from the knowledge should be the ones who are asked to participate and the researcher managed to achieve this by engaging all SMT members and educators of sampled schools.

In addition to the above established principles, bioethicists suggested that a fourth principle, respect for communities, which the researcher also adhered to. This principle constantly reminded the researcher of her obligation to respect the values and interest of the community in research.

Right at the beginning of each session of the interviews, the researcher outlined the purpose of the study; confidentiality was discussed and informed consent was obtained.

McMillan and Schumacher (2006:143) say that “subjects must be protected from physical and mental discomfort, harm and danger”. In my first meeting with the participants the following was clarified: research process, free participation, and my role as a researcher (of being non-judgmental and non-interfering). Verbal and written explanations were ensured. Permission from the relevant authorities in charge of the school was sought first in order to do this study. The following administrative procedures were also observed:

*Permission to conduct a study* and access to schools and relevant offices in the department of education was obtained from the Director of Research unit at Quality Assurance. Obtaining a list of Secondary and primary schools in the Area Office was not a hassle as the researcher is directly linked to the Education Management and Governance Development unit within the Department of Education. She has unlimited access to all schools in Ditsobotla Area Office and is responsible for the training; monitoring and support of all SGB members; all SMT members and all RCLs and TLOs.

The researcher adhered to the following administrative procedures:

She requested the principals to assist with the distribution and collection of the completed questionnaires. Completed questionnaires were personally collected by the researcher. In some schools upon arrival, the researcher was provided with an addressed envelope.

### **3.7.1. VOLUNTARY INFORMED CONSENT**

An online search share that “informed consent is a mechanism for ensuring that people understand what it means to participate in a particular research study so they can

decide in a conscious, deliberate way whether they want to participate. It is one of the most important tools for ensuring respect for persons during research. The first task that the researcher embarked on whilst trying to achieve consent was to inform the people about the research in a way they can understand. This was done through a series of scheduled meeting held with principals of sampled schools where explanation on the research was provided.

The following aspects were shared and discussed with the affected schools:

1. Purpose of the research.
2. What is expected of research participants, including the amount of time likely to be required for participation?
3. Risks and benefits, including, expected psychological and social.
4. The fact that participation is voluntary and that one can withdraw at any time with no negative repercussions.
5. How confidentiality will be protected.
6. The name and contact information of the researcher to be contacted for further questions or problems related to the research were also provided.

The above information was provided in a language and at an educational level that the participants easily relate with. This was done orally (that is verbally) during scheduled meetings. Clarity seeking questions were entertained. During these meetings, principals agreed to cascade the information to their fellow SMT members and educators during their briefing meetings at respective schools where also interested people will be identified. This was successfully done (evidence is the response received from schools). To formalize the entire process, permission was also sought from the head of research directorate within the North-west department of education.

McMillan and Schumacher (2006:143) argue that “Informed consent implies that the subjects have a choice about whether to participate”. They further share that there have been many circumstances when it seems acceptable that the subjects never knew that they have been participants. The respondents in this study were not forced to be part of

the sample, an explanation was provided that the study was voluntary and they will be allowed to withdraw when they felt uncomfortable to continue in the study.

The *informed consent* was achieved through McMillan and Schumacher's (2006:143 (5) discussions "giving the participants an explanation of the research, an opportunity to terminate their participation at any time with no penalty, and full disclosure of any risks associated with the study". Consent was acquired by asking participants to sign a form indicating their understanding of the search and consent to participate. In this study participation was voluntary; coercion was also avoided at all costs, as cited by Neuman (2003:302).

The population that finally constituted the sample for this study was requested for verbal consent and the procedure for the study was explained to them. Participants were not coerced to participate in this study.

### **3.7.2. PRIVACY /CONFIDENTIALITY/ANONYMITY**

"Conversation is a social act that requires give and take". Meaning that researchers take a lot of information from participants and therefore can sometimes feel a strong need to "give" similar information in return. People also enjoy talking about what they hear and learn-and researchers are not different. Before data collection could commence and explicit strategies put in place for protection, the researcher considered very cautiously not to breach participants' confidentiality in any way.

*Privacy, trust and confidentiality* are two ethical issues that are crucial (Bryman, 2009:31). They were maintained by conducting closed-door interviews. As per the prescripts of the constitution, the researcher was compelled to observe their rights and dignity by observing the Bill of rights and personally approaching them and explaining the whole research process.

- The researcher achieved respect and trust largely by assuring all respondents of the confidentiality of the information given. The schools' address and residential areas have not been disclosed in this study.

- Throughout the interview sessions, respect and trust were assured, and shared information was not given to any person who was not involved in the study.

The *identity of the participants* has been protected by remaining anonymous and the shared information will not be used against them (Neuman, 2003:126). The features of settings as well as the participants' names have not been disclosed. Officials and participants will be provided with an opportunity to review the report before it's released. My dual responsibility as cited by McMillan and Schumacher (2006:334) of protecting the individuals' confidences from other persons in the setting and protecting the informants from the general reading public was adhered to. Deception was avoided at all cost as it might have violated informed consent and privacy.

The *questionnaires* did not require any completion of the identification of the Area Office, district, schools or person. A covering letter that served as an instrument to introduce the questionnaire to the respondents and request consensual participation for the study was issued out. A covering letter that explained the purpose of the study accompanied the questionnaire. The exercise ensured honest response from respondents and provided direction for them to complete questionnaire, guaranteed their anonymity and provided guidance in terms of what is to happen to completed questionnaire.

The *biographic data* did not involve any characteristic that may identify respondents. An explanation was given to them not to write their names and residential address. The researcher further explained to them that the gathered information was not going to be used for personal gain as this would be tantamount to exploitation of the participants' innocence.

### **3.7.3 LIMITATIONS OF THE STUDY**

Limitation encountered, was that it became difficult for some of the schools to return the completed questionnaire as scheduled. A total of thirty nine schools were originally sampled and only thirty two returned the completed questionnaires. Most of the participants were not comfortable with the use of audio and visual recordings. Therefore the researcher was unable to use these tools.

### **3.8. CHAPTER SUMMARY**

This chapter introduced the research methodology employed to explore teamwork practices in sampled secondary and primary public schools in North West province, Ditsobotla Area Office, Ngaka Modiri Molema District. The data collection techniques that were used to collect data for this study were appropriate. The chapter discussed in details the research design, method, data collection and processing procedures. In order to answer the research questions, mixed-method approach incorporated the strength of both qualitative and quantitative approach.

The sampling of participants, questionnaires and interview instruments employed to conduct the study were equally suitable. The validity and reliability of the instruments used to collect data was also explained. Ethical considerations which were taken to ensure that the rights of the participants were not violated and the research realities were also argued in the chapter. Data interpretation will be explained in the next chapter.

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 INTRODUCTION**

This chapter provides a summary of the findings based on the main research question in this study which sought to provide answers to “how SMT members and other teachers experience teamwork” within the school context. However, it must be noted that the SMT structure was only established after 1994 in a democratic South African education system. The study is set out to explore how SMT members and teachers experience teamwork amongst themselves, how they perceive it as well as check if these structures possess necessary and significant knowledge and skills to build teamwork. The study further intended to explore the impact of teamwork on quality teaching and learning and establish if the current support given by the Department of Education to the SMT members is enough and assisting in terms of building effective teams in schools.

This chapter presents data gathered through interviews and questionnaires. The questionnaires provide the main data. Computer spreadsheet was used to analyse data from one hundred and thirty seven (137) questionnaires collected out of one hundred and forty five (145) that were initially distributed and the results are also presented. For the sake of the completeness of the raw data emerging from both interviews and questionnaire, annexure B and D are included. The general picture that appears is tremendously positive because School Management Team members and teachers generally welcome the concept of teamwork, and believe it has many positive significances or qualities.

#### **4.2 QUESTIONNAIRE ANALYSIS**

The descriptive statistical data analysis was used to analyse the data from one hundred and thirty seven (137) questionnaires administered in thirty two (32) schools out of the one hundred and forty seven that were distributed. The questionnaires were structured into the following four broad categories:-

Section A: Biographical data of the respondents

Section B: Teamwork knowledge and attitudes of participants in their respective schools

Section C: Teamwork skills of the Head Teacher

Section D: The general questions

The statistical data was analysed using different tables as modes of representations. The comments regarding the statistical analysis was only limited to what is perceived as significant trend or unusual pattern. The graphical representation is self-explanatory.

#### **4.2.1 BIOGRAPHICAL DATA OF THE RESPONDENTS**

The participants who constituted the Senior Management Team from each school comprised of the Head Teacher (principal), Deputy Head Teacher, and Head of Department (HoD). However, it was necessary to include one Post Level 1 Educator who was to provide a reflective perspective on the managerial performance of those who have been entrusted to these positions of authority. To that end, nine variables were used to establish the demographic characteristics of the participants as enumerated in Table 4.1.

The analysis has offered interesting indicators with regard to some variables which offer insightful understanding about the participants in relation to this study. The following are the discussions around the observed significant indicators that emerged from the responses provide by the participants:

##### **• *Professional Qualifications***

Whilst it may be plausible that most participants (45, 5%) are in possession of a 4 year Degree/ Degree + Diploma, there seems to be a shrinking percentage for those who are professionally qualified beyond this cohort. The participants who are in possession of the Master's Degree are relatively few (4.9%) and the same applies to those who are in possession of the Doctoral Degree (1.6%). The figures may suggest that there appears to be very limited passion for upgrading professional qualifications beyond the 4 year Degree/ Degree + Diploma.



The results might be due to the discontinuation of payments of qualification upgrade as the majority of these educators see no reason to spend a lot of their time and hard-earned salaries paying university fees to upgrade their qualifications, only to be told by the department that their salaries will remain the same despite improvement in qualifications.

Educators indicated that even during recruitment and selection for promotional posts, these qualifications don't matter as "only people who know people in higher echelons of the department get promoted" or "those who are willing to pay for promotional posts either in 'kind' or monetary terms are the ones who get promoted into senior positions". Another educator said "it also depends on which teacher union you are affiliated to". One educator mentioned that "nowadays when you are more qualified than your supervisor, you are bound to be victimized by those in powerful positions because you are a threat to their positions; therefore you will never be promoted".

The above is in contrast with Craft (2000:9-10) "there are many reasons for undertaking professional development, such as to improve performance skills of an individual, extend the experience of an individual teacher for career development or promotional purposes, develop the professional knowledge and understanding of an individual teacher in order to fulfill his/her responsibilities more effectively, extend the personal or general education of an individual, make staff feel valued, promote job satisfaction, develop an enhanced view of the job, enable teachers to anticipate and prepare for change and to derive excitement from it, and make teachers feel willing and competent to contribute positively to the development of the school.

It can be concluded that educators at Ditsobotla Area Office demonstrated that their passion for personal academic development has died. The Department of Basic Education must motivate school management teams to upgrade their qualifications and give necessary attention to the issue of promotional posts.

**Table 4.1 Demographic Characteristics of Participants**

<b>Gender</b>	Female	68	59.6
	Male	46	40.4
<b>Age (years)</b>	20-25	2	1.7
	26-35	12	10.0
	36-45	45	37.5
	46-55	36	30.0
	55+	25	20.8
<b>Post Level</b>	Educator	40	32.5
	HOD	48	39.0
	Deputy Head Teacher	21	17.1
	Head teacher	14	11.4
<b>Professional Qualifications</b>	3 year Diploma	25	20.3
	4 year Degree/ Degree + Diploma	56	45.5
	Bed Hons	34	27.6
	Master's degree	6	4.9
	Doctoral degree	2	1.6
<b>Management experience in current post level</b>	0-5 years	42	34.4
	6-10 years	24	19.7
	11-15 years	18	14.8
	16-20 years	22	18.0
	21+	16	13.1
<b>Workload (period per week)</b>	0-15	23	19.9
	16-25	39	33.6
	26-35	28	24.1
	36+	26	22.5
<b>Number of workshops/training attended in teamwork over the last three years</b>	0	16	14.4
	1	29	26.1
	2	19	17.1
	3	13	11.7
	4+	34	30.6
<b>Language used in team meeting sessions at school</b>	English	103	85.8
	S/Sotho	8	6.7
	Setswana	4	3.3
	Siswati	1	.8
	Tshivenda	1	.8
	Afrikaans	2	1.7
	N/Sotho	1	.8
<b>School Locality</b>	Township	77	63.6
	Town/city	28	23.1
	Village	8	6.6
	Farm	8	6.6

- ***Management experience in current Post Level.***

On the basis that the participants included Post Level 1 Educators, it is safe to assume that the significant number of participants (34.4%) accounts for this group whose current post do not require any management. There are only few (13.3%) SMT members who have management experience in the current post which is twenty one years and more, whilst a relatively higher (19.7%) member of the SMT have management experience that ranges between 6-10 years. Therefore, the majority of the SMT members (32.6%) have less management experience in their current post. The results imply that there is a gap in terms of the school's management team succession plan. Post level one educators are not being capacitated by the school management teams (SMTs) to ensure that they take on leadership and management roles and responsibilities in schools when the time comes.

Some of the principals shared that most of the post level 1 educators when they are delegated some of the management responsibilities, they don't comply, that is why when they get promoted (in other schools), they find themselves wanting in terms of management duties and responsibilities. The following are some of the responses they get from educators: "I am not getting paid to do that job, it is not within my job description"; "You applied for the post of the principal, why can't you do the job yourself?" "Experienced colleagues are going to laugh and criticize me and say 'ke ngwana wa ga principal' (loosely translated: I am the principal's baby)", others flatly ignore the principal's request to be assisted.

Fears around social sanctions and peer ostracism often surface when post level 1 educators are requested to take on management roles. This is in agreement with what Hart, 1990:519; Pellicer and Anderson, 1995:13) shared. Mistrust may emerge; confusion may develop; friendships can be subjected to strain (Little, 1990:513), and conflict can increase and this can result in post level 1 experiencing loneliness and isolation (LeBlanc and Shelton, 1997:34). Katzenmeyer and Moller (2009:34-36) argue that teacher leaders do not necessarily have to be born, but can learn leadership skills through experiential professional development opportunities.

From the results, it can be derived that the underlying values that guide the work of educators at Ditsobotla Area Office to achieve organisational transformation, correspond with Katzenmeyer and Moller's highlight (2009:34-36) namely that more and more teachers should take empowered and professional roles, focus their attention and energy on leadership activities which will benefit students, learn leadership skills through effective professional development, providing that they are provided with opportunities to practice and apply knowledge about leadership; and that planned, purposeful, systemic long-term professional development is preferred by teachers.

The educators must always be reminded that failure to carry a lawful instruction is a misconduct and that the vision of the department is not to expel or frustrate/overload them, but to ensure capacity building across all levels in the schools. Therefore, the school management teams (SMT) have a responsibility to nurture educators on management and leadership related matters. Educators have pedagogical credibility and the school management team must work collaboratively with all educators in the school. Mentoring and coaching programmes to enhance educator capacity must be developed and implemented as expected.

• ***Number of workshops/training attended in teamwork over the last three years.***

The attendance to teamwork workshops/training appears to be fairly well with the majority (30.6%) of the SMT members having attended 4 workshops/training and more. These results are consistent with the interview findings where newly appointed SMT members attend three-day induction workshop to familiarize them with their new roles and responsibilities. However, what appears to be of great concern is that there are some SMT members (26.1%) who have only attended the above workshops/training once.

To this end, there needs to be concerted and deliberate efforts to expose this group to teamwork workshops/training in order to equip them with the latest teamwork techniques. This is consistent with Steyn and van Niekerk (2012:46) citing (Mosoge, 2008) that the purpose of professional development is talent development, career advancement and institutional development. It is the responsibility of an effective

school principal to ensure that all staff members receive the necessary support and capacity to ensure that they perform to the best of their abilities and improve school performance.

Professional development should meet the needs of both the individual and the education institution. To meet the challenges, teachers need to keep abreast of new developments in education, moreover educators' professional development is increasingly regarded as critical to creating more effective schools and to raising the standards of students' achievement (Moswela, 2006:629). It can be concluded that the need for continuous professional development in the area of school management team is evident.

#### **4.2.2 TEAMWORK OF PARTICIPANTS IN THEIR RESPECTIVE SCHOOLS**

In this section there are ten subsections with each comprising of ten statements which were analysed.

##### ***Benefits of team work***

The participants were to evaluate the benefits of teamwork in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in the Table 4.2.

Although the statistical data in Table 4.2 is self-explanatory, it is worth highlighting on the following:

- The majority of participants (58.3) are comfortable with all the ten statements because all statements have enjoyed positive confirmation in the "agree" column which demonstrates the highest percentage as opposed to other responses.
- Only an insignificant number of the participants (3.1%) do not agree that teachers are enriched by working together in teams whereas a significant number of participants (58.3%) agree.

The finding implies that true democratic systems and shared decision-making are in place in the majority of Ditsobotla AO schools. It can be derived that the school

management team members have organised staff members into leadership teams with specific task allocations to ensure that leadership is spread throughout the school and there is collaboration, collegiality and teamwork among team leaders and their teams and among the leaders themselves (Botha, 2013:104). This is in consistent with the response from interviews where the following expressions were frequently used: “We are a family”; “We climb every low and high mountain together”.

Respondents also indicated that “in teamwork members are hands-on and contribute towards team success”.

The following team benefits were cited (among others):

*“As a newly established school, we established SQLTC and before we knew it, all members were invited to attend PQLTC training where the principal and Community Development Worker (CDW) shared good practices with the district quality learning and teaching campaign (DQLTC) members”.*

*“What has made us to succeed over the years is the fact that our principal is a visionary, a true builder of relationships and great communicator. Information is shared throughout the school and timely. We have different structural ‘whatsapp groups’. When the principal is attending meeting at the AO and we are expected to develop and submit a document, he just sends a message while attending meeting and we comply”.*

Teams can provide benefits for both organisations and employee through higher productivity, quality improvements, greater flexibility and speed, a flatter management structure, increased employee involvement and satisfaction, and low turnover (Daft, 2008:260).

Respondents agree that ‘teams are a must have in all school’, they alleviate stress in terms of workload. There is improved morale and members are highly motivated and job satisfaction is improved. SMT members indicated that ‘their potential have been unleashed’ through teamwork. The overall working together has added value to thinking, quality service delivery and achievements of set targets. Everyone is now aware that “the whole is more important than the sum of the parts”. By using teams, it

becomes possible to involve large number of people in decision making and this is the first step towards building ownership and commitment (Steyn and van Niekerk, 2012:263-264). Data collected from questionnaires confirmed that the concept of teamwork is not a new phenomenon in schools. Management workload is spread among staff members; including post level 1 educator. Educators are also empowered through teamwork.

**Table 4.2 Benefits of team work**

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Teachers are enriched by working together in teams	38(29.9)	<b>74(58.3)</b>	11(8.7)	4(3.1)	
Staff experience the benefits of teamwork	27(21.1)	<b>73(57.0)</b>	19(14.8)	7(5.5)	2(1.6)
The quality of teaching is enhanced through teamwork	42(32.6)	<b>63(48.9)</b>	20(15.5)	4(3.1)	
Leadership is distributed through teamwork	38(29.9)	<b>66(52.0)</b>	15(11.8)	7(5.5)	1(.8)
Decision making power is distributed through teamwork	32(25.2)	<b>67(52.8)</b>	20(15.8)	7(5.5)	1(.8)
Benefits are derived from teamwork	28(21.9)	<b>73(57.1)</b>	20(15.6)	5(3.9)	2(1.6)
Teamwork strengthens the position of authority of the head teacher	38(28.1)	<b>66(51.6)</b>	20(15.6)	3(2.3)	1(.8)
Teamwork is time well spent towards more effective teaching and learning	33(25.4)	<b>74(56.9)</b>	20(15.4)	2(1.5)	1(.8)
Teamwork improves the managerial capacity of the principal	49(38.0)	<b>56(43.4)</b>	19(14.7)	3(2.3)	2(1.6)
The head teacher and staff value teamwork	34(26.4)	<b>70(54.3)</b>	19(14.7)	3(2.3)	3(2.3)

### ***Characteristics of teamwork***

The participants were given an opportunity to also evaluate the characteristics of teamwork in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in Table 4.3.

The participants appear generally to have agreed with all the statements given the high percentage rankings they have allocated to each of the ten statements as reflected in the Table 4.3. The said rankings that characterized teamwork ranged from 50.0% to 63.6%. The following are the key highlights in this subsection:-

• **Teams have clear and specific outcomes**

Of significance among the characteristics of teamwork is the majority of participants (63.6%) have concurred to the clarity and specific outcomes of teamwork. It therefore suggests that there are clearly defined specific outcomes which are targeted and they appear to be commonly known to the majority of participants.

• **Teamwork builds stronger relationship among staff**

The number of the participants (28.5%) who strongly agree that teamwork builds stronger relationship among staff members is relatively impressive, and none of the participants strongly disagreed with this statement. However, there is a significant number of participants (16.9%) who appear to be neutral and it would be to the benefit of the school if they are canvassed and mobilised positively in order to harness stronger relationship among staff members.

**Table 4.3 Characteristics of teamwork**

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Teams have clear and specific outcomes	23(17.8)	<b>82(63.6)</b>	19(14.7)	5(3.9)	
Team members take joint responsibility for team actions	22 (17.1)	<b>67(51.9)</b>	33(25.6)	7(5.4)	
Team members share the credit for team achievement	27(21.3)	<b>73(57.5)</b>	21(16.5)	5(3.9)	1(.8)
Teams are committed to a common purpose and goal	21(16.4)	<b>74(57.8)</b>	26(20.3)	7(5.5)	
Team members communicate effectively with one another	20(15.6)	<b>64(50.0)</b>	37(28.9)	7(5.5)	
I feel positive about the characteristics displayed by teams	21(16.5)	<b>67(52.8)</b>	30(23.6)	7(5.5)	2(1.6)
Teamwork builds stronger relationships among staff	37(28.5)	<b>66(50.8)</b>	22(16.9)	5(3.8)	
Recognition is given to teams that achieve	23(18.0)	<b>71(55.5)</b>	24(18.8)	8(6.3)	2(1.6)
Teamwork builds emotional security among staff members	21(16.7)	<b>76(59.3)</b>	23(18.3)	5(4.0)	1(.8)
Team members encourage one another to think creatively	29(22.7)	<b>74(57.8)</b>	20(15.6)	5(3.9)	



- ***Team members communicate effectively with one another***

Although the majority of the participants generally agree with all the ten statements that relate to the characteristics of teamwork, the above statement is the least rated (50.0%) of all the ten statements. The other greatest concern is the significant number of participants (28.9%) who are neutral as opposed to the number of participants (15.6%) who strongly agree and the participants (5.5%) who strongly disagree. It therefore stands to reason that there ought to be an intense communication strategy which will effectively heighten the much desired dialogue among team members.

- ***Teamwork builds emotional security among staff members***

It is interesting to note that the overwhelming majority of participants (59.3%) agree with the above statement which is the second best rated statement among the ten. The undecided participants (16.9%) nonetheless remain an area of concern. It therefore suggests that this may be a potential group to be targeted with a view of persuading them positively towards constructive engagements in teamwork which invariably would offer the above benefits among others.

The results imply that school management teams understand what effective teamwork entails. It is clear that members of teams at Ditsobotla AO know that effective teams do not happen by chance but resources, team composition, work design and process variables make teams effective.

SMTs confirm that there is evidence of the features of teamwork in their schools. The following statements emerged from members:

*“Nobody sleeps during our team meeting because of the great participation that is involved”.*

*“Responsibilities are assigned to members who are competent”.*

*“My team is very cooperative; they meet deadlines and ensure achievements of set targets”.*

This is in agreement to Robbins et al (2009:258) that effective teams have common characteristics. They have adequate resources, effective leadership, a climate of trust; and a performance evaluation and reward system that reflects team contributions. These teams have individuals with technical expertise; as well as problem-solving; decision-making; and interpersonal skills and the right traits; especially conscientiousness and openness.

It is evident that there are aspects of effective teamwork at Ditsobotla AO schools. For example open communication, sharing of responsibility, commitment to common purpose, clear and specific outcomes known by all team members.

### ***Team roles***

The participants were afforded an opportunity to also evaluate team roles in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in Table 4.4. The participants appear generally to have agreed with all the statements given the high percentage rankings they have allocated to each of the ten statements as reflected in Table 4.4. The said rankings that characterized team roles ranged from 47.8% to 58.6%. The following are the key highlights in this subsection:-

#### ***• Imbalances in task allocations of team members are addressed***

It appears that the above statement does not enjoy optimal attention in that only a relatively limited number of participants (47.8%) are in agreement. The reality is that this figure is even below the generally acceptable threshold of 50%. In the same breath, there is a substantial number of participants (28.1%) who are undecided on the above which approximately equivalent to half of the sum total of those who strongly agreed (18.0%) and those who agreed (47.8%).

**Table 4.4 Team roles**

	SA	A	N	D	SD
Teams do not only talk, but they also do a lot	22(17.7)	<b>75(58.6)</b>	25(19.5)	5(3.9)	1(.8)
The right mix of team roles enhances successful teamwork	31(24.0)	<b>72(55.8)</b>	22(17.1)	4(3.1)	
Team members' individual knowledge and/or experience bases are appreciated	30(23.6)	<b>74(58.3)</b>	16(12.6)	6(4.7)	1(.8)
Members contribute to team efforts in a trustworthy fashion	26(19.7)	<b>64(48.5)</b>	32(24.2)	5(3.8)	
All members are co-responsible for attainment of goals set out	26(20.5)	<b>68(53.5)</b>	25(19.7)	7(5.5)	1(.8)
Team leaders are fairly senior staff	23(18.1)	<b>67(52.8)</b>	26(20.5)	9(7.1)	2(1.6)
Discussions are not dominated by only a selected few members	24(18.8)	<b>70(54.7)</b>	24(18.8)	8(6.3)	2(1.6)
The person is matched to the team role	26(20.5)	<b>65(51.2)</b>	27(21.3)	7(5.5)	2(1.6)
Roles are assigned according to talents	20(15.7)	<b>62(48.8)</b>	33(26.0)	9(7.1)	3(2.4)
Imbalances in task allocations of team members are addressed	23(18.0)	<b>61(47.8)</b>	36(28.1)	7(5.5)	1(.8)

• ***Teams do not only talk, but they also do a lot***

Although a significant number of participants (19.5%) were undecided, the overwhelming majority (58.6%) agree with the above statement. This appears to be the most valued benefit of team roles.

• ***Members contribute to team efforts in a trustworthy fashion***

This is the second poorly rated statement (48.5%) from all the ten statements in this subsection. The absence of trust in any team renders the team to be vulnerable to elements of mistrust which eventually would undermine the integrity and the primary objectives of the team.

- ***Roles are assigned according to talents***

It is interesting to note that a significant number of participants (2.4%) are vehemently opposed to the above in that they strongly disagree. This is the only highest figure that has been registered in the category of those who strongly disagree in all ten statements. This is worth exploring in order to optimally utilise and benefit the much needed talents of all the participants.

The findings indicate that school management teams know and understand the roles of teams, however, the following are of great concern as they emerged also during interviews: absence of trust in teams, roles not being assigned according to talents.

SMT members mentioned the following:

*“If you delegate a particular responsibility, sometimes, it is not done as expected”.*

*“There is no personal job-satisfaction in delegation”.*

*“In meetings grand ideas come out. But when it comes to implementation... They can't walk the talk”.*

It is very important for team leaders to consult with members before delegating tasks to clearly explain what is expected of them. SMT members should not take for granted that supervisees can perform the task. This is in line with Maxwell (2008:467-470) when the scholar highlights that teams achieve most when team members take roles in line with their strengths and which therefore allow them to add value to the team performance. Teams need a compelling direction. Unless a leader articulates clear direction, there is a real risk that different members will pursue different agendas (Hackman, 2005:123).

Leadership is also about professional development and a benefit as indicated in chapter 2 of this study, therefore, the school management teams should not compromise the developmental benefit of teamwork by withholding responsibilities from selected members of a team as: interpersonal, social elements of team working (Stashevski and Kowlowski, 2006:66) are also affected, and it is likely that team cohesion will also suffer.

## ***Team building***

The participants were afforded an opportunity to also evaluate team building in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in the Table 4.5.

**Table 4.5 Team building**

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Regular team meetings contribute towards team building	30(23.4)	<b>67(52.4)</b>	27(21.1)	3(2.3)	1(.8)
Teams function effectively	26(20.3)	<b>61(47.7)</b>	34(26.6)	6(4.7)	1(.8)
Passion builds teams	31(24.2)	<b>75(58.6)</b>	18(14.1)	3(2.3)	1(.8)
An essential ingredient to team building is a common goal	33(24.9)	<b>72(57.4)</b>	17(13.2)	5(3.9)	1(.8)
Matching rewards to the achievement builds team spirit	29(22.8)	<b>72(56.3)</b>	22 (17.2)	4(3.1)	1(.8)
Teams are assisted to overcome barriers to effective functioning	28(21.2)	<b>65(51.6)</b>	26(20.6)	6(4.8)	1(.8)
Attempts at team building are never a waste of time	34(26.8)	<b>71(55.9)</b>	15(11.8)	5(3.9)	2(1.6)
Ineffective team leaders are a barrier to team building	41(32.0)	<b>57(44.6)</b>	21(16.4)	8(6.3)	1(.8)
Ice breakers are used at meetings	27(21.3)	<b>52(40.9)</b>	36(28.3)	10(7.9)	2(1.6)
Appropriate teamwork training equips members to work in teams	26(20.3)	<b>72(56.3)</b>	23(18.0)	6(4.7)	1(.8)

The participants appear generally to have agreed with all the statements given the high percentage rankings (40.9% to 58.6%) which they have allocated to each of the ten statements as reflected in Table 4.5. The following are the key highlights in this subsection:-

### **• *Passion builds teams***

A significant number of participants (58.6%), which is the highest percentage of all the ten statements, concur with the above statement. In addition to this cohort, there is a relatively significant number of participants (24.2%) who strongly agree whilst an insignificant number of participants (0.8%) in this cohort strongly disagrees. It therefore stands to reason that teams ought to be driven by passion in their endeavours to realising their stated goals.

- ***An essential ingredient to team building is common goal.***

This is the second best rated statement (57.4%) which enjoys of the favourable response from the participants. In addition to this figure, there is a relatively higher number of participants (24.9%) who strongly agree whereas there are relatively insignificant number of participants (3.9%) who disagree and those who strongly disagree (0.8%). However, the neutral number of participants (13.2%) may be constructively influenced through communicating clearly defined common goals which the team ought to achieve. In this manner, all participants are likely to put their shoulder to the wheel when all know the common goals and the consequences for failure to attain the set goals.

- ***Ice breakers are used at meeting***

Of all the ten statements in this subsection, this is the poorly rated statement which has only received a nod from few participants (40.9%) who are in agreement with the above statement. Of significance is the number of participants (7.9%) who disagree with the above statement. This is the highest figure of all the ten statements wherein the participants disagree. Critical to this is the number of participants (28.3%) whose decision remains neutral. Again, this is the highest figure of all the ten statements in this subsection that has been noted. The utilisation of ice breakers tend to alleviate feelings of discomfort and rigidity in meetings and automatically cause all participants to contribute meaningfully on matters under discussion.

The results revealed that team building programmes are available and being implemented at Ditsobotla AO schools. The SMTs confirm that team building programmes are in place in schools.

*“We normally go for bosberaad (plenary session) towards the end of the year to ensure that we ready for re-opening of school for the following year”.*

*“Each member in my team is given responsibility and feedback is provided at the next meeting to deal with existing gaps timeously”.*

*“Regular meetings are held to deal with all matters and provide support where necessary”.*

*“In my school, the SMT members normally recommend refresher courses for struggling staff members in identified areas”.*

The above statements are in line with Bush and Middlewood’s view (2013:228) that “any organisation where staffs are neglected as adult learners will reduce its potential to be effective for those who attend it”. Based on this statement, school management teams must take time to understand their people, identify and recognize their needs, acknowledge their contributions, and encourage and assist them to reach their potential

The outcome of the study also revealed a gap in terms of the usage of ice breakers during meetings. Although no crime is committed by not using ice-breakers, SMT members are encouraged to use them to lighten the day or afternoon for some members especially when the mood is tense due to the issue on the table. There is nothing wrong in bringing a smile into a team member’s face.

### ***Achievement of team goals***

The participants were afforded an opportunity to also evaluate the achievement of team goals in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in Table 6. The participants appear generally to have agreed with all the statements given the high percentage rankings they have allocated to each of the ten statements as reflected in the above table. The said rankings that characterized the achievement of team goals ranged from 50.8% to 62.2%.

**Table 4.6 Achievement of team goals**

	SA	A	N	D	SD
Team goals are measurable	20(15.7)	<b>79(62.2)</b>	22(17.3)	4(3.1)	2(1.6)
Team goals are achievable and realistic	17(13.3)	<b>79(61.7)</b>	26(20.3)	4(3.1)	2(1.6)
D-dates are set for the attainment of goals	23(17.8)	<b>73(56.6)</b>	27(20.9)	5(3.9)	1(.8)
Team leaders are clear about goal expectations	26(20.3)	<b>72(56.3)</b>	25(19.5)	4(3.1)	1(.8)
The SMT has a clear vision directing its actions	27(21.1)	<b>76(59.4)</b>	17(13.3)	6(4.7)	2(1.6)
An emphasis on objectives stimulates team performance	21(16.5)	<b>76(59.8)</b>	25(19.7)	4(3.1)	1(.8)
Everyone has a clear vision of team objectives	21(16.4)	<b>70(54.7)</b>	29(22.8)	7(5.5)	1(.8)
Team members know exactly what they need to do	24(18.9)	<b>76(59.8)</b>	21(16.5)	5(3.9)	1(.8)
Team goals need to be formulated precisely and specifically	29(22.7)	<b>72(56.3)</b>	21(16.4)	5(3.9)	1(.8)
Monitoring of the progress towards goal achievement is essential	41(32.0)	<b>65(50.8)</b>	17(13.3)	3(2.3)	2(1.6)

The following are the key highlights in this subsection:-

- ***Monitoring of the progress towards goal achievement is essential***

This is the least rated (50.8%) in this column from all the statements in this subsection. Although an additional number of participants (32.0%) strongly agree that monitoring of progress is central towards the achievement of set goals, there seems to be a negative perception towards being monitored moreover a significant number of participants (13.3%) preferred to be neutral. This calls for vigorous interactive sessions which would translate into participants to embrace monitoring and appreciate its intended purpose towards goal achievement and empowerment.

- ***Team goals need to be formulated precisely and specifically***

This is the second rated (22.7%) of all the ten statements in the subsection wherein participants strongly agree that team goals need to be formulated precisely and specifically. There is only an insignificant figure number of participants who appear to



be opposed to the above in that the sum total of the number of participants who disagree (3.9%) and those who strongly disagree (0.8%) is relatively minimal. However, there is still room for the possibility of persuading those who remain neutral (16.4%) to realise the benefits of formulating precise and specific team goals.

- ***Everyone has a clear vision of team objectives***

This is the only statement from all ten in this subsection wherein the participants have shown a high level of disagreement (5.5%) in addition to the number of participants (0.8%) who strongly disagree. This is further precipitated by the number of participants (22.8%) who are noncommittal. To this end, such a blurry and unguided management often than not paralyse all planned activities. It therefore stands to argue that everyone ought to have a clear vision of team objectives to avoid inevitable anarchy.

- ***Team goals are measurable***

The overwhelming number of participants (62.2%) agrees that team goals are measurable. This is the highly rated response received from all ten statements in this subsection. This is in addition to the number of participants (15.7%) who have strongly expressed their concurrence to the above statement. This view is expressed in spite of an insignificant number of participants (3.1%) who disagree and those who strongly disagree (1.6%). However, this provides an opportunity of mobilizing all team members to understand how measurable team goals are.

The results indicated that school management teams at Ditsobotla AO are well aware of target setting, timeframes and target achievements. This is in line with the following statements made by school managers during interviews:

*“My team members are very cooperative. They respect submission deadlines”.*

*“My school’s vision is shared with all the relevant stakeholders”*

*“During SGB meetings, I always advise the members to ensure that the school’s budget is aligned to the vision and mission of the school so as to ensure achievement of the set goals in terms of provision of quality teaching and learning”*

By now all school management team members should be aware that the leader's vision serves as a compass point that indicates a predetermined direction and destiny to which both the leader and followers would like to move. Steyn and van Niekerk (2012:227) state that education managers should develop visionary qualities and the ability to achieve objectives using goal setting. The scholars further highlight that to be able arrive at objectives that task teams and other more permanent teams (subject teaching teams in bigger schools) set for themselves, the vision should be: specific, measurable, achievable, realistic, time limited and positive.

SMTs are also advised to ensure that they share their visions with all the relevant stakeholders within and outside the school in order to enjoy the maximum support needed to achieve set goals.

### ***Team meetings***

The participants were afforded an opportunity to also evaluate team meetings in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in the Table 7. The participants appears generally to have agreed with all the statements given the high percentage rankings they have allocated to each of the ten statements as reflected in the above table. The said rankings that characterized team meetings ranged from 44.0% to 55.6%.

**Table 4.7 Team meetings**

	SA	A	N	D	SD
The minutes must be tabled at each team meeting	47(37.9)	<b>69(48.4)</b>	14(11.3)	2(1.6)	1(.8)
Meeting procedures are followed in our team meetings	43(34.4)	<b>55(44.0)</b>	23(18.4)	2(1.6)	2(1.6)
Regular, structured meetings are the secret of effective teams	36(29.3)	<b>59(48.0)</b>	23(18.7)	4(3.3)	1(.8)
Team meetings have a purpose of which is expressed in a written agenda	44(35.5)	<b>57(46.0)</b>	18 (14.5)	4(3.2)	1(.8)
Chairpersons are competent	37(29.8)	<b>61(49.2)</b>	20(16.1)	3(2.4)	3(2.4)
Staff value team meetings	24(19.5)	<b>67(54.5)</b>	27(22.0)	4(3.3)	1(.8)
Team meetings are stimulating	28(22.6)	<b>69(55.6)</b>	21(16.9)	5(4.0)	1(.8)
Meetings are too large extent, contributing to team success	32(25.8)	<b>66(53.2)</b>	21(16.9)	4(3.2)	1(.8)
Differences of opinion are respected and listened to in meetings	29(23.4)	<b>66(53.2)</b>	25(20.2)	3(2.4)	1(.8)
Team members come prepared for the topics to be discussed in meetings	25(20.2)	<b>63(50.8)</b>	31(25.0)	4(3.2)	1(.8)

The following are the key highlights in this subsection:-

• ***Meeting procedures are followed in our team meetings***

This apparently is the grey area which needs urgent attention and the least rated (44.0%) of all the ten statements in this subsection wherein participants agree with the above statement. In spite of the number of participants (34.4%) who strongly agree with the above, the fact of the matter is that there is relatively a reasonable figure (3.2%) of team meetings which are not procedurally conducted. The number of participants (18.4%) who are neutral may be indicative of this impending cloud of uncertainty. It therefore requires deliberate and robust interventions that will ensure that the generally accepted standards of conducting meeting are adhered to without fail by all team members.

• ***Team meetings have a purpose of which is expressed in a written agenda***

This too appears to be the grey area which needs urgent attention and is the second of the least rated from all the ten statements in this subsection wherein participants (46.0%) agree with the above statement. Although there is a significant number of

participants (35.5%) who strongly agree with the above, there is an alarming number of participants (14.5%) who are noncommittal in this cohort added to the number of participants (3.2%) who disagree and those who strongly disagree (0.8%) seems to be reasonable to warrant a concern for meetings which are convened without a clearly defined purpose in the form of an agenda.

- ***The minutes must be tabled at each team meeting***

The majority of the participants generally agree with the above statement (48.4% agree whilst (37.9% strongly agree). It would require concerted efforts to unearth the reluctance that is demonstrated by the number of noncommittal participants (11.3%) in this cohort to value the above practice. It is only when the overwhelming majority exhibits good practices that the insignificant few would be constructively persuaded to do likewise.

- ***Chairpersons are competent***

Whilst a relatively reasonable number of the participants (49.2%) concur with the above and also a relatively reasonable number of the participants (29.8%) strongly agree that the chairpersons are competent, there is a notable number of participants (2.4%) who disagree and the same number of participants strongly disagree (2.4%) with the above view. It stands to reason therefore that in such cases of incompetent chairpersons anarchy is inevitable, especially in the light of the noncommittal participants (16.1%) in this cohort. This would require creative measures which would ensure that those who are to direct the proceedings of the team meetings are equal to the task.

The results indicate that as much as meetings are scheduled and attended, there is a gap in terms of following procedure in these meetings. As indicated in chapter 2, school management teams must ensure development of schedule for meetings and share with all the relevant members. Notices, agenda, attendance registers must be availed. Previous minutes must be reviewed for omissions or corrections and relevant signatories must append their signatures. Copies of minutes must be availed to all affected team members before the next meeting.

## **Team motivation**

The participants were afforded an opportunity to also evaluate team motivation in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in Table 8. The participants appear generally to have agreed with all the statements given the high percentage rankings they have allocated to each of the ten statements as reflected in the above table. The said rankings that characterized team motivation ranged from 49.2% to 59.3%.

**Table 4.8 Team motivation**

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Team members are enthusiastic	22(17.7)	<b>64(51.6)</b>	31(25.0)	6(4.8)	1(.8)
Good team performance is appreciated by the principal	30(24.6)	<b>67(54.9)</b>	22(18.0)	2(1.6)	1(.8)
Members are motivated because goals are attainable	24(19.5)	<b>73(59.3)</b>	23(18.7)	2(1.6)	1(.8)
Tasks performed by the team address set goals	24(19.4)	<b>73(58.9)</b>	22(17.7)	4(3.2)	1(.8)
Feedback on progress acts as motivator	29(23.2)	<b>65(52.0)</b>	28(22.4)	2(1.6)	1(.8)
Team members are kept informed on goal achievement	21(17.1)	<b>68(55.3)</b>	29(23.6)	4(3.3)	1(.8)
Being seen to be fair builds team spirit	36(29.0)	<b>61(49.2)</b>	23(18.5)	3(2.4)	1(.8)
All team members participate in activities	19(15.4)	<b>62(50.4)</b>	34(27.6)	7(5.7)	1(.8)
Positive feedback to teams is not limited	26(21.0)	<b>66(53.2)</b>	28(22.6)	3(2.4)	1(.8)
Recognition enhances team motivation	31(25.0)	<b>63(50.8)</b>	28(22.6)	1(.8)	1(.8)

The following are the key highlights in this subsection:-

- **Members are motivated because goals are attainable**

The overwhelming majority of the participants ((59.3%) agree with the above statement in addition to the number of participants (19.5%) who have expressed a strong view is in agreement with the above statement. The number of participants (18.7%) who are neutral may be creatively persuaded to intrinsically value team goals which would eventually motivate them.

- ***Being seen to be fair builds team spirit***

Although this reflects the least number of participants (49.2%) who have responded to this statement in this entire subsection, this is a significant number of participants to agree with the above statement in that an additional number of participants (29.0%) strongly agree. The uncertainty of the neutral participants (18.5%) ought to be creatively addressed such that they value the above statement to demonstrate the above practice in their teams.

- ***All team members participate in activities***

The general view of the majority of the participants (50.4%) is that they agree with the above statement even though there are those who disagree (5.7%). This is a significant figure because it is the highest in the subsection that has been noted. This is further compounded by the number of participants (27.6%) who are neutral. Teams are defined by active participation of all members in various activities. To this end, creative and thought provoking measures ought to be explored and implemented in order to induce constructive participation from all team members.

The findings revealed that school management teams agree that feedback on progress acts as a motivator. Members of a team get highly motivated when they attain the set and agreed upon goals. It is the responsibility of the principal to motivate staff members. Blandford (2006:234) asserts that motivation generally means "...positive support by staff members with some experience to members with less experience. SMT members at Ditsobotla AO, possesses skills and expertise in terms of staff motivation.

Principals share the following during interviews:

*"I arrange motivational talks for my staff members at the beginning of every term just to encourage and appreciate them for the hard work they are doing"*

*"My school's SGB has raised funds to celebrate the school's good learner performance for the year and thank all staff members for their contribution"*

### ***Team conflict management***

The participants were afforded an opportunity to also evaluate team conflict management skills in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in Table 4.9. The participants appear generally to have agreed with all the statements given the high percentage rankings they have allocated to all nine out of ten statements as reflected in Table 4.9. The said rankings that characterized the team conflict management ranged from 34.7% to 60.5%. The following are the key highlights in this subsection:-

- ***Teamwork is undermined by conflict among team members***

It is interesting to note that a significant number of participants (36.3%) opted to be neutral in response to the above statement. What is startling about the responses provided to this statement is that the neutral participants are in the majority as compared to the responses received from other participants on the same statement. The number of participants (34.7%) who agree is relatively low and for those who strongly agree (16.1%) is even lower. It remains a mystery that an overwhelming majority would comfortably opt to be noncommittal to give an expressed view on what appears to be crystal and clinical possibility. It would be interesting to uncover what reasons underlie this anomaly when this matter is probed further.

- ***Team leaders act assertively to resolve conflicting arguments in team meetings***

The majority of the participants (60.5%) agree with the above in addition to those who strongly agree (18.5%). In this instance the number of participants (16.9%) who preferred to be neutral remains the second lowest ratings of all the ten statements in this subsection. Those who disagree (3.2%) and strongly disagree (0.8%) are relatively insignificant.

**Table 4.9 Team conflict management**

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Empathy for other members' opinions helps with conflict resolution	27(21.8)	<b>61(49.2)</b>	33(26.6)	2(1.6)	1(.8)
Team members manage their emotions in a mature way in conflict situations	20(16.0)	<b>66(52.8)</b>	28(22.4)	9(7.2)	2(1.6)
Team leaders act assertively to resolve conflicting arguments in team meetings	23(18.5)	<b>75(60.5)</b>	21(16.9)	4(3.2)	1 (.8)
Teamwork is undermined by conflict among team members	20(16.1)	43(34.7)	<b>45(36.3)</b>	11(8.9)	5(4.0)
Conflict is not conducive to innovative thoughts	36(29.0)	<b>50(40.3)</b>	33(26.6)	4(3.2)	1(.8)
Leaders resolve conflict by bringing humour into the discussion	32(26.0)	<b>54(43.9)</b>	30(24.4)	4(3.3)	3(2.4)
Team members do not have to agree on all issues	38(30.6)	<b>59(47.6)</b>	23(18.5)	3(2.4)	1(.8)
Conflict is not resolved with an authoritative approach	32(25.8)	<b>60(48.4)</b>	26(21.0)	4(3.2)	2(1.6)
Creative, imaginative projects are stimulated by conflict	22(17.9)	<b>55(44.7)</b>	37(30.1)	5(4.1)	4(3.3)
Leaders deal with conflict	292(3.2)	<b>73(58.4)</b>	15(12.0)	7(5.6)	1(.8)

### • **Leaders deal with conflict**

A significant number of few participants (12.0%) opted to remain neutral which is the lowest figure in the entire subsection of this cohort. The combinations of this figure added to those who are in denial (5.6% disagree and 0.8% strongly disagree) to the above remain insignificant as opposed to those whose views concur with the statement (58.4% agree and 3.2% strongly agree).

### **Monitoring performance**

The participants were afforded an opportunity to also evaluate the monitoring of performance in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in Table 4.10.



**Table 4.10 Monitoring performance**

	SA	A	N	D	SD
Monitored teams are effective teams	42 (33.3)	<b>67(53.2)</b>	15 (11.9)	1(.8)	1(.8)
Follow-up of progress on actions decided upon is stressed	26(20.6)	<b>68(54.0)</b>	29(23.0)	1(.8)	2(1.6)
Presenting progress reports at team meetings assists in monitoring	34(27.0)	<b>70(55.6)</b>	18(14.3)	3(2.4)	1(.8)
Team leaders monitor effective use of time	28(22.2)	<b>71(56.3)</b>	21(16.7)	4(3.2)	2(1.6)
Missed deadlines are an indication of poor monitoring techniques	44(34.4)	<b>51(39.8)</b>	27(21.1)	3(2.3)	3(2.4)
A leader has to monitor people	48(37.5)	<b>58(45.3)</b>	19(14.8)	2(1.6)	1(.8)
Monitored feedback on teamwork eases the burden of team leaders	40(31.3)	<b>66(51.6)</b>	17(13.3)	4(3.1)	1.8 ()
Monitoring teams assists leaders in maintaining their level of performance	41(32.0)	<b>67(52.3)</b>	16(12.5)	2(1.6)	2(1.6)
Monitoring teams assists teams in realising their potential	46(36.2)	<b>59(46.5)</b>	17(13.4)	4(3.1)	1(.8)
Effective teams need to be monitored	49(38.3)	<b>59(46.1)</b>	16(12.5)	3(2.3)	1(.8)

The participants appear generally to have agreed with all the statements given the high percentage rankings they have allocated to each of the ten statements as reflected in the above table. The said rankings that characterized the monitoring of performance ranged from 39.8% to 56.3%.

The following are the key highlights in this subsection:-

- ***Missed deadlines are an indication of poor monitoring techniques***

Although a reasonably significant number of participants (39.8%) agree with the above statement, this is the lowest figure in this entire column. However, a sum total of those who are noncommittal (21.1%) and those who negate the above statement (2.3% disagree and 2.4 strongly disagree) are far less as compared to those who agree (39.8% agree and 34.4% strongly agree). Therefore, missed deadlines are an indication of poor monitoring techniques.

- ***Team leaders monitor effective use of time***

An overwhelming number of the participants (56.3%) agree with the above statement and interestingly this is the highest figure in this column. This by implication is indicative of how time is being valued by the team leaders. Still, a sum total of those who are noncommittal (16.7%) and those who negate the above statement (3.2% disagree and 1.6% strongly disagree) are far less as compared to those who agree (56.3% agree and 22.2% strongly agree).

- ***Presenting progress reports at team meetings assists in monitoring***

A relatively high number of participants (55.6%) agree with the statement and also this is the second highest figure this column. This defines the positive attitude of team members towards the presentation of progress reports at team meetings to some extent as a mechanism to assist in monitoring. A sum total of those who are noncommittal (14.3%) and those who negate the above statement (2.4% disagree and 0.8% strongly disagree) are far less as compared to those who agree 55.6% agree and 27.0% strongly agree).

The results show that school management teams are ensuring that things are done as expected. It is very clear from the study that in-school monitoring systems are in place to ensure attainment of results. This is in line with the views of Glickman (1990:17) and Chell (2005:16) that effective instructional leader exercises supervision, evaluates instruction, promotes teachers' development activities, oversee curriculum development and group development knowledge and activities, promotes action research, develops a positive school climate and creates links between school and community.

### ***Creativity and risk taking***

The participants were afforded an opportunity to also evaluate the creativity and risk taking in their respective schools by determining the level of satisfaction from ten statements which were provided as illustrated in Table 4.11. The participants appear generally to have agreed with all the statements given the high percentage rankings they have allocated to each of the ten statements as reflected in the above table. The

said rankings that characterized creativity and risk taking ranged from 45.3% to 62.5%. The following are the key highlights in this subsection:-

• ***Change requires a willingness of team leaders to take calculated risks***

A significant number of participants (62.5%) concur with the above statement in addition to those who strongly agree (24.2%). The consciousness of team leaders to take calculated risks in order to effect the desired change is credible. This general perception cannot be weighed down by the combination of those who are noncommittal and those who negate the above statement.

**Table 4.11 Creativity and risk taking**

	SA	A	N	D	SD
Educational change forces team members to be creative	34(26.8)	<b>65(51.2)</b>	25(19.7)	3(2.4)	
Change requires a willingness of team leaders to take calculated risk	31(24.2)	<b>80(62.5)</b>	14(10.9)	3(2.3)	
Creative approaches to teamwork are appreciated	29(22.8)	<b>72(56.7)</b>	23(18.1)	3(2.4)	
Risk taking is more likely because of the collective power of teams	25(19.9)	<b>72(57.1)</b>	24(19.0)	4(3.2)	1(.8)
A creative team is an effective team	42(32.8)	<b>58(45.3)</b>	24(18.8)	3(2.3)	1(.8)
Creativity leads to ambitious projects that generally succeeded	37(29.1)	<b>63(49.6)</b>	23(18.1)	3(2.4)	1(.8)
There is no risk in encouraging teamwork	37(29.1)	<b>62(48.8)</b>	24(18.9)	4(3.1)	
Creativity is a very realistic component of teamwork	34(26.8)	<b>68(53.5)</b>	21(16.5)	4(3.1)	
Creativity is stimulated by new ideas generated through teamwork	36(28.3)	<b>64(50.4)</b>	24(18.9)	3(2.4)	
The culture of the school works against creativity and risk taking in teamwork	14(11.2)	<b>57(45.6)</b>	37(29.6)	15(12.0)	2(1.6)

• ***A creative team is an effective team***

Although a notable number of participants (45.3%) agree with the above statement, this is the lowest figure in this entire column. However, a sum total of those who are noncommittal (18.8%) and those who negate the above statement (2.3% disagree and 0.8% strongly disagree) is far less as compared to those who agree (45.3% agree and

32.8% strongly disagree). It is worth noting that the majority of the participants (32.8%) strongly agree with the above. This is the highest figure in this column for the entire subsection.

#### **4.2.3 TEAMWORK SKILLS OF THE HEAD TEACHER**

In this section the participants were expected to rate the competencies of their Head Teacher by evaluating twenty eight statements against the competency level of the Head Teacher using the competency scale of 1 – 5.

##### ***Team work skills of the Head Teacher***

The participants were afforded an opportunity to also evaluate the team work skills of the Head Teacher in their respective schools by determining the level of competence from twenty eight statements which were provided as illustrated in Table 12. The participants appear generally to have agreed with all the statements given the high percentage rankings they have allocated to each of the ten statements as reflected in the above table. The said rankings that characterized team work skills of the Head Teacher ranged from 53.4% to 66.9%. The following are the key highlights in this subsection:-

- ***Getting feedback from teams***

An overwhelming number of participants (66.9%) agree in addition to those who strongly agree (16.9%). Interestingly there are no participants who strongly disagree except an insignificant number of participants (3.2%) who disagree and those who opted to remain neutral (12.9%).

**Table 4.12 Team work skills of the head teacher**

	<b>VC</b>	<b>C</b>	<b>U</b>	<b>NRC</b>	<b>NCA</b>
Realising the benefits of teamwork in your school	25(20.8)	<b>68(56.7)</b>	22(18.3)	5(4.2)	
Promoting educator professionalism through teamwork	32(27.1)	<b>66(55.9)</b>	16(13.6)	4(3.4)	
Promoting participative leadership through teamwork	29(24.4)	<b>68(57.1)</b>	18(15.1)	4(3.4)	
Creating effective teams	24(20.3)	<b>70(59.3)</b>	17(14.4)	7(5.9)	
Assisting to function at their best	21(17.9)	<b>70(59.8)</b>	20(17.1)	6(5.1)	
Managing teamwork successfully	25(21.2)	<b>63(53.4)</b>	24(20.3)	5(4.2)	1(.8)
Appointing members in such a way as to represent the right mix of team roles in a team	28(23.1)	<b>68(56.2)</b>	16(13.2)	8(6.6)	1(.8)
Identifying the right leadership in a team	26(21.5)	<b>70(57.9)</b>	20(16.5)	4(3.3)	1(.8)
Assigning tasks and responsibilities within teams according to preferences of team members	29(24.0)	<b>66(54.5)</b>	21(17.4)	5(4.1)	
Team building	30(24.6)	<b>71(58.2)</b>	17(13.9)	3(2.5)	1(.8)
Supporting teams to progress through the various phases of team functioning/building	27(22.0)	<b>72(58.5)</b>	18(14.6)	6(4.9)	
Celebrating success	27(22.0)	<b>72(58.5)</b>	18(14.6)	4(3.3)	1(.8)
Keeping teams focused on their core functions	34(27.4)	<b>66(53.2)</b>	17(13.7)	5(4.0)	2(1.6)
Improving teaching and learning through teamwork	36(29.3)	<b>64(52.0)</b>	18(14.6)	5(4.1)	
Having a clear vision of the direction to be taken	30(24.6)	<b>69(56.5)</b>	19(15.6)	4(3.3)	
Motivating teams	38(29.6)	<b>65(52.4)</b>	16(12.9)	5(4.0)	
Inspiring participation by all team members	33(26.6)	<b>66(53.2)</b>	21(16.9)	4(3.2)	
Giving recognition where it is due	31(24.8)	<b>76(60.8)</b>	14(11.2)	4(3.2)	
Managing team conflict	27(21.6)	<b>68(54.4)</b>	22(17.6)	7(5.6)	1(.8)
Anticipating conflict within the team	21(16.8)	<b>83(66.4)</b>	19(15.2)	2(1.6)	
Managing own feelings appropriately in team settings	29(23.4)	<b>72(58.1)</b>	18(14.5)	4(3.2)	1(.8)
Monitoring team performance	25(20.0)	<b>76(60.8)</b>	21(16.8)	3(2.4)	
Getting feedback from teams	21(16.9)	<b>83(66.9)</b>	16(12.9)	4(3.2)	
Keeping to agreed upon deadlines	22(17.7)	<b>74(59.8)</b>	22(17.7)	5(4.0)	1(.8)
Allowing creativity	28(22.4)	<b>75(60.0)</b>	18(14.4)	3(2.4)	1(.8)
Supporting individual creative team members	27(21.8)	<b>70(56.5)</b>	23(18.5)	4(3.2)	
Showing excitement about interesting new team ventures	30(24.6)	<b>70(57.4)</b>	18(14.7)	3(2.5)	1(.8)
Allowing risk taking in teamwork	22(17.9)	<b>80(65.0)</b>	15(12.2)	6(4.9)	

• **Anticipating conflict within the team**

Also a relatively higher number of participants (66.4%) agree in addition to those who strongly agree (16.8%). In this instance too, there are no participants who strongly disagree except an insignificant number of participants (1.6%) who disagree and those who opted to remain neutral (15.4%).

• **Allowing risk taking in team work**

**65.0%** of the participants agree in addition to **17.9%** who **strongly agree**. In this instance too, there are no participants who strongly disagree except an insignificant 4.9% who disagree and 12.2% who opted to remain neutral.

**Leadership style of the Head Teacher**

The participants were afforded an opportunity to also evaluate the leadership style of the Head Teacher in their respective schools by determining the principle that characterized the leadership style from three alternatives which were provided as illustrated in the Table 4.13

**Table 4.13 Leadership style**

	<b>Autocratic leadership style</b>	<b>Democratic leadership style</b>	<b>Laissez fair leadership style</b>
Our principle exhibits a leadership style characterized as	15(13.2)	87(76.3)	12(10.5)

The overwhelming majority of the participants (76.3%) appear generally to have agreed that the Head Teachers exhibit democratic leadership style which is largely applauded. However, of concern is a small margin between the Head Teachers who are perceived to be demonstrating the traits of autocratic style of leadership (13.2%) and laissez fair style of leadership (10.5%). Both leadership styles are inherently not conducive to the implementation of team work initiatives and must be strongly discouraged through appropriate intervention measures.

The outcome of the study has revealed that the majority of the principals at Ditsobotla Area Office have embraced democratic leadership styles. They don't want to be left behind. These principals have challenged the view that leadership is vested in the position of the principal alone. This is in consistent with literature as highlighted by Botha (2013:128) that the 'the principal 'alone' cannot perform these expanded roles of self-managed school-namely, political leadership (governor, instructional leadership (teacher, managerial/transactional leadership (manager) and transformational leadership (agent).

#### **4.2.4 CORRELATION OF DIFFERENT ASPECTS IN TEAMWORK**

Table 4.14 attempts to provide an insightful understanding on the mutual dependency and the interrelatedness of issues which were analysed as individual components in Section B. Table 4.14 illustrates that there is a direct correlation between *Creativity and risk taking and Monitoring performance*. The fact that the team members are aware that monitoring is inevitable, to this end they are consciously prepared to take calculated risk to ensure that the defined tasks are successfully performed to avoid adverse reporting. Therefore, in this context there is a strong correlation between the two. This is a valuable tool which ought to be used diligently as it detects the extent of the spiral effects which some aspects of teamwork may have on others.

**Table 4.14 Correlations of different aspects of teamwork**

		1	2	3	4	5	6	7	8	9	10
1. Benefits of teamwork	R										
	Sig										
2. Characteristics of teamwork	R	<b>.548**</b>									
	Sig	<b>.000</b>									
3. Team roles	R	.306**	.493**								
	Sig	.001	.000								
4. Team building	R	.433**	.487**	<b>.485**</b>							
	Sig	.000	.000	<b>.000</b>							
5. Achievement of team goals	R	.400**	.406**	<b>.485**</b>	<b>.469**</b>						
	Sig	.000	.000	<b>.000</b>	<b>.000</b>						
6. Team meetings	R	.411**	.435**	<b>.400**</b>	<b>.603**</b>	<b>.599**</b>					
	Sig	.000	.000	<b>.000</b>	<b>.000</b>	<b>.000</b>					
7. Team motivation	R	.310**	.368**	<b>.556**</b>	<b>.567**</b>	<b>.728**</b>	<b>.673**</b>				
	Sig	.001	.000	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>				
8. Team conflict management	R	.324**	.378**	<b>.534**</b>	<b>.500**</b>	<b>.608**</b>	<b>.588**</b>	<b>.610**</b>			
	Sig	.001	.000	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>			
9. Monitoring performance	R	.360**	.356**	<b>.390**</b>	<b>.536**</b>	<b>.498**</b>	<b>.633**</b>	<b>.587**</b>	<b>.684**</b>		
	Sig	.000	.000	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>		
10. Creativity and risk taking	R	.196*	.194*	.277**	.382**	<b>.449**</b>	.410**	<b>.511**</b>	<b>.506**</b>	<b>.724**</b>	
	Sig	.042	.040	.003	.000	<b>.000</b>	.000	<b>.000</b>	<b>.000</b>	<b>.000</b>	
11. Teamwork skills	R	.388**	.223*	.239*	.446**	<b>.404**</b>	.335**	<b>.513**</b>	<b>.494**</b>	<b>.555**</b>	<b>.500**</b>
	Sig	.000	.026	.016	.000	<b>.000</b>	.001	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

#### 4.2.5 SECTION D: GENERAL

In this section participants were given the following four questions to respond to:

- What challenges/problems have you experienced in teamwork in your school?
- In your opinion, how would you address challenges and problems experienced in the implementation of teamwork in your school?
- For future training purposes, what aspects of effective team functioning would you like to see included in a training programme?
- Provide a list of teams that exist in your school.

The above open-ended questions have generated an overwhelming response from all the participants as illustrated in Annexure K (see page 364-373). The proposals may be refined and be filtered through the capacity building programme as part of the specific interventions which are meant to advance effective management and leadership of schools.



### 4. 3 INTERVIEW ANALYSIS

The Ditsobotla Area Office consists of four clusters (circuits), namely Bodibe, Itsoseng, Coligny and Lichtenburg. This study included both the secondary and primary public schools. Two schools per cluster and grading, i.e. primary and secondary, were identified to participate in this study. The interview data has been presented according to the identified themes which the participants were to respond to. The following are themes which emerged from the data obtained after conducting interviews:

- Perception of teamwork
- Knowledge and skills on team building
- Benefits of teamwork
- Impact of teamwork on Instructional leadership
- Challenges of teamwork
- Expected support and guidelines

An overview on each of the above themes will be reflected upon with the intention of highlighting what appear to be the critical issues that underlie the above.

#### 4.3.1 Perception of teamwork

The results of the study confirmed that the concept of teamwork is not a new phenomenon to the school management teams at Ditsobotla AO. They know and understand that teamwork is about staff members working together to realize the vision of the school, Area office, district, province and national department of education. Members interviewed also mentioned among others the following strategies that they are employing: establishment of clear purpose, good communication, co-ordination, protocol and procedures, effective mechanisms to resolve conflict when it arises, active participation of all members, and recognition of professional and personal contribution of all members. The following statements were reiterated by respondents:

*“I decided to ensure functional teams in my school after I realized that I could not cope on my own and I needed a team of men and women who will assist me in “decision making”, “consultation and policy implementation”.*

*“To share workload; solicit expertise and knowledge from other members”. “Since the introduction of school-based management, my principal and I have ensured creation of a sense of ownership in all the fifteen existing teams in our school”.*

The current government has declared education as a societal issue. In keeping in line with these new changes the following response were echoed by respondents:

*“There are various teams in our school e.g. SMT, SGB, QLTC, SDT, Alumni, Community members and NGO’S”.*

*“Teams in my school vary according to the extent of core duties”.*

*“All different stakeholders within my school are serving in various teams as per their interest and expertise committees e.g. sport, finance, SGB members”.*

*“Teamwork is about experience, specialized skills and competencies, willingness and availability”.*

*“As the principal cannot run the school alone, he or she has to delegate so that the school is able to run smoothly”.*

It can be concluded that school management teams at Ditsobotla Area Office demonstrated that they embrace the concept of teamwork and facilitate professional communities of learning. Daft (2008:277) draws our attention to this fact: team effectiveness, productivity, and learning are strengthened when team leaders provide support to team members, reinforce team identity and meaning, work to maintain interpersonal relationships and group cohesiveness, and offer training and coaching to enhance member’s self-leadership skills.

#### **4.3.2 Knowledge and skills on team building**

The following are the participants’ responses regarding how members were elected into various school teams:

*“They were elected based on knowledge; skills, capabilities and the individual’s interests to partake in a particular team”.*

*“The following criteria were used to elect members into teams: interest, knowledge, skills, position in both the SGB and the SMT”.*

*“According to knowledge and skill in problem-solving”, “decision making skills and ability”, “preferences of what members are capable of e.g. sport teams, were taken into consideration”.*

*“Experience, specialized skills and competencies, willingness and availability”. “Voting (SGBs), considering knowledge or experience and those who were skillful”.*

*“Members were chosen based on their knowledge and ability to perform to the maximum”.*

*“They were chosen based on their knowledge and skills e.g. sports team is made up of people who played the code before and are still active in them”.*

*“Competency, commitment and Knowledge”.*

*“Representivity during promotional posts interviews and SGB election”.*

*“They were elected according to their knowledge of the subject”.*

*“Knowledge and skills and co-curricular activities”.*

*“Members were elected according to their expertise, experience/skills which serve the needs of the school”.*

The above knowledge and skills possessed by different members within the school teams is what makes them functional and also ensures their sustainability. From the questionnaires and interviews conducted, it can be concluded that school management teams at Ditsobotla Area Office have demonstrated that they have sufficient and necessary knowledge and skills on teamwork practices. The school management teams are indeed tapping into the potential of all staff members therefore allowing teachers to experience a sense of ownership and inclusivity and lead aspects of the change process and this is in line with the work of (Grant, 2006:514).

### 4.3.3 Benefits of teamwork

Teamwork is influenced by the school culture. A clear philosophy on the importance of teamwork promotes collaboration by cheering new ways of working together, the development of common goals and techniques of overpowering resistance to change. Therefore, teamwork is very central to effective and efficient school management. The responses generally agree that there are benefits in teamwork. The results showed that school management used the following expressions:

*“Teamwork-information sharing”; “development”; “capacity building”.*

*“Sharing of information”. “Learner benefits”.*

*“We are being coached, mentored and developed”.*

*“The individual gets to know and understands the individual members of a team”.*  
*“Interaction with other team members also contributes a lot to an individual’s ability to relate and improve his/her interpersonal skills”.*

*“There are shared responsibilities among members”. “We are able to shared risks and burdens or workloads”.*

*“There are improved morals among team mates”. “We enjoy achievements of new information, ideas and new strategies of problem solving”. “One’s wellness is complemented by the other team mate’s strengths”.*

*“You learn more from various people and various approaches to different challenges”.*

*“You get first-hand information”. “You have privileges of taking part in decision making”.*

*“Members gain insight and are able to implement educational law and statutes”*

*“It facilitates professional development”. “Members develop new skills and expertise”.*

*“There is self-empowerment”. “You are able to know your team members better”. “You learn better about your organization (school)”. “Make a direct impact towards achieving the vision and mission of the school”.*

*“You gain experience and grow professionally”. “You are developed to have team spirit”. “Your leadership skills are developed”. “Unity is build”.*

*“There is a shared decision making”. “Sharing of ideas”. “Ensuring collective decision making”. “Teamwork has a potential of assisting others to unleash their potential”*

*“there is sharing good practices” and sharing good ideas”. “It improves working relationships”. “It improves interaction skills”. “It improves listening and speaking skills”.*

*“Teachers are able to share their problems”. “They are able to improve their results”. “They are also able to discuss their learners’ problems and invite parents to the meeting to discuss learner performance”. “Discuss the policy and implementation thereof”*

*“Collaborative decision making”. “The team share intervention strategies to overcome poor/under performance”. “There is commitment by members”. “Members enjoy Leadership skill”.*

*“Better understanding by individuals”. “Different approaches from members are given”. “The workload becomes manageable and fresh ideas are brought up”. “*

*“There is acquisition of information and empowerment”. “There is acquisition of experience through working with others”.*

*“One is able to get new ideas or advices from others”.*

*“Gain experience”. “Become an expertise in some areas”. “Be a role model to other members”. “Improve communication skills”.*

*“To support and enable school functionality in general”. “Adherence to educational policies is encouraged and observed”. “Accountability and quality assurance are promoted”.*

The above expressions demonstrated that the school management team members hold assumptions in relation to teamwork practices in their schools. They agree with the South African Schools Act (SASA) which emphasise collaborative and collective decision-making between stakeholders and promotes the notion of staff members

working as a team which constantly reflects on what it is doing. Members are aware of the benefits of working collaboratively with others. The finding is also consistent with the literature as documented by Stott and Walker (1999: 51-52) that teamwork provides teachers with 'a significant role in school decision making', 'control over their work environment', and 'opportunities to contribute to a range of professional roles'.

#### **4.3.4 Impact of teamwork on Instructional leadership**

School improvement is most surely and thoroughly achieved when teachers engage in frequent, continuous and increasing concrete talk about teaching practices. Credible principals are expected to become increasingly involved and hands-on in monitoring and supervising curricular and staff development, pedagogy and learners' progress. As an instructional leader, the principal has to promote excellence and equity in education.

The following are the participants' responses regarding the Impact of teamwork on Instructional leadership:

*"Ensure progress in teaching and learning".*

*"QLTC ensures that learners come to school on time (reducing late coming and absenteeism). Literacy and Mathematics team, learners have improved in reading and writing. Maths skills have improved".*

*"They instill a very positive role in teaching and learning as sharing of ideas capacitates other teachers".*

*"Teams have an impact on ground duty rooster". "Impacts on life skills programmes". "Sports impact on physical education". "IQMS impacts on improved delivery of lessons".*

*"Working together minimise the load". "You gain knowledge from others". "Ensures that teaching and learning takes place". "Monitoring and supporting learners and teachers". "Mentoring new and struggling teachers".*

*"They improve the knowledge and skills of teachers where in turn they give to the learners".*

*“They help to improve learner performance as they discuss and analyses the results and use the outcome to help learners with barriers”.*

*“Sport holistic development”. “Management of the curriculum”. “Ensure effective learning and teaching budget for LTSM”.*

*“Learner attitude towards schooling has changed”. “Learners’ responsibility towards their learning has improved”. Leadership skills are being acquired”.*

*“The teams are not so active in terms of Instructional Leadership”*

*“Improved pass rate”. “Co-operation”. “People become long life learners”. “Accountability is enhanced”.*

From these statements, it can be derived that the underlying values that guide the work of school management teams at Ditsobotla Area Office to achieve organisational change and improve learner performance in schools, correspond with some of the key aspects in relation to instructional leadership as highlighted in the NEEDU report (2013:15) that “accountability mechanisms must be directed with professional insight and judgment if they are to be useful in managing curriculum implementation. In ‘leading for learning’, leaders of schooling are more likely to achieve success if they are motivated more by a culture of professional accountability than bureaucratic compliance procedures alone”. It can therefore be stated that ‘for schools to be managed effectively there must be effective organisation of relation between stakeholders. When we fail to plan, we fail to manage. Instilling a sense of pride, excellence and uniqueness should be the priority of every educational manager’ (Botha, 2013:28).

#### **4.3.5 Challenges of teamwork**

One of the team leader’s role s is to address dysfunctions in teamwork. Where there are people working in the same environment, there will always be challenges. Challenges are meant to ensure growth within the organisation. By resolving, and not avoiding them, the organisation will enjoy rewards. Challenges can undermine meaningful change. Where there are challenges in teams, SMTs must step in quickly and provide necessary support.

The following are the participants' responses:

*"Lack of communication or information sharing".*

*"Lack of resources and team building programs". "Teachers do not devote their time to the team".*

*"Sometimes it is difficult to reach a common understanding with regard to other issues".*

*"Some team members may show less interest in certain issues".*

*"Time can be lost through unnecessary discussions and debates". "Weaker members of the team always drag the progress of the team projects". "Blind loyalty by certain members can frustrate the development of new ideas". "Certain members are not cooperative".*

*"People sometimes not partaking and committing whole heartedly to all resolution taken in meeting".*

*"Taking responsibility is a serious challenge".*

*"Workload especially in teaching and learning". "Sports activities during lesson and CAPS workshop during school hours".*

*"Poor coordination of activities". "Lack of leadership and direction". "Poor support in terms of time allocation, resources, etc." "Poor knowledge level of team members on policies, education laws, etc."*

*"Some members are demoralized and have negative attitudes". "Some resist change".*

*"Lack of human resources". "Too much workload".*

*"Failure to honor scheduled meetings by some members".*

*"Not working together towards achieving common goals". "Some team members not showing commitment".*

*"Some members are not co-operating because they do not know their roles". "Some are not holding meetings or absent-themselves whenever a meeting is scheduled".*



*“Adherence to time frames. The members of the team are always reminded in advance about deadline. This is due to workload experienced by the senior management”. “The PPM of the senior, determined by the department, does not meet the new challenges in education e.g. Split of subject like social sciences”.*

*“Some members are not contributing but just take notes from others”.*

*“Members have no interest in their roles”. “Do not take their work serious”. “Absenteeism from meetings without any valid reason”.*

*“Lack of commitment in some members”.*

*“Unhealthy criticism”. “Poor time management leading to incomplete tasks”. “Unnecessary clashes between the principal and the deputy”.*

*“Some members are not participating actively in team activities”.*

The outcome of the study revealed that there are challenges in the implementation of teamwork in schools at Ditsobotla Area Office. All is not that well after all. The SMTs lacks capacity building in terms of ensuring functional teams and developing effective and efficient team building programmes. School management team members are expected to find appropriate ways to renew professional vision and build trust and respect among adults through collaborative efforts in order to overcome these challenges (Kilgore and Reynolds, 2011:71-72).

Since the organisation advances by constant challenging of assumptions and behaviour, there is a continuous quest for ‘new and better ways of doing business’. (Holyoke, Sturko, Wood and Wu, 2012:437). The SMTs need to train and develop followers so that they have the required competence and knowledge to contribute to the realisation of the department and school’s vision.

#### **4.3.6 Expected support and guidelines**

The response from the participants indicated that there is a need for support and guidelines to ensure that teamwork performance is improved. The following are responses from participants:

*“Ensure relevant workshops for the gaps identified”.*

*“The department must improve communication in relation to dissemination of information”.*

*“Organizing workshops quarterly”. “Visiting schools at least once per quarter”.*

*“Department must give enough time for workshops”.*

*“Encourage subject specialist to visit schools for purposes of assisting in addressing curriculum challenges”.*

*“Ensure regular Professional Support Forums”. “Provide feedback and support immediately after monitoring and moderation has been done”. “Conduct in-service training”. “Induct newly appointed teachers timeously”. “Conscientious teachers with the new developments in the DBE”.*

*“Provide resources on time (books, funds etc.)”. “Provide needed training on time (financial management, etc.)”. “Provide needed personnel on time”. “Align departmental strategic plans with the school’s plans”. “Provide support to school teams”.*

*“Subject advisors should not pay visit to schools on a fault funding mission but to develop and support teachers”.*

*“A common year plan for district, Area office and schools should be in place”.*

*“Refresher workshop for each subject to be organized timeously at the end of the year for proper planning in preparation of the coming year”.*

*“Area office to be directly involved during the allocation of subjects and time tabling for the academic year”.*

*“Strategies to improve teaching and learning should be acted on e.g. direct and indirect speech (English as a First Additional Language). I would wish to see a (Professional Support Forums) where content is practically done, how to teach, empower and skill teachers in the teaching of direct/indirect speech, passive and active voice”.*

*“Clarification of roles and responsibilities”. “Identification of teams”. “Provision of training on team building”. “Assist in developing policies, etc.”*

*“Supply the schools with the departmental Year Plans to be incorporated into the schools”. “Implementation of the plans must be monitored without fail”. “Resources that are needed urgently must be supplied on time e.g. educators’ substitute”.*

*“Need workshop and departmental support”.*

*“Reconsider PPM model for the schools”. “Speed up processes of appointing SMT”. “Regular workshops on curriculum issues”. “Appointment of child-minders in grade R”. “Education symposiums and conferences to be held regularly”.*

*“Regular workshops (content-based)”. “Training of educators”. “Regular visits by subjects advisors”.*

*“Intensify workshops”. “Ensuring teambuilding workshops”. “Intensify school visit to improve the teachers’ performance”.*

*“Ensure that newly appointed SMT are inducted immediately after orientation processes”. “Development of staff as indicated in IQMS to be conducted within the set time frames”. “Clash in terms of the job description between the principal and deputy principal”. “Job descriptions of the Principal and deputy principal to be revisited to ensure smooth running of the school”.*

*“The subject advisors should not only confine themselves to PSFs. rather they should have a panel checking practical work in class. This should not be left to the IQMS Coordinators only”. “The Circuit Managers should form a committee in syllabus delivery team for every learning area and not depend on PSFs only”.*

*“Workshops should be arranged for individual school teams”.*

*“Regular visits, appointment of competent people”. “Organize accredited courses for 65687the members to register”. “Encourage long study”. “Award good performance”.*

*“Accountability sessions”. “Workshops for underperforming subjects”. “Team teachings by teachers to help each other on difficult items (subjects) since not all teachers have specialized in all subjects”.*

The result showed the need for in-school and department’s continuous training programmes. There is a training or capacity building gap at the level of the schools, “without the right form of support, team working can be a little more than a token of democracy, and if schools are to optimize their use of teams, they must face up to some of the inconsistencies evident in their structures, system and processes” (Scott and Walker, 2006:50). I can conclude that systems are not in place to ensure development of educator capacity by the principal and SMT members. The school is the primary training or capacity building ground for the educators.

After appraisal has been conducted, a developmental programme must be in place to ensure that identified gaps through IQMS are closed. Through the developed School Improvement Plan (SIP), the departmental units relevant to deal with the identified gaps, are in a position to assist the school management teams to close gaps that are beyond their competency level. This is in line with NPFTED (South Africa, 2007:17) which identified the following four types of CPTD activities: school driven activities, employer-driven activities, qualification-driven activities and others offered by approval organisations.

In order to deal with all the current challenges facing education in the country, the South African government and DBE also introduced the following programmes: Action Plan 2014-Towards the Realisation of Schooling 2025; Action Plan to 2019-Towards the Realisation of Schooling 2030; 2015 National Strategy for Learner Attainment (NSLA); National Development Plan (NDP) Vision 2030 and the CPTD. From the responses generated by different participants during the interviews, it is fascinating to note that there are a plethora of diverse and interesting views which the participants have expressed on each of the identified theme. To this end, the magnitude and the importance of the value that is attached to each theme appears to vary from individual to individual in a specific group interviewed.

#### **4.4 CHAPTER SUMMARY**

In this chapter data gathered through questionnaires and interviews was presented and analysed using the SPSS with the assistance of an expert from the North West University. A computer spreadsheet was used to analyse data from the questionnaires. Interviews conducted were transcribed and categorised into themes which were analysed and discussed. Computation of the percentages and tables were used in the analysis of data. The conclusion and recommendations based on the findings are presented in chapter five.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATION

#### 5.1 INTRODUCTION

The overall intention of this research was to investigate the experience of secondary and primary public schools' SMT members on teamwork in Ngaka Modiri Molema district, Ditsobotla Area Office schools. The principals, deputy principals, head of department and post level one teacher's responses are discussed. Qualitative and quantitative data from both the questionnaires and interviews are presented. Findings are presented based on the central research's guiding sub-questions, namely:

- The perception of SMT on teamwork in schools.
- The SMTs knowledge and skills on teamwork.
- The impact of SMT on the quality of managing teaching and learning.
- The status quo of the teamwork skills competencies of the principal and
- Guidelines that could be employed by the Department of education to build teamwork training programs.

#### 5.2 SUMMARY OF FINDINGS

The following are the summary of the findings as they relate to the broad research guiding sub-questions.

##### 5.2.1 The perception of SMT on teamwork in schools

The data from the questionnaires confirmed that the concept of teamwork was not regarded as a new phenomenon in Ditsobotla Area Office public schools. To this end, the participants have expressed the following views as findings on the perception of SMT on teamwork in schools:

#### **5.2.1.1 Benefits of team work**

The majority of participants (58.3%) agree with the benefits of team work.

Only an insignificant number of the participants (3.1%) do not agree that teachers are enriched by working together in teams.

#### **5.2.1.2 Characteristics of team work**

The participants generally agree with all the statements that constitute the characteristics of team work given.

The rankings that characterized teamwork range from 50.0% to 63.6%.

The majority of participants (63.6%) concur that teams have clear and specific outcomes.

#### **5.2.1.3 Team roles**

The participants generally agree with all the statements that characterise team roles.

The rankings that characterized team roles range from 47.8% to 58.6%.

#### **5.2.1.4 Team building**

The participants generally agree with all the statements that constitute team building.

The rankings that characterises team building range from 40.9% to 58.6%.

#### **5.2.1.5 Achievement of team goals**

The participants generally agree with all the statements that characterises the achievement of team goals.

The rankings that constitute the achievement of team goals range from 50.8% to 62.2%.

#### **5.2.1.6 Team meetings**

The participants generally agreed with all the statements that constitute team meetings.

The rankings that characterized team meetings range from 44.0% to 55.6%.

#### **5.2.1.7 Team motivation**

The participants generally agree with all the statements that constitute team motivation.

The rankings that characterized team motivation range from 49.2% to 59.3%.

#### **5.2.1.8 Team conflict management**

The participants generally agree with all the statements that constitute team conflict management.

The rankings that characterized the team conflict management range from 34.7% to 60.5%.

#### **5.2.1.9 Monitoring performance**

The participants generally agree with all the statements that constitute performance monitoring.

The rankings that characterized the monitoring of performance range from 39.8% to 56.3%.

#### **5.2.1.10 Creativity and risk taking**

The participants generally agree with all the statements that constitute creativity and risk taking.

The rankings that characterize creativity and risk taking range from 45.3% to 62.5%.

#### **5.2.1.10 Team work skills of Head Teacher**

The participants generally agree with all the statements that constitutes team working skills of Head Teacher.

The rankings that characterized team work skills of the Head Teacher range from 53.4% to 66.9%.



Similarly, the data from the interviews confirmed that the concept of teamwork was not regarded as a new phenomenon in Ditsobotla Area Office public schools. To this end, the participants have expressed the following views as of SMT on teamwork in schools:

### **5.2.2 Perception of team work**

The majority of participants concurred that teamwork is practiced at their respective schools and a number of prescribed structures have been established in terms of the various respective legislation and departmental directives and all these structures are relatively functional. To this end, reports are developed collectively by the different teams and submitted as is expected.

### **5.2.3 Knowledge and skills on team building**

The vast majority of participants have expressed an interesting phenomenon wherein an identified potential and expertise from any of the members is recognized and utilized to the benefit of the entire team.

Furthermore, some participants indicated that the Area Office on the other hand, would provide the requisite platform for the said incumbents to showcase their respective skills through offering focused presentations on good practices.

### **5.2.3 Benefits of team work**

The majority of the participants acknowledge the vast benefits of team work which is evidenced by the variety of responses offered which include among others shared responsibilities among members, understanding and implementation of relevant educational directives.

### **5.2.4 Impact of absence of team work among SMT and educators on quality of teaching and learning**

The strongest theme from the data was the notion of instructional leadership which was seen as the “heart beat” of schooling and effective functioning of the SMTs. Participants showed high level of commitment to teaching and learning in their schools. They all pointed that in their schools, the quarterly learner achievement data (analysis)

are developed after the writing and marking of tests or examinations, quarterly accountability sessions at the level of both the school and Area Office are held without “any failure” and “exit points or grade” meetings for parents are also conducted to share their children’s performance.

The participants have among others identified the importance of different school-based teams which have positively contributed to the current improved culture of teaching and learning. The researcher was even reminded that “Ditsobotla Area Office was number one in the 2013 and 2014 grade twelve matric results and has contributed a lot in putting the province on the map and ensuring that the provincial education department is recognized nationally”.

#### **5.2.5 Challenges of team work**

Challenges that emerged from the data was the realization that the fact that teams are in place and functioning, does not necessarily mean that “all is well”. Participants pointed amongst others to the following challenges: lack of resources, lack of commitment, and lack of co-operation, absenteeism by some members, unhealthy criticism, poor time management and non-compliance.

#### **5.2.6 Support given to the SMT by the Department of Education**

Training emerged as an area of concern. The participants felt that the department is not doing enough to address the gaps identified through monitoring and evaluation of the different teams that exist within the school.

They also indicated that sometimes the responsible departmental offices for the above, take too long to provide the urgent and much needed intervention. This issue is also clearly reflected in Section A of the questionnaires in the item: number of workshops/training attended in teamwork over the last three years (Table 4.1).

Although some schools have put systems in place for their teams’ development, some are still relying on the department to assist them. The following are some of the guidelines that emerge from SMTs and teachers to build teamwork in their schools:

- They must ensure relevant workshops for the gaps identified.
- Organize quarterly workshops during school holidays.
- Ensure provision of relevant LTSM timeously.
- Provide training on teamwork.
- Ensure clarification or understanding of the roles and responsibilities of all team members.

## **5.3 RECOMMENDATIONS**

### **5.3.1 Recommendation for practice**

A number of scholars have written a lot about the SMTs. It is my submission that the study on practice of teamwork continues to be further investigated. In this study, there are a reasonable number of research areas that came to light, but were outside the scope of this study. I would like to refer future researchers to the following:

- This study did not focus on teamwork practices of a specific position within the SMT, but the SMT in general (principal, deputy principal and HoD). It would be of value if a study on the teamwork experiences of the deputy principals and their supervisors, namely the principals, can be conducted to establish the existence of collegial leadership. There are challenges faced by the two positions that emerged during this study and need further investigations. The Act says the deputy principal only becomes the principal in the absence of the principal. However, the question is “are all deputy principals ready to smoothly take over the management and leadership role of the school should the principal leave due to retirement/promotion or worst “unforeseen circumstances like death”. Have principals ensured appropriate and sufficient capacity building across all management and leadership aspects for their deputies?
- This study did not focus on the SGBs practices of teamwork. As a result, it would be of value if a study could be conducted to look at how the SGBs experience the recruitment and selection processes for their school’s promotional post. The study should aim at the different roles played by the following: HR, Office of the

district director, office of the Area Manager, office of EMGD, office of the circuit Manager and Teacher unions.

### **5.3.2 Recommendation to the District**

- Whilst there is an obligation on the part of the Area Office to provide appropriate intervention measures in the form of professional support services and monitoring on the adherence to the prescripts of the departmental directives, adequate and careful treatment ought to be exercised in this regard. There must be a healthy balance in terms of the execution of these obligations and the intended beneficiaries of these services such that the interventions are not necessarily perceived as interference. On the other hand, it is incumbent upon the Area Office officials to exhibit an inspiring professional etiquette which will induce a vibrant and cordial atmosphere of mutual interest with all team members at school level that will eventually lead to trust.
- The appointed mentors to various schools must conduct the supporting functions in the interest of teaching and learning. To this end, a strategic approach ought to be objectively pursued in terms of what may be perceived as the challenges faced by the school community. To this end, appropriate referrals to requisite offices must be made to ensure that the perceived challenges are eventually resolved within a reasonable time.

### **5.3.3 Recommendations to SMT members.**

SMT members should take note of the following recommendations:

- Ensure establishment of Community Professional Learning Networks. This is the platform aimed at promoting the sharing and exchanging of experiences and lessons learnt that are aimed at improving service delivery through implementation of policy and procedures of the Department of Basic Education (DBE).
- Female managers have been capacitated in March 2013 on the program “Women In and Into Management and Leadership”. These female managers must ensure implementation of the objectives as outlined in the provided

departmental documents during their training, ensure achievements of the set quarterly activities and submit reports as per the agreed upon format.

- The Head Teachers who are perceived to be demonstrating the traits of autocratic style of leadership and laissez fair style of leadership must be exposed to appropriate measures of interventions as both leadership styles are inherently not conducive to the implementation of team work initiatives and must be strongly discouraged.
- Creative intervention measures must be appropriated to ensure that those who are to direct the proceedings of the team meetings are equal to the task in that cases of incompetent chairpersons result in anarchy.

#### **5.4 CONCLUSION**

Based on the questionnaires and interviews data, the study confirmed that teamwork through SMTs and teachers was generally in place in the forty schools investigated, and there is commitment from the SMT members to ensure it is implemented by all stakeholders within the school. This chapter also discussed the challenges and achievements of teamwork as well as strategies to build teams in order to promote functional schools and accountability by all who are trusted with the precious lives and futures of those who are relying entirely upon them.

As for the insignificant percentages as indicated in questionnaires, change is inevitable. It must happen for South Africa is a developing country. The principals must ensure that such members begin to adapt to the unavoidable transformations that are taking place within the education sector, otherwise they will be “left behind”. I am always encouraged by one of the most humble and an incredible author, when he shares his motto in his book titled: The purpose driven life.

*“ Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can” That is greatness (John Wesley, 2002:259).*

Hopefully this study will be of great value to the all the stakeholders within the department of education and will lead to applicable and relevant intervention programs for those who are still left behind.

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# ANNEXURE A

## 1. NOTICE OF INTENTION TO SUBMIT DISSERTATION / THESIS FOR EXAMINATION

### NOTICE

SURNAME AND INITIALS SEJANAMANE C.M.

STUDENT NUMBER 444 900 54

DEGREE MASTER OF EDUCATION IN EDUCATION MANAGEMENT

FINAL TITLE OF THE DISSERTATION / THESIS UNDER WHICH IT WILL BE SUBMITTED (please print and ensure that the correct wording is used)

The Perceptions and experiences of School  
Management teams (SMTs) on teamwork

I HEREBY GIVE NOTICE THAT I INTEND TO SUBMIT MY DISSERTATION / THESIS FOR EXAMINATION WITH A VIEW TO THE GRADUATION CEREMONY TO BE HELD DURING (please indicate with X)

AUTUMN 201  

~~SPRING 2015~~



SIGNATURE

30/09/2014

DATE

## **INTERVIEW QUESTIONS**

### Preamble

The following interview schedule was used to collect relevant data during the interview. The schedule was used as a guide during the interview. Participants were allowed to discuss their experiences regarding teamwork in their schools.

### Opening Remarks

All participants were warmly welcomed. Introductions were done. Confidentiality was confirmed. Permission was sought to record the interviews but participants were not comfortable with the idea. Therefore responses were handwritten. An explanation of the purpose of the interview was provided after the introduction to allay any fears of the interviewees. They were also informed that they can refuse to answer any question or discontinue at any time during the interview.

## **RESEARCH INTERVIEW QUESTIONS**

### **FOCUS GROUP INTERVIEWS**

1. Does your school have established and functional teams?

Probe:

1.1 What led to the establishment of these teams?

1.2 Who serves in these teams?

1.3 How were the above elected/chosen?

1.3 How do they operate or function?

2. What types of activities have the SMT put in place to ensure teamwork? Mention three.

3. How does the SMT ensure achievement of team goals?

4. What are the benefits of serving in a team?

4.1 Which challenges have you experienced while working with a team?

Probe:

4.2 How can these challenges be addressed?

5. Are there team building exercise programs in your school? Elaborate on the frequency.

6. Which teams are directly impacting on teaching and learning? Mention three

What is their impact on curriculum delivery?

7. What are the roles of team leaders?

8. How does your school's SMT enhance teamwork?

9. How do the Area/District Office units support existing teams in your school/subjects/department?

Probe:

9.1 Is the above support adding value to the core business i.e. teaching and learning?

9.2 which other activities do you suggest to the Department that will assist the SMT and teachers to build effective teams in the school?

## ANNEXURE C

### INTERVIEW MANAGEMENT PLAN/SCHEDULE

<b>FOCUS GROUP INTERVIEWS (FGI)</b>	<b>DATE</b>	<b>TIME</b>	<b>VENUE</b>
FGI =1	October 2014	15h00	School's staff room
FGI =2	October 2014	14h45	School's staff room
FGI =3	October 2014	14h45	School's staff room
FGI =4	October 2014	15h00	School's staff room
FGI=5	October 2014	15h00	School's staff room
FGI =6	October 2014	14h45	School's staff room
FGI =7	October 2014	15h00	School's staff room
FGI =8	October 2014	15h00	School's staff room

## ANNEXURE D

### TEAMWORK QUESTIONNAIRE

Dear Sir/Madam,

The aim of the questionnaire is to evaluate teamwork in your school environment. The results of the study will be used to improve on teamwork training provided to Head teachers.

Your participation in the study will be greatly appreciated. Participation in the survey is voluntarily. The information collected will be treated with confidentiality and anonymity is guaranteed.

#### INSTRUCTIONS

1. Kindly respond to all questions.
2. The questionnaire consists of eleven sections. Please answer all the sections.
3. Please indicate your response with a "X" in the appropriate box.
4. Please select one option.

We thank you for participating.

For official purposes

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1-3

**A SECTION A: BIOGRAPHICAL DATA**

1	Gender	Female	1	male	2
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2	Age (years)	20 – 25	1	26 - 35	2	36 - 45	3	46 - 55	4	55 +	5
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3	Post level (Educator =1; HOD = 2; Deputy Headteacher = 3; Headteacher = 4)	1	2	3	4
---	--	---	---	---	---

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4	Professional qualifications	3 yr Diploma	1	4yr Degree/D eg+Dipl	2	BEd Hons.	3	Masters	4	Doctoral	5
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5	Management e*xperience in current post level-	0 - 5 yrs	1	6 – 10 yrs	2	11 - 15 yrs	3	16 - 20 yrs	4	21 + yrs	5
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6	Work load (periods per week)	0 – 15	1	16 – 25	2	26 - 35	3	36 +	4
---	------------------------------	--------	---	---------	---	---------	---	------	---

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7	Number of workshops/training attended in teamwork over the last three years	0	1	2	3	4 +
---	---	---	---	---	---	-----

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8	Language used in team meeting sessions at school	English	1	IsiZulu	7
		S/Sotho	2	IsiXhosa	8
		Setswana	3	N/Sotho	9
		SiSwati	4	Xitsonga	10

11

	Tshiven da	5	IsiNdebele	11
	Afrikaans	6	other	12

9	School locality+	Township	Town/City	Village	Farm
		1	2	3	5

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**SECTION B: TEAMWORK IN YOUR SCHOOL**

Please evaluate your agreement on each of the following statements regarding teamwork in your school against the satisfaction level provided below

Satisfaction scale:

- 1 – SA – strongly agree
- 2 - A - agree
- 3 - N - neutral
- 4 - D - disagree
- 5 - SD strongly disagree

**A Benefits of teamwork**

Give your view on each of the following statements:

In my school ...

		1	2	3	4	5
1	Teachers are enriched by working together in teams.					
2	Staff experience the benefits of teamwork.					
3	The quality of teaching is enhanced through teamwork.					
4	Leadership is distributed through teamwork.					
5	Decision making power is distributed through teamwork.					
6	Benefits are derived from teamwork.					
7	Teamwork strengthens the position of authority of the Head teacher.					
8	Teamwork is time well spent towards more effective teaching and learning.					
9	Teamwork improves the managerial capacity of the principal.					
10	The Head teacher and staff value teamwork.					

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**B Characteristics of teamwork**

In my school ...

		1	2	3	4	5
1	Teams have clear and specific outcomes.					
2	Team members take joint responsibility for team actions.					

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3	Team members share the credit for team achievement.						27	
4	Teams are committed to a common purpose and goal.						28	
5	Team members communicate effectively with one another.						29	
6	I feel positive about the characteristics displayed by teams.						30	
7	Teamwork builds stronger relationships among staff.						31	
8	Recognition is given to teams that achieve.						32	
9	Teamwork builds emotional security among staff members.						33	
10	Team members encourage one another to think creatively.						34	

**C Team roles**

In my school ...

		1	2	3	4	5		
1	Teams do not only talk, but they also do a lot.						35	
2	The right mix of team roles enhances successful teamwork.						36	
3	Team members' individual knowledge and/or experience bases are appreciated.						37	
4	Members contribute to team efforts in a trustworthy fashion.						38	
5	All members are co-responsible for attainment of goals set out.						39	
6	Team leaders are fairly senior staff.						40	
7	Discussions are not dominated by only a select few members.						41	
8	The person is matched to the team role.						42	
9	Roles are assigned according to talents.						43	
10	Imbalances in task allocations of team members are addressed.						44	

**D Team building**

In my school ...

		1	2	3	4	5		
1	Regular team meetings contribute towards team building.						45	
2	Teams function effectively.						46	
3	Passion builds teams.						47	
4	An essential ingredient to team building is a common goal.						48	
5	Matching rewards to the achievement builds team spirit.						49	
6	Teams are assisted to overcome barriers to effective functioning.						50	
7	Attempts at team building are never a waste of time.						51	
8	Ineffective team leaders are a barrier to team building.						52	
9	Icebreakers are used at meetings.						53	
10	Appropriate teamwork training equips members to work in teams.						54	

**E Achievement of team goals**

In my school ...



		1	2	3	4	5
1	Team goals are measurable.					
2	Team goals are achievable and realistic.					
3	D-dates are set for the attainment of goals.					
4	Team leaders are clear about goal expectations.					
5	The SMT has a clear vision directing its actions.					
6	An emphasis on objectives stimulates team performance.					
7	Everyone has a clear vision of team objectives.					
8	Team members know exactly what they need to do.					
9	Team goals need to be formulated precisely and specifically.					
10	Monitoring of progress towards goal achievement is essential.					

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**F Team meetings**

**In my school ...**

		1	2	3	4	5
1	The minutes must be tabled at each team meeting.					
2	Meeting procedures are followed in our team meetings.					
3	Regular, structured meetings are the secret of effective teams.					
4	Team meetings have a purpose which is expressed in a written agenda.					
5	Chairpersons are competent.					
6	Staff value team meetings.					
7	Team meetings are stimulating.					
8	Meetings to a large extent, contribute to team success.					
9	Differences of opinion are respected and listened to in meetings.					
10	Team members come prepared for the topics to be discussed in meetings.					

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**G Team motivation**

**In my school ...**

		1	2	3	4	5
1	Team members are enthusiastic.					
2	Good team performance is appreciated by the principal.					
3	Members are motivated because goals are attainable.					
4	Tasks performed by the team address set goals.					
5	Feedback on progress acts as motivator.					
6	Team members are kept informed on goal achievement.					
7	Being seen to be fair builds team spirit.					
8	All team members participate in activities.					
9	Positive feedback to teams is not limited.					
10	Recognition enhances team motivation.					

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## H Team conflict management

In my school ...

		1	2	3	4	5		
1	Empathy for other members' opinions helps with conflict resolution.						85	
2	Team members manage their emotions in a mature way in conflict situations.						86	
3	Team leaders act assertively to resolve conflicting arguments in team meetings.						87	
4	Teamwork is undermined by conflict among team members.						88	
5	Conflict is not conducive to innovative thought.						89	
6	Leaders resolve conflict by bringing humour into the discussion.						90	
7	Team members do not have to agree on all issues.						91	
8	Conflict is not resolved with an authoritative approach.						92	
9	Creative, imaginative projects are stimulated by conflict.						93	
10	Leaders deal with conflict.						94	

## I Monitoring performance

In my school ...

		1	2	3	4	5		
1	Monitored teams are effective teams.						95	
2	Follow-up of progress on actions decided upon is stressed.						96	
3	Presenting progress reports at team meetings assists in monitoring.						97	
4	Team leaders monitor effective use of time.						98	
5	Missed deadlines are an indication of poor monitoring techniques.						99	
6	A leader has to monitor people.						100	
7	Monitored feedback on teamwork eases the burden of team leaders.						102	
8	Monitoring teams assists leaders in maintaining their level of performance.						103	
9	Monitoring teams assists teams in realizing their potential.						104	
10	Effective teams need to be monitored.						105	

## J Creativity and risk taking

In my school ...

		1	2	3	4	5		
1	Educational change forces team members to be creative.						106	
2	Change requires a willingness of team leaders to take calculated risks.						107	
3	Creative approaches to teamwork are appreciated.						108	
4	Risk taking is more likely because of the collective power of teams.						109	
5	A creative team is an effective team.						110	
6	Creativity leads to ambitious projects that generally succeed.						111	

7	There is no risk in encouraging teamwork.						112	
8	Creativity is a very realistic component of teamwork.						113	
9	Creativity is stimulated by new ideas generated through teamwork.						114	
10	The culture of the school works against creativity and risk taking in teamwork.						115	

**SECTION C: TEAMWORK SKILLS OF YOUR HEAD TEACHER**

Please rate teamwork competencies/skills of the Head teacher by evaluating the following statements on his/her competence against the competency scale:

Competency scale:

- 1 – Very competent
- 2 - Competent
- 3 - Undecided
- 4 - Not really competent
- 5 - Not competent at all

		1	2	3	4	5		
1	Realising the benefits of teamwork in your school.						116	
2	Promoting educator professionalism through teamwork.						117	
3	Promoting participative leadership through teamwork.						118	
4	Creating effective teams.						119	
5	Assisting teams to function at their best.						120	
6	Managing teamwork successfully.						121	
7	Appointing members in such a way as to represent the right mix of team roles in a team.						122	
8	Identifying the right leadership in a team.						123	
9	Assigning tasks and responsibilities within teams according to preferences of team members.						124	
10	Team building.						125	
11	Supporting teams to progress through the various phases of team functioning/building.						126	
12	Celebrating success.						127	
13	Keeping teams focused on their core functions.						128	
14	Improving teaching and learning through teamwork.						129	
15	Having a clear vision of the direction to be taken.						130	
16	Motivating teams.						131	
17	Inspiring participation by all team members.						132	
18	Giving recognition where it is due.						133	
19	Managing team conflict.						134	
20	Anticipating conflict within the team.						135	
21	Managing own feelings appropriately in team settings.						136	

22	Monitoring team performance.							137	
23	Getting feedback from teams.							138	
24	Keeping to agreed upon deadlines.							139	
25	Allowing creativity.							140	
25	Supporting individual creative team members.							141	
27	Showing excitement about interesting new team ventures.							142	
28	Allowing risk taking in teamwork.							143	

Question on leadership style of the Head teacher:

Please tick the appropriate box: 'Our principle exhibits a leadership style characterized as, '		<input type="checkbox"/> 144
1 Autocratic leadership style	<input type="checkbox"/>	
2 Democratic leadership style	<input type="checkbox"/>	
3 Laissez fair leadership style	<input type="checkbox"/>	

**SECTION D: GENERAL**

1 What challenges/problems have you experienced in teamwork in your school?

2 In your opinion, how would you address challenges and problems experienced in the implementation of teamwork in your school?

3 For future training purposes, what aspects of effective team functioning would you like to see included in a training programme?

4. Provide a list of teams that exist in your school.



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**OFFICE OF THE AREA MANAGER: DITSOBOTLA AREA OFFICE  
NGAKA MODIRI MOLEMA DISTRICT**

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**ANNEXURE E**

Enquiries: C.M. Sejanamane

Cell no: 0724702049

E-mail: [carols@nwpg.gov.za](mailto:carols@nwpg.gov.za)

**DATE : 02 JUNE 2014**

**TO : Dr. M. TEU**

**: THE DIRECTOR QUALITY ASSURANCE**

**FROM : Ms C.M. SEJANAMANE**

**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH STUDY IN  
SCHOOLS AROUND DITSOBOTLA AREA OFFICE**

Dear Dr. Teu

I hereby request permission to conduct research study in the sampled schools around Ditsobotla AO. I am currently registered with the University of South Africa, doing Master of Education In Education Management (full dissertation).

My research topic is "The perceptions and experiences of School Management Teams (SMT) on teamwork". The focus of my research will be on teamwork in underperforming schools (Instructional leadership) and their feeder primary schools.

I hope that my request will be granted.

Yours faithfully

C. Sejanamane

(Acting EMGD Coordinator)

## ANNEXURE F



### education

Lefapha la Thuto la Bokone Bophirima  
Noordwes Departement van Onderwys  
North West Department of Education  
**NORTH WEST PROVINCE**

Quality Assurance Building  
No.: 861 Modiri Molema Drive, Montshiwa  
Private Bag X2044,  
Mmabatho 2735  
Tel.: (018) 397-3016  
Fax: (018) 397-3047  
e.mail: mmonoametsi@nwpg.gov.za

#### **DIRECTORATE: WHOLE SCHOOL DEVELOPMENT**

Enquiries: Ms M.G. Monoametsi  
Tel No.: (018)397 3016  
e-mail: [MMonoametsi@nwpg.gov.za](mailto:MMonoametsi@nwpg.gov.za)

**DATE:** 09 June 2014

**TO:** The District Directors  
The Area Managers  
Circuit Managers

**ATTENTION:** Principals (Selected Schools)

SIR/MADAM

#### **RE: PERMISSION TO CONDUCT RESEARCH**

This serves to inform you that Ms C. Sejanamane from University of South Africa (registered Master of Education in Education Management student) has requested and has been granted permission to conduct research on the perceptions and experiences of School Management Teams (SMT) on teamwork in underperforming schools in Ngaka Modiri Molema District (Ditsobotla AO).

The collection of data is subject to the following conditions:

- that it should not interfere with teaching and learning at schools and
- that the Department will receive a final copy of the research and summary of the research findings be made available.

Your cooperation in this regard will be highly appreciated.

Thanking you in anticipation.

Dr MC Teu



**"Towards Excellence in Education"**

ANNEXURE G

**NOTICE TO POSTGRADUATE QUALIFICATION SECTION (M&D)  
RESULT : RESEARCH PROPOSAL MODULE**

STUDENT NAME	CM Sejanamane	STUDENT NUMBER	44490054	DEGREE	MED	Specialisation	Ed Management
Please indicate the relevant option with an x:							
A. The above student did not comply with the requirements for the research proposal module and may re-register for this module							
B. The above student did not comply with the requirements for the research proposal module and may not continue with his studies for the degree. Please provide reasons: . . .							
C. I confirm that the above student complied with the requirements for the research proposal module (research proposal approved by departmental higher degrees committee) and may now proceed to register for the research component. Please provide details below							
<p style="text-align: right;">Title of dissertation/thesis: The perceptions and experiences of School Management Teams (SMTs) on teamwork</p> <p style="text-align: right;">Supervisor : Prof V Pitsoe</p> <p style="text-align: right;">Personnel Number : 90167570</p> <p style="text-align: right;">Highest Qualification</p> <p style="text-align: right;">Co-supervisor:</p> <p style="text-align: right;">Personnel Number:</p> <p style="text-align: right;">Highest Qualification:</p> <p style="text-align: right;">Address, if external : (including email )</p> <p style="text-align: right;">Additional comments:</p>							
<p style="text-align: right;">Approval (CoD) <b>Makhabela Lekhetso</b></p> <p style="text-align: right;">Comments: <b>Approved and recommended.</b></p> <p style="text-align: right;">Signature: <i>[Signature]</i></p> <p style="text-align: right;">Date: <b>19/02/13</b></p>							
<p style="text-align: right;">Comments: <b>Approved</b></p> <p style="text-align: right;">Signature: <i>[Signature]</i></p> <p style="text-align: right;">Date: <b>19/2/2013</b></p> <p style="text-align: right;">On behalf of College/School Executive Committee</p>							
<b>FOR OFFICE USE ONLY BY SENIOR QUALIFICATIONS</b>							
Result captured (F375)							



## ANNEXURE H

J.R. Moletsane  
PrivateBag X2046  
Mmabatho  
27 35

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27 November 2014

**To whom it may concern**  
**Editing of a dissertation**

This serves to prove that I have read and edited Carol Malekwa Sejanamane's dissertation titled: **THE EXPERIENCES AND PERCEPTIONS OF SCHOOL MANAGEMENT TEAMS ON TEAMWORK IN DITSOBOTLA (FORMER LICHTENBURG) AREA OFFICE SCHOOLS.**

The candidate corrected all language errors identified.

The document presentation is of an acceptable academic and linguistic standard.

Thank you



J.R. Moletsane (English lecturer)

Accr no 1002708

## ANNEXURE I

0828 M1RST

SEJANAMANE MRS  
P O BOX 7089  
MMABATHO  
2735

STUDENT NUMBER: 4449-005-4

ENQUIRIES NAME: POSTGRADUATE QUALIFICATIONS  
ENQUIRIES TEL: (012) 441-5702

DATE: 2014-03-25

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on [mandd@unisa.ac.za](mailto:mandd@unisa.ac.za) on any omissions or errors.

DEGREE : MED (EDUC MANAGEMENT) (98405)

TITLE : The perceptions and experiences of School Management Teams (SMTs) on teamwork

SUPERVISOR : Prof VJ PITSOE

ACADEMIC YEAR : 2014

TYPE: DISSERTATION

SUBJECTS REGISTERED: DFEDU95 M ED - EDUCATION MANAGEMENT

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof M Mosimege  
Registrar

Participants' responses to Section D -Questionnaire

<b>What challenges/problems have u experienced in team work in your schools</b>
<ul style="list-style-type: none"> <li>• "some teachers are negative towards anything that some members say, some do not like change and some are just lazy"</li> <li>• all team members are not always actively involved in discussion</li> <li>• assigning tasks and responsibilities within teams according to preferences of team members, managing own feelings in team setting</li> <li>• at this resent i have experienced the challenges or problems relating</li> <li>• being clear about what team work is, why team work is important, despite Along the way, sometimes working in isolation apart from team, absence of team, avoidance of accountability</li> <li>• choosing staff secretary, no one needed to be chosen in including, SMT, members since last year</li> <li>• colleagues who are not cooperating at all times, failure to meet deadlines</li> <li>• committees not so functional, implementation of policies is a challenge, team work to be intensifies</li> <li>• commitment among the team members time frames for submissiveness</li> <li>• contributors by other team members participation in the team mission</li> <li>• different language is a problem, you cannot understand each other</li> <li>• different methods of implementing policy, allocating of time</li> <li>• diversity and discipline</li> <li>• educators do not cooperate fully in the team, some members undermine others, people have hidden issues that disturb the smooth running in group</li> <li>• educators seem to be demotivated, failure to meet deadlines, environmental effects on education health, lack of appreciation</li> <li>• educators that pretend to be part of the team but have their own agendas afterwards, educators who have relationships with SGB and who are negative towards anything the principal does or say, co-operation of some parents to take responsibility for the children's actions</li> <li>• educators are not usually cooperating with their part of the team</li> <li>• engagement of all team members</li> <li>• functioning of the team is left safely to the team leaders , some members do not have knowledge of working with the teams, lack of motivation</li> <li>• Governing body, challenges were encountered in recruitment and selection process, however, way forward and solution was reached through the assistance of EMGD, misuse of power vested on SGD by some members was also a challenge.</li> <li>• gross insubordinate at its best</li> <li>• human resource, some members are less cooperative, some members are not willing to change, go extra mile, submissive data observed by educators, failure to implement policies</li> <li>• in most cases educators spend more time on subject than expected, don't give participation</li> <li>• in most cases information is circulate in writing not give the team members the platform to air their view</li> <li>• in most cases information is circulated in writing and sometimes not all members get information so that they can be able to air their view</li> <li>• in small schools teachers are over worked and don not want extra responsibility, always the same people who are willing to help</li> <li>• in teamwork every team member must be hands on and contribute towards team success, however there are those team members who are not doing their best in the team instead they drag the team down and weakening us by their incompetency</li> <li>• induction of the new teachers, protocol observation, feedback from different teams,</li> <li>• lack of proper communication amongst members, lack of decision making process within the team, lack of promoting unity among members of different levels of serenity and authority, conflict among team members that cannot success towards achieving its assigned tasks</li> <li>• lack of commitment, not complying to achievement made, on submissive, lack of cooperation</li> </ul>

- lack of confidence among members
- lack of coordination of activities, communication leading to misunderstanding and thereby dividing the staff, different roles are played by role players not followed or done as expected
- lack of facilities
- lack of follow ups, delivering matters to the respective department is inconsistent, boldness in carrying matters down to the members
- lack of participation in teams, punctuality, time frames, motivation
- lack of participation, not taking responsibility, not going extra mile
- lack of resources; lack of coaching and mentoring
- lack of some resources
- lack of time for meeting
- laxity from members of the team, failure to meet deadlines of assignment for teams
- lazy members who sometimes don't comply
- Leadership- if members of the school management team are not monitoring, sticking to deadlines and seeing to it that decisions are implemented that become a problem this is what I am dealing with. For any decision to be taken they would like the principal to be part of it, they don't honor their periods they don't have enough work and they are failing to push teachers to attend their classes. they fail to lead effectively committees falling within their jurisdiction
- management plan team monitors complain and adhere to due unplanned department activities
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- members are not participating equally, there is dominance sometimes
- members don't cooperate
- members of the staff who will not always come late to the meetings, members who do not participate in meeting or discussion, members who don't come with material to the meeting
- members who have a participatory problem, members who are not willing to contribute to change, members who does not have spirit of working together
- minimum resolution of efforts achievement by some team, for example there is a tendency in our school that some aspects
- mutual trust and respect, people who does not want to take leading role, communication
- my team is cooperative, they meet their deadlines, targets are achieved, mathematical problem to others
- need motivation ad coaching session to be reminded about their job description, appreciation
- no team work, no cooperation, consultation
- non-cooperation from other staff members especially those that have been in the service for than twenty years
- not all educators are willing to do more go to go extra, it has a negative impact on the team due to the fact, that there is only 1 or 2 that is doing the work, some educators are negative about everything and is complaining the whole time, and this really breaks the spirit of the team, educators get tired of the situation
- not all members are willing to participate in team activities
- not everyone is active in all team work, only a few dies the work while others do nothing
- not much, few people don't want to get out of their comfort zone, others complain at the time they are not happy about everything even themselves, through the play along because that don't have a choice they must be part of the team
- Other educators become part of the problem, not part of the solution. Not all educators are part of a solution to a problem.
- other members are not inducting or orientating the new colleagues, as a new educator team members you have to find some strategies of development for yourself
- Other teachers do not respond to meetings when they are called because they have negative attitudes to others (uncooperative), have problems to attend to because they don't want their problems to be solved e.g. learning and teaching problems.
- participation and involvement, lack of interest ,responsibility
- people have different opinions
- proper channel of communication are not exercised, some are not willing to learn e.g. when asked to

perform some duties that tend not to be prepared, lack of leadership skills

- resistance to change, motivation, wrong perception, laziness, self-centeredness
- Respect and adhering to deadlines and assignment needs intervention, team members are reluctant when duty calls
- respect, favoritism
- Settings goals and objectives, making sure that they are achieved or realised bringing on embers through induction. not being able to develop the child to be holistic by following mostly on their academic performance at the expense of extra curriculum activities
- sharing information take a full responsibility of taking learners in their hearts, their children
- some educators are negative due to age, they always talk about pension when responsibility is done
- some members are lazy to contribute, conflict between different personalities
- some members are not active some are less interested in their work
- some members don't contribute to the idea and suggestion given by others
- some members of the teams disrespect the SMT/leaders
- some members seat back and rely on others, conflict occurs due to misunderstanding, large groups are ineffective
- some members who are more experienced display negative attitude, regarding team work
- Some of the members are not working with others. unable to satisfy all the members to their needs
- Some teacher never speaks; everything in the meeting is fine with them. You don't know whether they are okay or not, some are always complaining especially about kids without devising means of helping learners. most teachers need critical thinking vocabulary
- some teachers become negative on certain issues
- some team members climbing on the backs of others and , one members in this representative of the entire team in deeds and thoughts
- some team members do not raise issues formally, they complain outside the meeting, they do not comply to deadlines agreed and this retards the progress of our time, in meetings some just become passive are do not participate, shows, don not shows an attitude that says its none of my business
- Sometimes these no co-operation between team members. but those are minor things that can be solved by team members
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- teachers are not following process, negative influence
- teachers belonging to team but not knowing what to do
- teamwork does not operate will
- the 100 cooperation of all the staff in the school
- the dissemination of information to members of staff partially get distorted at other times, confidence upon us when the headquarter is not there
- The teachers are not willing to give their all. Most of the teachers are not open to participate in teamwork. Each one does his/her work to the best of their ability to better themselves.
- the teams sometimes do not agree to opinions raised; that along strengthens the teams as we have to come with new opinions as a head teacher sometimes teachers feels that you are imposing things on them if the teams do not agree on the opinions raised give them time to think and come with new opinions for teachers who thinks you are imposing things on them consult them first before you monitor their work or coming up with something
- there are people who cannot initiate but very good when given instruction or lead
- there no challenges
- time management, change resistance, members are not enthusiastic
- time management, on participation, lack of motivation
- time to meet is little, some members are not willing to part take
- tolerance and insubordination and lack of commitment
- too many people are not sure about contribution they can make,
- too many people are not sure about the contribution they can make thus they rather keep quite

- uncooperative members, teachers are not motivated enough
- welfare
- what is expected from effective team, positive corrective action

**In your opinion, how would you address challenges and problems experienced in the implementation of teamwork in your school**

- In form of meeting with all the staff members. conflicts must be resolved in a good manner between people involved
- agree and adhere to policies when it comes to implementation, allocation of time for special cases
- all educators being part of a solution, operating from a centre to pull forward to achieve vision and mission of the school despite the difference
- all staff members should belong to a team, be cooperative during meetings, motivate teachers
- allocating time for teams, team should coin their arms and AO should monitor SMT at least once in a months
- application of token of appreciation for rewarding committee and dedicated
- as I am part of SMT it will be first discussed at a SMT meeting and then be discussed with the stuff. Teachers are willing to participate if they can play a leading role or be part of the decision making team. conflict can always cause problem between members of the team
- be positive and encourage members to participate, give feedback all the time
- by engaging equally as other members of the team, assessing and valuing others contribution and giving praise when its due
- by giving each team member a task responsibility, regular feedback, value every member opinion or particular issue
- by holding meetings, where we will discuss to be able to work on a team
- by involving active members
- by motivation of members, giving clear goals, regular monitoring and positive feedback
- by planning, monitoring, communication and implementation of decision taken as a team as well as school policies, in school motivational sessions on teamwork
- deal with the attitude of educators towards their work councilor, SACE officials to just remind us the reason why we are employed and the code of conduct that we must adhere to
- department should provide us with more facilities
- do not use the same people
- each and every one should be given a chance to lead a team
- educate members, training members, active motivation of the members, development form of empowerment
- educators must have been introduced to the regulation, SASA, equity, employment of educators act, labour relation act, ELRC
- educators need constant monitoring and workshops to motivate them further, motivational talks, improvement of infrastructure as well as furniture, educators should always be appraised to encourage them to do more assistance where application
- educators need to be monitored and encouraged, good deeds to be recognised and appreciated, workshop to be held on human relations
- educators should be more supportive
- educators should rotate in leading the team ,responsibility should be shared
- empowerment of members to excel in the teams they are members of
- encourage team members to express their views, take initiative, think outside the box
- encourage, open dialogue and teach to teach to people accept criticism
- engage all members in decision making process before making a final decision, giving each member of the responsibility according to his/her competency
- enough time, follow up, given task,
- experienced teachers to share with in experienced
- Explain roles and goals individual are expected to assume and achieve. tasks given to team members have definite timelines or time frame
- formal meeting is the only way to achieve issues

- get help from experts
- give credit to team leaders and team members, appreciation
- good approach, to be treating everyone equally in teams
- Hear their side of the story on their negativity. Resolve conflicts with colleagues, pair them to do some activities together and they monitor their progress. Tell them there has to be changes in life, in order to better results. monitor them regularly
- holding meeting, discussing issues
- hou n dinksrum
- i involve more people thus people affording more resources, ideas and energy, devise alternatives for each situation at all times i try to develop a sense of community to minimise more disagreement/conflict, adding value to my team members helps to unify all of us
- identify challenges and problems, have a discussion on how to fix the challenges and create opinions, create ideas, try ideas, see if it works, everyone must be happy
- if the teams do not agree on the opinions raised give them time to think and come with new opinions for teachers who thinks you are imposing things on them consult them first before you monitor their work or coming up with something
- Ignore all those who don't cooperate
- Recognise and appreciate effort, personal glory must be secondary, and group accolades must take centre stage
- in matters that need to be implement, it would be relevant if the members could be given the platform to raise their concern and be corrected or advised accordingly
- in matters that need to be implement, it would be relevant if the members could be given platform to raise their concern
- information must always be cascaded to every stakeholder in the school and in time, all staff members must take notes in a meeting
- intention to succeed, pay attention to the immediate challenge and try to produce improvement, make use of those who have relevant skills to assist those who don't have, have clearly articulated aspirations, increase job satisfaction, support every effort of every dream members, ensure effective team structure, assessing the quality of teamwork
- internal and external motivation, be in contact with members who does not have the courage or interesting the team, remind and update on outcomes
- IQMS - SDT ; SGB; SMT; QLTC ; wellness
- know your team and then you will know the direction to follow
- Lazy team members. some did not want to take part in the team
- let all members participate in all school activities, being punctual at all times, to work according to timeframes e.g. submission meetings, inviting motivational speakers timeously to motivate the members to be competent
- looking for sponsor, reduce paper work
- make people realise it is better to work as a team
- make teams functional, meet often and set objectives
- members should not be notified in person and also in advance so that some issues can be dealt with beforehand, members should be encouraged to participate in all activities and delegation ,every member should take charge and lead by example so that they can be a will power from other members
- motivate team members and make them feel to be part of team without prejudice
- motivation is the only key, building on self-esteem, give praise when its due
- motivation to members and encouragement to realise the benefits of meeting deadlines and benefits of working in teams
- motivations should be done
- need motivation and coaching about job description, appreciation be given or shown to educators who are trying to execute their work accordingly, workshop to be conducted on human relation
- none
- proper communication channel, should be followed, and through proper planning, activities will be well co-

ordinated and members will thereby implement activities planned if goals are communicated clearly

- proper planning, establishing ,drawing and compiling to the policy ,attentive regular meetings, give preferable of meetings
- regular motivation, motivational address
- rotation in heading school projects, stats and deadlines must be pronounced and be met, report backs will fast track the vision and mission of the teamwork
- school management team, HOD, subject, hostel management, sports organiser, school safety, transport
- seeking support from outside skills, regular and consistent reporting will team up the team, workshops and seminars
- staff should strive to work as a team from SMT downwards and from smaller groups should be encouraged to work together
- sitting and discussing all the issues that concerns them in a formal way to allow all to participate so that they don't keep quiet and speak after meeting
- SMT member or leaders of teams should agree upon an issue before facing their members.
- take it up with principal first
- teachers should be developed in areas where they operate
- Teachers to write their problems and send them to the SMT. teachers have to be called to a meeting with the SMT alone
- Team members need constant assistance and guidance, members are not always certain of what is requires from them.
- Team members should be trained and understand what they are doing. improve teaching and learning through team work, getting feedback from team in reporting form
- team work promotes participation encourages team spirit at work place, clarify expectations and goals in a team, encourage smaller groups in teams, formal meetings
- team work, know your team,
- the challenge and problem experienced by the team can be done by the motivational speaker or neutral part
- there must be effective communication within team members, to create team members a sense of unity so that they can work effectively, to all members present their views in a cardinal manner and to develop a sense of unity
- these people are complaining make them head of a team in this way the team member must be part and take lead if it fails, that person is responsible
- Time management is key in responding to deadlines, members needs to be task focused, popcorn events
- time management, on participation, change resistant
- to involve active members
- to read more books about team building, to ask questions from people who are good in team building, to copy what other people are doing/sharing good practice
- To have proper structural guidelines and thus ensuring every member knows his/her own implementation program
- try to work together find a solution
- When having HODs and a deputy who share your vision about where you would like to find your school. Committed being examples in whatever way. Hard working calling effective meetings either for subjects or a specific committee. Monitoring and controlling the work of educators and learners. Inviting motivational speakers to pop-up the worker/educator. Being always positive and defending the school and SMT at all cost.
- workshop on team building
- Workshoping team members in relations to the commitment of their work, managing time effectively, going extra mile in what over their given committee
- Workshops
- Workshops and training staff on teamwork to ensure that every staff member understand the meaning of teamwork. Empower staff, develop them on skills that will enhance their performance as team members ,encourage staff members to improve their qualifications so that they become better members of the team, when they are well qualified they will be empowered and participate better in their teams



For future training purposes, what aspects of effective team functioning would you like to see included in training programs

- Active members; honest and disciplined members. members to take instructions from the head teacher
- all educators and managers should be more supportive
- all team members to take part in discussion and more ways of disciplining learners
- all team members to take part in discussion and more ways to disciplining learners
- allow aux talents in a team to promote effectiveness in team work, provide team members with necessary support, teams should be given clear guidelines to achieve their goals, encourage participation and allow every member to have responsibility and must be accountable for certain aspects of given projects
- anger management
- approaches to deal with different members
- as mentioned above
- assist with help to resolve conflict, create positive environment, motivating spirit from each other, motivating and listening
- attitudes of our educators they are negative in everything
- awareness of importance of team work
- bosberaad
- briefing every morning; tea club; bereavement
- collaboration, cooperation, good practices, effective communication, good planning and organisation, one team spirit, commitment, mentoring, coaching, regular meetings, delegation.
- communication skill, conflict management
- Communication skills: some team leaders must respect others feelings. anger management especially when working under pressure
- competent leadership, well defined goals, time management, feedback
- conflict man, finance msn,
- conflict management strategies, financial management, boosting the morale of educator which is at its lowest
- conflict management, team work
- conflict resolution,
- conflict resolution, project management, listening and motivation
- creative thinking, be innovative
- diversity, discipline, inclusivity
- extra mural activities because teachers scores themselves higher marks without taking part in those activities
- feedback, management
- financial management, conflict management, disciplinary management, project management, financial management
- for future team building workshop that will encourage effective participation
- how to be a good team player
- how to communicate, share ideas, how to be creative, how to divide work among members
- how to develop mind-set, accepting responsibility, commitment
- how to manage process
- how to use different personalities for different task and goals
- human relation, time management, recognition of authority
- human relation, time management, review job description, types of leave, record keeping
- in the forthcoming training holistic development should be included
- integration, seeing beyond personal, giving constructive criticism
- involvement, transparency, trust, communication
- IQMS , time frame for staff assessment should be adhered to
- job description
- leadership skill workshop, proper ways of communicating

- managing resources effectively acceptance, reaching deadline
- managing team conflict
- members to be supportive, trustfully they must follow instruction from head teacher and work whole heartedly
- mentoring and coaching program should be internally and externally
- mentoring and coaching, protocol, communication
- mentoring, communication
- motivational talks
- no idea
- participation effectively
- participation
- patience and tolerance among members, professionalism as well as professional etiquette
- planning, time management, monitoring progress, consultation
- professionalism, ethics, leadership
- safety team, HIV, IQMS , music and sports, reading, LTSM , admission, arts and culture, ground duty
- SAMS training for the SMT (HODs and principals). SAMS training for educators. How to spend a committee's budget. Being an effective chairperson or secretary, trained on financial handling. The importance of record keeping e.g. finance, staff minutes etc. the school as an organisation.
- school based motivation personnel, effective strategic in dealing with challenges, train members on accountability, plans to strategize team work
- self-motivation programs, conflict management workshop, stress and depression programs, leadership
- show empathy when wrong is done, communication line must be opened, there must be mutual respect between juniors and SMT as a whole
- specialist should be invited
- team building
- team building workshop, SMT, SDT , intervention team, assessment team
- team conflict, lack of effective communication, promoting units, loss of efficiency
- team work
- teambuilding activities, how to change negative attitudes into positive responses
- teams to be given more skills on what they are doing
- teams to have a wider vision and to be able to liaise with other teams locally and nationally, teams to have time to honour special days this has to include in the calendar
- teamwork including elimination of personal agenda in order to achieve personal interests, communication skills and procedures, work ethics including attitudes
- the ethics of team work and the paradigm shift from individualism to team work
- the management of teambuilding, how to solve conflict, the management of our own finances, because it affects our general performance at school
- the role of variation and project plans for individual team members
- time man, leadership skills, motivation
- time management, finance management, procurement
- time management, task focused program, effectiveness through activity planning session, cohesion
- time management, commitment, leadership
- to empower educators in leadership because we are all leaders
- to lead head teachers in delegating responsibilities to co-workers to help run projects
- to persuade negative colleagues to try to be positive
- ways to motivate positively, ways to be creative, team building
- working towards effective team building, leadership styles, communication

**Provide a list of teams that exist in your school**

- administration, staff team, admission committee, assembly team, examination, intervention team, general management team, information day team, grade 7 farewell team, school closure team, photo team, staff room team, kitchen team, sports team, choir team, show art team, SMT, DSG , safety, SAB, finance

- admission and registration, interviews, placement, timetables, staffroom, textbooks, GSM ,assistive device, reports, safety, security, RCL ,IQMS , sports, culture, liaison, hostel, school uniform
- all possible teams are enquired
- all possible teams are required arts and culture, sports, music, QLTC ,LTSM ,safety and security, ILST ,catering, fundraising, IQMS ,discipline
- award, sport, athletic, debate, computer literacy
- cleaning, disciplinary, sport, examination, examination irregularity team
- cultural activities, sports, cleaning and maintain, fundraising
- culture, sports, academic
- curriculum team
- curriculum team, sports team,
- empowerment
- exam committee, ELC, cleaning, sports, pastoral care, finance, admission
- examination committee, farewell committee, sports, disciplinary, uniform examination team; timetable team; disciplinary team
- fund raising, SMT, bereavement, cultural committee, farewell, sports committee
- fundraising, QLTC , recent committee ,subject needs, sports com
- govern, examination committee, sports committee, SDT ,SMT, intervention
- grade guardians, staff com, TLO, SAIC and SAT ,QLTC
- HIV/AIDS ,foundation phase, learning teams, culture and sports, fundraising, care and support
- ILST ,SIAC, SMT, SDT
- Indigenous team, culture team, sports team, safety and health, school management team, award team, disciplinary team/committee.
- indigenous team, culture team, sports team, safety team and health, school management team, awards team, disciplinary team/committee
- LTSM ; examination; sports and tours; infrastructure and safety
- LTSM ; Soul buddy team; QLTC team; IQMS team; Sports team; SD team
- LTSM ; Soul buddy's team; QLTC team; Sports team; School development team
- management team, sports team, grade 12 educators team, FET team, GET team, NSNP team, catering team, bereavement team, finance team, SAMS team
- management, assessment, culture, staff development, sports, music, events, donation
- management, safety, sports, welfare, bereavement, QLTC ,FINCO,IQMS
- music, sports, events
- pastoral care, bereavement committee, sports committee
- QITC; SPORT; IQMS committee; Buddy's
- Rotation of team workers so as to empower other members. make sure every member is included , assist and support should be given to team members, teams should be monitored
- safety, discipline, SDT ,sports and culture, wellness, fundraising, farewell organization
- safety, sports, learner support
- SAT , SAIC ,workers forum, spiritual support team, development support group
- school man, ILST ,CLST, SQLSC, SDT ,school governance, sports team, LTSM , intervention committee
- school management, safety, IQSM, sports, SGB, welfare
- school uniform, timetables, technical support, textbook, assistive devices, reports and promotion, maintenance, safety and security, marketing, SIAS, ILSR, register , school assets
- SDT ,SMT,NSNP ,ILTST ,sports committee, fundraising committee; SDT ; culture and sports; learner welfare; exam committee; finance committee; registration and admission committee; assets committee; LTSM ; NSNP
- SGB, SMT, educators, NSNP ,text book committee, examination
- SGB, SMT, subject heads, all teacher teaching certain aspects
- SMT, head teachers ,catering and welfare, fundraising, geography
- SMT, various subject
- SMT, assessment team, sports and culture, finance, governing structure, safety and security
- SMT, cultural, debate, safety, uniform, awards, SGB, assessment committee, farewell, fundraising, RLC

,discipline

- SMT, different department, event and entertainment, fundraising, sports, discipline, choir
- SMT, DSG ,culture committee, safety, SGB, ILTS, finance, maintenance
- SMT, finance, sport, pastoral, examination, admission
- SMT,ILST ,klere, register, remarking, benchmarking, fondsinsameling
- SMT,ILST ,nutrition team
- SMT, intervention team, organising team, IQMS team
- SMT,IQMS , exam, welfare
- SMT, LSC, ILST , DSG , IQMS , SGB, finance, safety, sports and culture, admission, fundraising, discipline, personalia
- SMT, LTSM , SDT
- SMT, organising committee, examination, sports, LTSM , ITST, welfare and social media
- SMT, SDT , educators in charge of sports athletic, educators for computer literacy lessons for learners
- SMT, SDT , events, culture, ILTS
- SMT, SDT , examination team, subject team, intervention team
- SMT, SDT , intervention team, assessment team
- SMT, SGB, finance and budgeting, fundraising team, school safety team, sports management org, examination ,bereavement
- SMT,SGB,ILST ,cleaning, finance, QLTC ,exam, sports, catering, NSNP , bereavement, SAIC ,disciplinary committee
- SMT, SGB, sports, culture, NSNP
- SMT, sports committee, athletic, cultural, debate cultural farewell, fundraising, RLC
- SMT, staff, NSNP , SDT , sports and welfare, safety ,finance, QLTC , maintenance
- soul buddy's; sport team; QLTC IQMS ; disciplinary team
- soul buddy's; sport team; QLTC ; IQMS ; Disciplinary team
- sport
- sport committee, condolence committee, pastoral care committee
- sport culture and exam team
- sports and arts and culture
- sports committee, SMT, library, QLTC , subject, project
- Sports committee, cultural. disciplinary, exam, intervention, financial
- sports committee, SMT
- sports organisation, grade heads, fundraising, catering
- sports team
- sports team, public speaking, SAT /SAIC , school management, SDT , welfare
- sports, management, price giving, infrastructure, IQMS
- sports, entertainment, bereavement, examination, irregularity
- sports, SMT, culture, SGB,NSNP ,HIV AIDS
- teaching and learning, sports; safety and security; policies; subjects and school policies
- team management
- team players
- various subject teams, school management team, catering team, fundraising team, lady teachers team
- welfare com,