An instructional leadership perspective on the management and implementation of

Curriculum and Assessment Policy Statement (CAPS) in South African schools

By

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DECLARATION

I declare that 'AN INSTRUCTIONAL LEADERSHIP PERSPECTIVE ON THE MANAGEMENT AND IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) IN SOUTH AFRICAN SCHOOLS' is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

17 /11/2014

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DEDICATION

I would like to dedicate this study to the Almighty God who gave me perseverance, strength, wisdom, willpower, and courage to carry on with this study against all adversities. This thesis has taught me that:

'Everything is possible with God'

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ABSTRACT

This study encompasses a reflection of the way back at the beginning of the democratic South Africa when there was an immense yearning for a curriculum which could transform the education system in South Africa into a new national system for schools. After numerous attempts, in search of a tangible, user-friendly curriculum, Curriculum and Assessment Policy Statement (CAPS) was finally brought forth and at the moment, it is regarded as being the turning point of our education system and also geared at promoting the highest possible standard of education in all schools in South Africa. This study investigates some problems experienced at the apex of the management and implementation of CAPS, especially in some schools in rural areas. It focuses on some of the drawbacks which are putting a strain on the smooth running of schools during these prime stages of curriculum implementation such as disciplinary problems, overcrowded classes, large workloads for educators, the gap between well-resourced and under resourced schools as well as non-delivery of textbooks to schools in some provinces. This study examines how school management teams (SMTs), imbued with management and leadership responsibilities are able to put up systems that will ensure that evaluation, assessment and monitoring tools are utilised effectively in support of teaching and learning in schools. It is against this background that this study is therefore informed and guided by the instructional leadership paradigm which, if correctly engaged, can effectively strengthen curriculum management and implementation. For the purpose of conducting empirical research, the mixed method design was used as it offers a wider scope of collecting data and promotes triangulation. Six schools were selected on the basis of proximity to the school I am attached to, two primary schools and four secondary schools. All these were done after having obtained ethical clearance with the College of Education at Unisa and permission from the Limpopo Department of Education.

Questionnaires were distributed to all educators in the six schools to fill, while one-to-one interviews were conducted with the principals of each of the six selected schools. The research highlighted that instructional leadership is critical in the implementation of CAPS with the SMTs members affirming their commitment to various aspects of instructional leadership. Furthermore, the findings also affirmed the opportunities that shared leadership offered schools to share moral purpose. However, the findings also enumerate lack of resources, lack of curriculum knowledge and larger workloads of teachers as crucial factors that inhibit the implementation of CAPS. As a result of this research, a number of recommendations and opportunities for further research are offered to Limpopo schools and their SMTs, the systemic authorities responsible for Limpopo Education and for those responsible specifically for policy making and curriculum development in the South African education system.

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ACRONYMS

WSE-Whole School Evaluation

SSE- School Self-Evaluation

APIP-Academic Performance Improvement Plan

CAPS- Curriculum and Assessment Policy Statement

OBE –Out-come Based Education

SMTs-School management Teams

RNCS-Revised National Curriculum Statement

NCS-National Curriculum Statements

DOE- Department of Education

SAQA- South African Qualifications Authority

FET-Further Education and Training

GET- General Education and Training

DBE-Department of Basic Education

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1   Background of the study

The issue of school curriculum is the backbone of the economy of any country. It is through the success of the implementation of the curricula in schools and institutions of higher learning that citizens acquire the necessary skills and expertise to make them competitive in the global economy. That is the reason why South African government made several attempts to get a curriculum which is viable for basic education and take the whole country forward. The failed implementation of Outcome-Based Education (OBE) and other attempts such as the *Revised National Curriculum Statement (RNCS) Grades R-9* and the *National Curriculum Statements (NCS) Grades 10-12* led to the development of CAPS (*Curriculum and Assessment Policy Statement).* It is against this background that this study investigated the challenges that inhibit the effective implementation of CAPS. In addition, I have developed a model which can be employed to ensure that curriculum implementation becomes successful and viable for South African schools.

The investigation of the challenges experienced in managing and implementing CAPS emanates from the fact that ever since the beginning of democracy in South Africa, there was this immense yearning for the transformation of education in schools. The rationale behind the whole transformation was necessary with the intention of upholding the democratic values of a society, especially in this country where segregation had divided the country into black and white communities. The transformation of education was also necessitated by the fact that the standard of education in previously disadvantaged areas left much to be desired. The policy of the apartheid government ensured that schools in white communities were well resourced while their black counterparts received fewer subsidies. This is because historically, black people never had a say in the planning, structuring and implementation of

Education in South Africa (Rakometsi, 2008:1). The legacy of apartheid in this country created a big gap in the education system to an extent that even today most of the schools in rural areas are still under resourced. It is noteworthy that it will definitely take decades and decades to bridge that gap. One of the aims of the Constitution of South Africa is to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights (RSA 2009:1). That is why it was imperative that South Africa acquire a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners, and in doing so laid a strong foundation for the development of all people's talents and capabilities (SASA, 1997:1).

The whole issue of transformation led to the introduction of the new curriculum, namely, Out-based education (OBE), which was the proposed Curriculum 2005. According to Mason (1999:1), OBE had to be introduced with the intention of addressing the legacy of apartheid education, by encouraging the development of skill throughout the school population, black and white respectively. As was envisaged by the then government, Mason (1999:1) indicates that OBE was the proposed tool which had to focus on skill development, on what the learners can do with their knowledge, also intended to improve the preparation of South Africa's workforce for participation in an increasingly competitive global economy. Mokhaba (2005: i) also supports the idea when he indicates that OBE had to teach the youth and the population at large the essential and democratic principles and values.

OBE was the first curriculum of the new post-apartheid government which was intended to improve the standard of education in all schools, setting outcomes to be achieved at the end of the education process. The notion is supported by Mason (1999:1) when he indicates that the Education Ministry intended that teaching and learning according to the tenets of OBE would replace the all too ubiquitous style of rote learning under apartheid. Mokhaba (2005:1) concurs when he indicates that "curriculum transformation is imperative for quality education, while he does not dispute the fact that implementation of any curriculum involves a number of risks".

Waal (2004:4) discovered that after three years of OBE implementation, teachers in Grade 7 seemed to be struggling with a common understanding and practice of OBE. Many scholars wrote about OBE and Mokhaba (2005:183) is one of those scholars who designed a model for the implementation of OBE. In his study, he discovered that mono-cultural schools are still dominant in South Africa. This made it difficult for educators to acknowledge and respect different cultural experiences of learners which can be useful in both teaching and learning, while in multicultural schools, educators are not equipped to deal with multicultural learners. Waal (2004:28) cites lack of inadequate conceptualization and practice of OBE in historically disadvantaged schools to be seen as a result of an imbalance between education policy formulation and actual policy implementation.

Findings from Jansen, Maqutu, Khumalo, Commey and Cele's (1998:7) study confirm the difficulties experienced by educators when attempting to implement OBE. Some of those findings are:

- Teachers hold vastly different understanding of OBE even within the same school;
- Teachers claim considerable understanding about whether their practices in fact constitute OBE, irrespective of the aggregate levels of institutional resources or years of personal teaching experience or levels of confidence about OBE implementation;
- Teachers uniformly felt that their preparation for OBE was inadequate and incomplete; and
- Teachers strongly expressed the view that OBE was not implementable in the early part of the school year with young children.

It is very relevant for me to undertake this journey of investigating curriculum implementation as I was there as an educator at a secondary school during the implementation of the previous curricula. Therefore, I find it befitting for me to get deeper into this type of a study in order to make a contribution in the transformation of the education system in our country. The CAPS curriculum was

implemented in schools as from 2012 in Grades R-3 and Grade 10. I am teaching Grade 10 and right in the implementation pool. Just like the previous curriculum 2005, OBE, CAPS' management and implementation relies heavily on the implementers (teachers) and School Management Teams (SMTs). The other reason which makes me to be suitable for undertaking a study like this is because I am part of the SMT, in my capacity as the Deputy Principal at a secondary school. During the attempts of implementing the previous curricula, I have realised that there are always several challenges faced by educators and school managers in managing a new curriculum. Rembe (2005: iii) agrees when she indicates that "competing ideas and interests advanced by groups and networks impact on decision making policy content and implementation". He also asserts that institutional norms and rules, inadequate resources, lack of capacity and skilled human resources and economic environment, constrain decision making policy content and implementation.

The whole process of moving from one curriculum to another is indicated in the preamble of CAPS of one school subject at FET (Further Education and Training) level, Grade10 DBE (2011). The Minister of Education indicated that in 1997, OBE was introduced to overcome the curricular divisions of the past, but the experience of implementation prompted the review in 2000. That led to the first curriculum revision: the *Revised National Curriculum Statement (RNCS) Grades R-9* and the *National Curriculum Statements (NCS) Grades R-12*. Ongoing implementation challenges resulted in another review in 2009 and both the *Revised National Curriculum Statement (2002)* and the *National Curriculum Statements Grades 10-12* produced the final product, *CAPS (Curriculum and Assessment Policy Statement).*

After all previous attempts of curriculum development and implementation, recently CAPS has now become the talk of the stakeholders in the education system as it is in its prime stage. Coetzee (2012:1) at UNISA outlines the most important facts about CAPS as follows:

- CAPS is not a new curriculum, but an amendment to the National Curriculum Statement (Grade R-12).

- The curriculum is more accessible to teachers.
- Every subject in each grade will have a single, comprehensive and concise Curriculum and Assessment Policy Statement (CAPS) that will provide details on what content teachers ought to teach and assess on a grade-by-grade and subject–by-subject basis.
- There will be clearly delineated topics for each subject and a recommendation on the number and type of assessments per term.
- Outcomes and assessment standards are now called *topics* and *themes* and learning areas are now called *subjects.*

- The Department of Basic Education (DBE) has a five-year plan to support teachers.
- In-service training has to be provided and that management needs to get on board with CAPS training.

1.2 Problem statement

The flawed implementation of the previous education policies prompted the need to investigate the implementation and the challenges of the new curriculum, CAPS. The implementation of Curriculum 2005 had many flaws than expected and it received much attention from the public and also from researchers. This was clearly evident as almost all teachers were uncertain about whether they were in fact `doing' OBE in their classrooms (Jansen, 1999:8). It had been proven not to be viable in terms of implementation and hence had to be amended to RNCS (Grade R-9), then to RCS (Grade 10-12), and ultimately progressed into CAPS. Much has been said about OBE and its flaws. Jansen (1998) and Rice (2010:4) are some of the scholars who criticized the implementation part of OBE when they indicate that a teacher attempting to make sense of OBE, will not only have to come to terms with 50 different concepts and labels, but also keep track of the changes in meaning and priorities afforded to these different labels over time. The other two curricula (RNCS and RCS) did not stay long within the system due to some challenges experienced during the

implementation. This is the reason why I have a strong feeling that policy makers, implementers, education managers and researchers do not wish CAPS to be another failing endeavour as far as curriculum development and implementation are concerned. Just like C2005, RCS and RNCS, there seems to be a theory and practice divide in the implementation of CAPS. Hence, in this study I am intending to investigate the challenges that are faced by school management teams in managing and implementing CAPS. After investigating those challenges, this study will suggest a model which can be used to enhance the implementation of CAPS. The model is intended to improve the standard of teaching and learning in schools in South Africa, and ultimately transform the education system in the country.

In light of the above, the main research question is as follows:

> *What are the challenges faced by SMTs in managing and implementing CAPS and how can teaching and learning improve through the implementation of CAPS in South African schools?*

The five sub questions to complement the main research question are as follows:

- *What is Curriculum and Assessment Policy Statement (CAPS)?*
- *What are the SMTs' views and experiences in managing and implementing CAPS?*
- *What role can be played by SMTs in managing and implementing CAPS successfully and efficiently?*
- *Which monitoring, evaluation and assessment tools are in place for the management and implementation of CAPS in schools?*
- *How can SMTs use a model in the management and implementation of CAPS in schools so as to improve teaching and learning?*

1.3   Aims and objectives of the study

The main aim of this study is to explore the challenges faced by SMTs in managing and implementing CAPS in schools as well as to get ways in which teaching and

learning can be improved through the management and implementation of CAPS in South African schools.

The sub-questions can be answered through achieving the objectives of this study which are as follows:

- *To clarify the meaning of Curriculum and Assessment Policy Statement (CAPS) thoroughly;*

- *To investigate the views of educators and their experiences during the management and implementation of CAPS;*

- *To explore the role that can be played by SMTs in managing and implementing CAPS successfully and efficiently;*

- *To shed insight on the monitoring, evaluation and assessment tools that can be put in place for management and implementation of CAPS; and*

- *To devise a model which the SMTs can use in the management and implementation of CAPS in schools so as to improve teaching and learning.*

1.4 Theoretical framework

This study is informed and guided by the instructional leadership paradigm. Instructional leadership is a model that can be utilised in schools to ensure that the implementation and management of a curriculum bear fruit for our learners. This type of a model emphasises instruction in schools, and if used profitably, can be very effective in keeping teaching and learning at the forefront of all activities at school. This model is all about leadership with passion, loving what one is engaged with at school and producing desirable results. This is exactly as Kruger (2000) asserts when he indicates that principals should become leaders of instruction and with dynamic and inspirational leadership, focus on raising the teaching and learning in schools. He further maintains that the central role that a principal plays in all the programmes of a school and the impact that he/she has on the tone and ethos which are conducive to teaching and learning is crucial in the process of building a sound culture of teaching and learning. Cross and Rice (2000:61) share the same sentiments with Kruger (2000)

when they indicate that it is the principal's passionate commitment to the students' academic achievement that will make the difference between a highly successful school and one that is content with the status quo.

McEwan (2000) is one of several authors who are very passionate about instructional leadership as a model which promotes effective teaching and learning in schools. When engaged in his study in Global Learning Community, McEwan (2000: 1) highlights the reasons that cause one individual to lead his or her organisation to greatness while another individual, although equally intelligent, friendly and competent, manages to achieve only mediocrity. He gives us the characteristics that differentiate good leaders from their followers as the following:

"*a strong drive for responsibility and task completion vigour and persistent in pursuit of goals, venturesomeness and originality in problem solving, the drive to exercise initiative in social situations, self-confidence and sense of personal identity, willingness to accept consequences of decisions and action, readiness to absorb personal stress, willingness to tolerate frustration and delay, the ability to influence other persons behaviour and the capacity to structure social interaction system to the purpose at hand".*

McEwan (2000:2) also highlights McEwan's steps to effective instructional leadership as follows:

- Establish clear instructional goals;
- Be there for your staff;
- Create a school culture and climate conducive to learning
- Communicate the vision and mission of the school;
- Set high expectations for staff;
- Develop teacher leaders; and
- Maintain positive attitudes towards students, staff and parents.

Meander's (2012: 1) views about effective leadership definitely concur with those of McEwan. When he (Meander) defines an effective instructional leader in his view he says:

''A good leader always leads by example. A principal should be positive, enthusiastic, have their hands in the day-to-day activities of the school, and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students and community members. Good leaders stay calm in difficult situations, think before they act, and put the needs of the school before themselves. An effective leader steps up and fills in holes as needed, even if it isn't part of their daily routine'' (Meander 2012: 1),

Meander's (2012) views are complemented by Cross and Rice's (2000: 63) argument that the instructional leader has an opportunity to monitor the progress of students; to mentor teachers who need help developing a satisfactory instructional strategy; leading to successful student performances; and to recognise teachers who create classrooms with rich academic environments that motivate and produce the desired mastery of the content. Daresh (2009:1) regards instructional leadership as a magic portion, and if added correctly to a school, it would make it a better place, and children would learn more and teachers would be more satisfied and productive. Murphy (1985) and Hallinger (2007:225) complement Daresh when they indicate that instructional leaders lead from a combination of expertise and charisma. These are hands-on principals, bib-deep in curriculum and instruction, unafraid of working directly with teachers on the improvement of teaching and learning. They further indicate that vision, goals and mission become strongly situated in the vocabulary of principals, who wished to succeed in the involving environment of school reform. They (Murphy and Hallinger, 1985; 2007:225) designed an instructional leadership framework which can be of help if used accordingly in any school. The model consists of three main dimensions as follows:

- Defining school's mission;
- Managing instructional programme; and
- Promoting positive school climate.

Table 1.1: Instructional management framework

1. Defining school's mission	*Framing school goals*
	Communicating school goals
2. Managing instructional programme	*Supervising and evaluating instruction*
	Coordinating supervision
	Monitoring student progress
3. Promoting positive school climate	*Protecting instructional time*
	Promoting professional development
	Maintaining high visibility
	Providing incentives for teachers
	Providing incentives for learning

Adapted from Hallinger (2007:225)

Effective instructional leaders are intensely involved in curricular and instructional issues (US Department of Education, 2005:1). In their Newsletter for first programme, Officials in the US Department of Education (2005:1) regard instructional leadership as the answer to all issues related to curriculum implementation in schools.   Their mission is always to make sure that teaching and learning are always at the top of the priority list on a consistent basis. They also put more focus on alignment of curriculum, instruction, and assessment. Blase and Blase (2010) are also some of the

authors who are passionate about instructional leadership. They emphasise teaching and learning as the core business of the school. They highlight strategies employed by instructional leaders to enhance teachers' instructional classroom improvement as follows: Talking openly and frequently with teachers about instruction; developing cooperative, non-threatening teacher-supervisor partnership; supporting the development of coaching skills; acknowledging the difficulties of growing and changing; promoting a positive school climate and group development. In their study, Blase and Blase (2010:263) further reckon that instructional leadership can be shared with teachers where by schools can become centres of shared inquiry and decision making, creating a situation where administrators and teachers work as a community of learners engaged in professional and moral service to the learners.

Another researcher who has shown more interest in instructional leadership is Lunenburg (2010: 1) who maintains that the *focus on results, the focus on students' achievement and the focus on students' learning at high levels* can only happen if teaching and learning become the central focus of the school and the principal. Lunenburg (2010:1) further encourages district wide leadership focused directly on learning and maintains that principals can accomplish that by doing the following: *Focusing on learning; Encouraging collaboration; Using data to improve learning; providing support; Aligning curriculum, instruction and assessment.*

Here are the highlights about successful leaders from Lunenburg (2010):

   (1) Focusing on learning

Lunenburg (2010: 2) maintains that principals can help shift from teaching to learning. Educators need to be able to monitor students' learning progress. Time and resources must be available to help students' learning.

   (2) *Encouraging collaboration*

Here Lunenburg (2010:2) encourages principals to eliminate teacher isolation so that discussions about student learning become a collective mission of the school. He asserts that teachers should work as a team in order to accomplish the following:

- Working as a team will assist them to be able to clarify exactly what students should know and be able to do as a result of each unit of instruction.
- They will be able to design curriculum and share instructional strategies to achieve those outcomes.
- They will develop valid assessment strategies to measure how well students are performing.
- They will analyse those results and work together to come up with new ideas for improving those results.

(3) Providing support

Lunenburg (2010:4) emphasises the importance of giving teachers support and encouragement. From his study, I have learnt that teachers need to be provided with trainings, teacher tools and the support they need to help all students reach high performance levels. They need access to curriculum guides, textbooks or specific training connected to school curriculum. They also need access to lessons or teachings that match curriculum goals.

(4) Aligning Curriculum, instruction and assessment

The importance of aligning curriculum, instruction and assessment cannot be overemphasised. Lunenburg (2010:4) reckons that principals need to ensure that assessment of students' learning is aligned with both school curriculum and the teacher's instruction. According to him, when they are well constructed and implemented, assessments can change the nature of teaching and learning. Lunenburg further maintains that assessments can lead to a richer, more challenging curriculum, foster discussion and collaboration among teachers within and across schools, create more productive conversations among teachers and parents, and focus stakeholders' attention on increasing student achievement.

1.5   Research Methodology

The mixed methods research was used in this study. Mixed methods research is defined as the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of data at one or more stages in the process of research (Greswell, 2003 in Gray, 2011:204). The qualitative research design method is designed to provide the researcher with the perspective of target audience members through immersion in a culture or situation and direct interaction with the people under study. This type of tradition is ethnography and it focuses on culture sharing group. This is possible in a school situation where educators have their way of doing things and as a result, develop same beliefs and values. As a researcher, it made things easier for me in such an environment to be an active participant interacting with other participants, gathering data through interviews and questionnaires.

On one hand, this type of approach (qualitative) allows the researcher to explore the phenomena from the insider's perspective. It aims at describing and interpreting the behaviours, values and beliefs of a group (Rubinstein, 2009:4). In this instance, for the purpose of empirical investigation, I was able to understand why people behave as they do, in terms of their knowledge, attitudes, beliefs, fears et cetera; and also to understand how curriculum implementation is affecting their duties as educators and managers. I will be able to make some deductions as an active participant who through the interaction with other participants will easily understand what is going on in schools regarding management and implementation of CAPS. According to Ryan, Coughlan and Cronin (2007:741), in qualitative interview, the role of the interviewer is to encourage participants to *'open up'* and discuss their experiences of the phenomenon. In doing this, participants can inadvertently discuss personal information that they had not planned to reveal, or that may rekindle tragic or uncomfortable experiences related to the topic being discussed. It is the reason why this method does not necessarily need a large sample.

Dixon-Woods (2003:1) emphasises the value of the qualitative research design when she indicates that it can explore the meanings and behaviours in depth, identify and characterise diverse perspectives, processes and context and also offer flexibility and access. It is the reason why in this study I have chosen this design as one of the methods used for collecting data since it is the one which will help in illuminating social phenomena, and in this case curriculum implementation. Miles and Huberman in Neill (2007:1) share the same sentiments when they indicate that the qualitative research design is the most effective and relevant for this type of a study because, even if it is time consuming, it is richer, and cannot be generalised. The purpose of the qualitative paradigm is not to generalise data, but to explore individual experiences and also to encompass the development of a new theory (Ryan, *et al.*, 2007: 738).

Conversely, the quantitative design, deals mainly with numerical data, and can assist in identifying the relationship between the implementation of a new curriculum and the engagement of the instructional leadership in schools, in term of numbers. This type of research method attempts to maximise objectivity, replicability and generalisability of findings and are typically interested in prediction (Harwell, 2011: 149). What is interesting about the quantitative method is that today we are able to use computers to calculate the frequencies and percentages with ease even in the case of very large samples.

Engaging the mix method research allows for the opportunity to compensate for the inherent method weakness, capitalising on inherent method strengths and offset inevitable method biases (Green, 2007: xiii in Harwell, 2011:151) The method of collecting data will be done by means of *semi-structured interviews* and *questionnaires.* The advantage of interviews is that they are flexible and adaptable and can be used with many different types of problems and also with different personalities. During interviews, non-verbal as well as verbal behaviour can be noticed face-to-face and the interviewer has an opportunity to motivate the respondent to be more open.

The investigation was conducted in six neighbouring secondary schools in Moletlane Circuit, Zebediela area in Limpopo Province including the school in which I am teaching. This made it easier for me to visit the school within the same buffer zone, where the maximum distance is approximately five kilometres from the school in which I am employed . Questionnaires were distributed to six schools during the third term; more time was given to schools so that educators do not fill them haphazardly. As I am one of the SMT members in my school, in my capacity as deputy principal, I was able to interact with my colleagues from my school and also from the other two secondary schools, conducting one-to-one interviews with each of the principals of the six selected schools.

My target group was principals, deputy principals, Heads of department (HoDs), as well as all teachers in the six schools. Out of the six schools selected, two are primary schools, while four are secondary schools. The number of people involved in the study was determined by their availability in the six schools and they were expected to be around 134. Before the full blown research can kick start, a pilot study involving SMT members and educators from my school was conducted.

1.6   Significance of the study

This study investigates the challenges that are associated with curriculum management and implementation and to devise a model which can make it easier to manage and implement the new curriculum. As indicated in DBE (2011a: 1), curriculum change has been very extensive and widely consultative in South Africa. The National Department of Education has made big strides in ensuring that this time curriculum implementation becomes more strengthened and successful. Therefore, it is the aim of this study to ensure that this New Curriculum (CAPS) which has been approached with a vast collective decision making process, take our schools' performance to the next level vis-à-vis curriculum implementation. It is through engaging the instructional leadership model, which focuses more on teaching and learning in the classroom that the implementation of CAPS can become a success.

The results of this research could make a contribution to the field of knowledge in schools and in the Department of Education in our country.

When embarking on this research journey I was very much aware that the age of most educators is a challenge for implementation as the educators are not ready to learn new approaches in their exit ages. Changing from one curriculum to another is putting more strain on the same teachers who are supposed to implement the curriculum. It is the reason why an approach which encourages participative leadership is more appropriate to acknowledge the role of all educators. This study will definitely survey a strategy which is in the form of instructional leadership which will ease the implementation process even for aged educators.

The implementation of CAPS has come during the days when the morale of educators has gone so low that most of them are not ready to face a new curriculum with its new terminology. Terminology brought in by OBE, RNCS and RCS have come and gone; what is left is for educators to adjust to some of the original terms which are brought back by CAPS. To add to the woes of educators are disciplinary problems, large workloads, and overcrowded classes in most schools. These factors are a serious problem affecting implementation of curriculum. It is very much difficult to focus on instruction when the learners are ill-disciplined. Therefore, the strategies to be brought in by the instructional leadership model will be illuminated so as to make the implementation of CAPS an easy journey for all educators despite all the challenges.

The importance of Learning and Teaching Support Materials (LTSM) is explained by the Minister of Basic Education, Angie Motshekga in DBE (2011a: 18) and was thoroughly explored in this study. This was the rationale for exploring challenges such as non-delivery of books. Therefore, this study was definitely relevant to explore challenges such as non-delivery of books in some provinces in our country at the beginning of 2012, and how this has affected the implementation of CAPS during the very first year of implementation. Poor performance by world standards in the ANA (Annual National Assessments) detected during the implementation of CAPS in most provinces also needs a strategy of dealing with the curriculum implementation.

This study was able to get deeper into all those strategies which the instructional leadership model would provide to make the implementation of CAPS possible.

1.7   Ethical considerations

The following ethical measures were adhered to:

- In order to concur with research protocol, the study was conducted after permission has been granted by the Member of the Executive Council (MEC) of Education in Limpopo Province.
- Participants were to be contacted face-to-face and on time so that they can be the ones choosing their convenient time for interviews and distribution of questionnaires.
- Confidentiality of the whole process of interviews and of the research findings was assured to the participants and adhered to at all times.
- The investigation was done with the required standard of professionalism and integrity.

According to Ryan, *et al*. (2007:743), participants should be fully aware of the purpose of the study, what sort of information is being sought, and how it will be used and the implications for them as contributors to the research. They also have the right to withdraw from the research at any time if they wish to do so.

1.8   Definition of key concepts

Managing

Several authors are in contention that management is about getting things done through people. It is when managers engage with aspects such as planning, organising, resourcing, leading, coordinating, and directing an organisation or an area with the aim of accomplishing a goal. *Managing* work includes creating, maintaining and executing of dynamic interaction so that these interactive activities will lead to more effective learning and teaching (Van der Westhuizen, 1996:58). Mothemane

(2003:26) asserts that management comprises tasks and actions executed by a person in a position of authority. This statement is supported by Van der Westhuizen (1996:58) when he indicates that it is not only the principal who performs management tasks, but also the teacher and other leaders in an organisation. This is the reason why he distinguishes three levels of management as system management, school management and classroom management. In his study based on school management, Nelly (2008:11) describes managers driven by vision as being dynamic, creative, and innovative and being fond of introducing things. He further indicates that such leaders tend to make changes by consultation, dialogue and consensus. In their organisations, decisions are taken together and are well planned. A good manager is able to use his or her influence and authority to get members of the organisation work productively.

Implementing

Implementing is about putting a programme into practice. In a study done at the Commonwealth of Learning in Southern African Development Countries (SADC), Module 13 (2000:50) describes implementation as a stage when the curriculum itself as an education programme is put into effect. The module further indicates that implementation takes place when the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling him or her to function effectively in a society. Teachers as agents of implementation need to be capable of shifting from the old practice to the new, modified programme. At the moment, implementation of a new curriculum is happening in our country where the previous curriculum NCS (National Curriculum Statement) is now being replaced by CAPS.

Curriculum and policy statement (CAPS)

CAPS (Curriculum and Policy Statement) is a new curriculum introduced in South African schools and has been implemented from the beginning of 2012. The aim of this curriculum is to strengthen curriculum implementation from 2010 and beyond with the intention of improving the quality of teaching and learning in all schools in South Africa (DBE, 2011a:1) According to Coetzee (2012:1), in this curriculum, every subject in each grade has a single, comprehensive and concise CAPS that provides details on

what content teacher have to teach and assess on a grade-by-grade and subject-by-subject basis. There are clearly delineated topics for each subject and a recommendation on a number and type of assessments per term. According to DBE (2011a:7), National Curriculum Statement Grades R-12 has been declared National Education Policy by the Minister of Education in April 2011 and was promulgated in the Government Gazette and tabled in Parliament. CAPS comprises the following:

- National Curriculum and Assessment Policy Statements for all approved subjects listed in Curriculum News;
- The policy document, national policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and
- National Protocol for Assessment Grades R-12.

Instructional Leadership approach

The Instructional Leadership approach is the type of leadership approach which focuses on instruction. In the context of this approach, the core business of the school is teaching and learning and nothing surpass that very important practice. Everything that is done at school is focused on quality teaching and learning. As Mullen and Jones (2008:329) have indicated, it is an education system where principals and teachers work together to shape policy, create curriculum, enhance instructional practice and most importantly, improve education for all children. Hallinger (2007:224) describes an instructional leader as someone who is capable of aligning strategies and activities of the school with the school academic mission.

Instructional leadership coincides directly with curriculum implementation because both are focused at the deliverance of instruction to the learner. As curriculum managers, principals are also instructional leaders since they are responsible for the academic achievement of all learners in their respective schools. In the foreword in their study, Smith and Andrews (1989) are of the opinion that educators have great moral, ethical and legal obligations to create better schools, as places where all children can achieve their full potential and receive equal opportunities to succeed in

society. Central to that goal, the authors assert, are principals who act as instructional leaders.

1.9 Proposed chapters

The study comprises 6 chapters which are subdivided as follows:

Chapter 1 introduces the main problem, formulation of the problem, the aims of the study, the type of research design, chapter division and definition of concepts.

Chapter 2 deals with literature studies wherein management and implementation of CAPS
by the school management teams are discussed.

Chapter 3 also deals with the literature study presenting a model which can be used in schools in trying to address the leadership role of the SMTs in the implementation of the new approach in teaching and learning.

Chapter 4 deals with the research design, namely a qualitative research design, formulation of questions for the interview and conducting the interview, making observations, analysing and interpreting data from existing documents.

Chapter 5 is about analysis and discussion of results from the interviews, observations, and data from existing documents.

Chapter 6 is about the recommendations and conclusions of the research as well as the limitations of the study

CHAPTER 2

LITERATURE REVIEW: CURRICULUM AND POLICY STATEMENT

2.1 Introduction

This chapter explains what CAPS is all about, continues with the SMTs' views and experiences in managing and implementing CAPS; and further clarifies the role that can be played by SMTs in managing and implementing CAPS. This chapter further deals with the elucidation of monitoring, evaluation and assessment tools which are in place for the management and implementation of CAPS in schools; and how SMTs can use the instructional leadership perspective on the management and implementation of CAPS in schools so as to improve teaching and learning.

2.2 What curriculum and assessment policy statement (CAPS) is all about?

The gap in the literature based on this new curriculum (CAPS) has fuelled me to vigorously embark on this study. CAPS was developed from the National Curriculum Statement (NCS) which was amended to improve implementation of the curriculum in South Africa. In retrospect, it is very obligatory to explain the prominent features of CAPS in detail. From all the literature that I examined, CAPS is a new curriculum introduced in South African schools in Grade R -3 and Grade 10 in 2012, to proceed to Grade 4, 5 and 6 in primary schools and Grade 11 in secondary schools in 2013, and finally to Grade 7, 8, 9 and 12 in2014. Coetzee (2012:1), a Senior Education Specialist in Gauteng Education Department (GED), is very excited about this new curriculum and she confirms that the Department of Basic Education (DBE) has a five-year plan to support teachers. She further indicates that every subject in each grade has a comprehensive and concise CAPS which provides details on what content teachers ought to teach and assess on a grade-by-grade and subject-by-subject.

However, the DBE, 2011, Geography Grade 10-12 CAPS indicates that the NCS Grades R – 12 represents a policy statement for learning and teaching in South African schools and comprises the *following:*

- *Curriculum and Assessment Policy documents for each approved school subject;*
- *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grade R-12; and*
- *The policy document, National Protocol for Assessment Grade R-12.*

Other prominent, interesting features of CAPS are Subjects and Time allocation for all <u>four</u>

<u>Phases</u> and they need to be operational in all public schools in South Africa as follows:

Table 2.1: Title: Subjects and time allocation for the Foundation phase (Grade 1-3)

(i) Foundation Phase (Grades 1-3)			
Subject	Grade R Hours	Grade 1-2 Hours	Grade 3 Hours
Home Language	10	8/7	8/7
First Additional Language		2/3	¾
Mathematics	7	7	7
Life Skills • Beginning Knowledge; • Creative Arts; • Physical Education; and • Personal and social wellbeing	6 1 2 2 1	6 1 2 2 1	7 2 2 2 1
TOTAL	23	23	25

Adapted from DBE (2011:6)

Table 2.2: Subjects and time allocation for the Intermediate, Senior and Further Education and Training Phase

(ii) Intermediate Phase(Grades 4-6)			(iii) Senior Phase (Grades 5-9)	
SUBJECTS	HOURS		SUBJECTS	HOURS

Home Language
First Additional Language
Mathematics
Science and Technology
Social Sciences
 Life Skills
  • Creative Arts
  • Physical Education
  • Personal and Social Well-being
	6
	5
	6
	3.5
	3
	4
	1.5
	1
	1.5
			Home language
			
			First Additional language
			
			Mathematics
			
			Natural Science
			
			Social Science
			
			Technology
			
			Economic Management Sciences
			
			Life Orientation
			
			Creative Arts
				5
				
				4
				
				4,5
				
				3
				
				3
				
				2
				
				2
				
				2
				
				2

TOTAL	**27,5**		TOTAL	27,5
(iv) Further Education and Training Phase (Grades 10-12)				
SUBJECTS	**HOURS**			
Home Language First Additional Language Mathematics Life Orientation A minimum of three subjects from all other content subjects	**4,5** **4,5** **4,5** **2** **3x4hours**			
TOTAL	**27,5**			

Adapted from DBE (2011:6)

Before the implementation could take place in schools, extensive consultation with policy makers, government and Education Ministry took place (DBE, 2011a:3). According to Kraak and Young (2000:2), this new policy is premised on a more traditional notion of schooling, a ''*back to basics*'' view and pedagogy, and a more managerialist approach to education generally. The idea is to make sure that this curriculum, earmarked to be the turning point of the education system in South Africa, yields the desired outcomes. It is a curriculum which the education system in South Africa regards as being the watershed point of the education system and also geared at promoting the highest possible standard of education in all schools in South Africa at present. DBE (2011a:20) indicates that the quality of learning outcomes in our schools has been of major concern to educators, parents and the general public for a number of years. The gravity of this issue is indicated in the 2008 State of the Nation Address by President Jacob Zuma when he asserted that:

''Education must be elevated from being a departmental issue, or even a governmental issue-one that occupies the attention and energy for all our people''; A commitment should be a "Code of Quality Education" which describes the responsibilities and discipline required of them- as **''***non-negotiable.''*

In her foreword in the DBE (2011a), the Minister of Basic Education, Mrs. Angie Motshekga indicates that "the preparation of CAPS has been a mammoth task which included the reworking of 76 subjects at different levels and versioning all official languages. This included the selection of content which provides a clear, term-by-term and grade-by-grade specification of what it is that the teachers are expected to teach''. As an educator using the documents prepared for CAPS, I have observed that the documents are indeed sound and user-friendly and this makes our work as educators easier. The fact that we are to use the terminology which is straightforward and original such as a subject, syllabus and topic, not ambiguous, abstract and double barrelled terms such as *subject framework, assessment standards, learning area and learning programme*. It is a relief to educators to use terms they comprehend well and are very much familiar.

Coupled with CAPS, the government has introduced the Annual National Assessments in Grade 1-6 in primary schools (in Literacy and Numeracy) and in Grade 9 in secondary schools (in English and Mathematics). The purpose of these tests is to:

- provide each school with the objective picture of their learners' competency levels with respect to these two areas using nationally benchmarked tests that are aligned to the curriculum.
- provide them with an analysis of the areas of difficulty experienced by their learners.
- assist them to design teaching programmes that are targeted to improving actual learning in the classrooms.
- set realistic improvement targets for individual learners and for the school.
- help parents understand better how their children are performing and how they can help them do better (DBE, 2011a:21).

In a study edited by Kraak and Young (2000:3), it has been established that since 1990, policies of the new system of education (including CAPS) are structured in such a way that the focus is on the following insightful targets: a single integrated education and training; a single Department of Education; a single FET band incorporating both senior secondary schooling and technical colleges; a single nationally co-ordinated system of Higher Education and Training (HET); and a single qualification framework (NQF) regulated by a single qualification authority which is South African Qualification Authority (SAQA).

On Friday 11 August 2008, government launched a health and education campaign at Walter Sisulu Square in Kliptown. On the education front, the campaign calls on individuals and organisations to assume responsibility for improving quality education. The education campaign aims at the following elements:

- Inform citizens about the importance of education and their roles, responsibilities and obligations towards education;
- Mobilise communities to monitor and support schools, teachers and learners; and

- Improve the quality of education for all children, especially the poor, and to demonstrate this improved quality via improved learner achievement.

In another development related to education in South Africa, in his State of the Nation Address presented to the joint sitting of Parliament on 3 June 2009, the President of the Republic of South Africa, Mr JG Zuma stated that *"Education will be a key priority for the next five years. We want our teachers, learners and parents to work together with government to turn our schools into thriving centres of* excellence''.

He further said that "*we reiterate on non-negotiables. Teachers should be in school and in class, on time, teaching, with no neglect of duty and no abuse of pupils. The children should be in class, on time, learning, be respectful of their teachers and each other and do their homework"*.

The statements echoed above manifest a clear indication of how the President of the country is desperate about the state of education. Those statements do not just signify the government's desire for a proper education in South Africa only; they also indicate how school management teams are entrusted with the responsibility of taking the lead in putting their school curriculum into practice and improving it. The SMTs need to strive for quality education at all times and they must always lead by example when executing management and leadership roles.

The severe desire for quality education for all, as it emanates from all angles has motivated me to come up with a perfect solution to enhance school effectiveness and educator professionalism. If properly employed, the *instructional leadership perspective* can be utilised to translate the new curriculum into practice. The implementation of CAPS is not supposed to be just another paradigm shift in our country. In my view, it must transform schools under our care so as to create conditions for effective teaching and learning.

2.3 The SMTs' experiences and challenges in managing and implementing CAPS

Despite well documented and detailed curriculum, as indicated earlier on, some schools are still inundated with some problems which are associated with the management and implementation of CAPS. However, teachers in historically disadvantaged schools are aware that they would have to confront more than just a paradigm shift. They know that the process of implementation had to endure many difficulties in terms of social demands and a lack of finance, as well as physical and human capacity in the system to implement according to schedule (De Waal, 2004:6). Among those challenges, there are some which have already sparked debate among educators, parents, communities and politicians in some communities, and they are the following:

2.3.1   Disciplinary problems in schools

The implementation of CAPS has come at a time when learners are causing problems related to misbehaviour in schools. Most public schools are experiencing so many disciplinary problems which negatively affected teaching and learning regardless of a new curriculum. Lack of discipline in schools makes it impossible for educators to impart knowledge to the best of their abilities. Lewis (1991:3) asserts that many educators really become frustrated because they spend many hours trying to develop what they believe would be a very exciting lesson, only to have learners' misbehaviour destroying the whole experience in class. Even with the implementation of this properly prepared curriculum, CAPS (DBE, 2011a:16), some learners still do not realise that misbehaving in class can in a way stand on their route to a successful life.

What I am aware of as a secondary school teacher is that learners fight, steal each other's property, bring dangerous weapons to school, use abusive language, refuse to follow instructions, bunk classes, and make rude remarks towards educators. Mabeba and Prinsloo (2000:34) concur that discipline problems refer to disruptive behaviour that affects the fundamental rights of learners to feel safe, to be treated with respect and to learn.

In addition, I have realised as a teacher that these learners are perceived to be more expressive, assertive and interactive in class than before. Today's learners enjoy more freedom than in the past. This has been brought about by democracy and children's rights and teachers are unsure how to view and deal with this. As a result, the challenge for some schools and educators can be the maintenance of learner discipline. The fact that most educators have grown during the days when there was no freedom of expression in our country, is exacerbating the difficulty of dealing with today's learners. Also, as learners move up the system, they get more assertive and creatively engage and interact with the lessons and materials. In their assertiveness, some learners do not know their limits and they talk as they wish, thus irritating some educators. That is the reason why secondary schools have been perceived to be experiencing more disciplinary problems than primary schools.

I have realised that disciplinary problems are experienced in most schools across the globe and that they impact negatively on educator morale. A low morale leads to a lack of job satisfaction and lack of motivation. The signs of low morale in educators include anger, irritability, tiredness, a loss of control, and the wish to leave the teaching profession. When educators bring such personality traits to class, the results will just be chaos. Many educators bear their low morale in painful isolation, and that may influence the health of the educator, both mentally and physically (Masekoameng, 2010:63). With the morale of educators dwindling, implementation of policy is definitely approaching the demise stage. There is apparently a notion of a crumbling system of education and if something drastic is not done to save the sinking ship, especially in the rural areas of South Africa, the education system is heading for the brink of calamity. This can be observed during the times when Grade 12 results are out. The low pass rate in most schools in rural areas is a clear indication that problems in rural schools are far from being over.

Even with a well-structured, well documented curriculum like CAPS (DBE, 2011a:7), we still find learners in rural areas performing dismally in the ANA, which is a sign that things are not going well as anticipated. Again, rural schools are mostly prone to obtaining low marks. It is a clear fact that the majority of educators are struggling to keep discipline in

their classes. The poor performance in their schools in various national examinations bears testimony to that state of affairs.

2.3.2 Overcrowded classes

It is a perceptible reality that most schools in rural areas in South Africa are still under-resourced and as a result, learners find themselves in overcrowded classes. This impacts negatively on proper teaching and learning and affects the implementation of CAPS in a negative way. This status quo is putting the majority of learners at a disadvantage and the anticipated improvement of the standard of education is still farfetched. Overcrowded classes are a barrier to proper teaching and learning. Shoba (2009:25) is of the opinion that overcrowded classrooms make it difficult to teach and because of inadequate school finances, the SMTs and SGBs cannot employ extra teachers in order to reduce the learner teacher ratio in the classrooms. In most incidences, there is poor infrastructure which leads to a serious dearth of classrooms.

Netshitahame and Vollenhoven (2002:314) describe the appalling conditions of some schools in most rural South African schools which they have visited. They further posit that most of the schools surveyed do not have enough classrooms to accommodate all learners. Where classrooms are available, the condition of these classrooms is not safe for the learners. The walls are cracked, windows are broken, and floors are in complete disrepair and need renovations. Some schools have built flimsy additional classrooms made of planks, and apply cow dung to the floors. The schools do not have safe school grounds, nor organised sports fields.

2.3.3 Large workloads for teachers

As the years progress, educators are being overloaded with more work than before. Besides class teaching, there is also continuous assessment (CASS), also to attend to educator and learners' portfolios, compilation of quarterly schedules and reports. They have to attend to meetings and workshops, are obliged to attend to sporting

activities, cultural activities, and debate, go out for games with learners, and arrange educational tours and go out to such trips with them. They also have to serve in various committees such as Sport, Fundraising, Integrated Quality Management System (IQMS), Culture, SGB, Finance , Time-tabling, School Improving Plan (SIP) et cetera. SMTs have to see to the proper running of the school. They need to attend to discipline at school; have to organise staff meetings, departmental meetings, monitor the work of educators; monitor the funds of the school, monitor all human and material resources of the school; attend to all never-ending submissions required by circuit offices; and remain academic and scientific. All these numerous commitments increases teachers' workload creating a more disgruntled and disillusioned teaching staff.

Teachers who are to implement the curriculum frequently view change of curriculum as meaning more work. In addition to their already overloaded schedule, there is no extra financial compensation for the extra work they have to put in. Also, they view new curriculum programmes as requiring them to learn new teaching skills and competencies, which will mean attending courses and seminars. It is quite appalling to realize that lately SMTs and educators are so overloaded that they have lost track of their responsibilities. The work is so massive that the implementation of a new curriculum does not have space in most of the teachers' daily schedules. They do not have ample time to go through the documents prepared for CAPS and end up using their own experiences and old methods of teaching as most of them have been educators for a long time. They are reluctant to change or modify their current instructional strategies and understandings of classroom practice according to the demand of the new curriculum. They are so occupied throughout the day that when it comes to implementation of new policy, it is just a nightmare.

To add to my views given above, Shoba (2009:21) highlights large workloads of SMTs from her own perspective as including high administrative workloads such as financial and property management, and accountability to education authorities often takes precedence over attention to curriculum management. Over and above that, she further indicates that paper work, interruptions, crises within schools and conflict management involving staff, learners and parents take up most of middle managers' time. According to Shoba

(2009:21), SMTs in these schools understand their curriculum management roles, but the curriculum leadership roles from the same leaders prove ineffective. They believe to be at the least favourable position to provide proactive leadership required for curriculum management because they have insufficient knowledge to assist them to execute their roles effectively.

Ngobeni (2006:28) concurs with other researchers on the issue of the workload for managers of schools and educators. He highlights that the work expectations made on SMTs are further thwarted by interruptions such as intercom announcements, unscheduled short notice staff meetings, and unscheduled practices for some school activities. Their days are always filled with activities of management such as scheduling, reporting, handling relations with parents and community, dealing with the multiple crises and special situations that are inevitable in schools.

2.3.4 The gap between well-resourced schools and under resourced schools

Inequality in South Africa started long time ago. Reschovsky (2006:22) asserts that the establishment of the apartheid government in 1949 has sanctioned whites in South Africa to enjoy democratic institutions of government, to benefit from a well-developed system of public infrastructure, and a full array of public services, generally on par with governmental services delivered in the developed nations of the world. In stark contrast, blacks had very few economic and political rights, benefited from no effective democratic representation in government affairs, and had very limited access to government-provided public services. For those classified as Asians and coloured, the reality was somewhere in between.

Inequality in South Africa is still very extensive. In fact, the gap between well-resourced schools and under-resourced schools is widening further and further. We who teach in rural schools bear witness to this assumption. There are still more schools in rural schools under-resourced, without necessities like classrooms, laboratories, libraries, school grounds to name but a few. With all these shortages of the indispensable resources, educators in such schools are also obliged to implement policy such as CAPS just like in well-resourced

schools in affluent suburbs in the metropolitan areas.   Research shows that children in well-resourced, privately-funded schools are substantially better off while in the public sector, similar poorly resourced schools can attain very varied results (Fleisch in Umalusi, 2007:7).

Rakometsi (2008:1), an education historian, attempted to draw attention to the reasons for the root of inequality in education. He maintains that the problem in South African black education arena was compounded by the fact that the government in the past was in reality not the government of the majority and was therefore not accountable for the majority. Rakometsi is supported by Curry (1997:47) who opines that

> *"Apartheid smothered this country, rich in natural resources such as gold and diamond and created a class of people relegated to serving a minority group which monopolised education, financial and social opportunities, medical and public policy, and most of all, it strategically destroyed the hope of people".*

That was the essence of apartheid.

When quoting President Mbeki in a joint Umalusi and Centre for Education Policy and Development Series (2007:4) Professor Fleisch maintains that:

> *"The material conditions… have divided our nation into two nations, one black, one white… [The latter] is relatively prosperous and has ready access to a developed economy, physical, educational, communication and other infrastructure… The second, and larger, nation of South Africa is black and poor [and] lives under conditions of a grossly underdeveloped infrastructure."*

Sharing in the same vein, Block (2012:1) maintains that the obvious deterioration in the education system is because of the fact that it works only for the small proportion of learners who are able to access the relevant quality institutions. For the massive majority, their poor-quality education keeps them marginalised and excluded from schools, universities and colleges that could significantly improve their lives. The education system remains highly stratified with two systems still in place and the inequality between them is being reinforced and perpetuated. Only a small number of black students receive an

education of any meaningful quality, and those attending rural under resourced schools are entrenched into the survivalist second economy.

From my own observation, as a teacher in one of the disadvantaged areas, I have also realised that in most rural schools, the environment in which some educators find themselves leaves much to be desired. Learners and educators are still stuck in dilapidated buildings which are inadequate for the number of learners they have, leaving learners cramped in classrooms where the teachers can hardly move a meter away from the chalkboard. The situation is exacerbated by the fact that learners in such schools are exempted from paying school fund, meaning that there is inadequate funds for renovations, and for any improvement of the buildings. The *norms and standards funds* allocated to schools are insufficient and schools are running with very limited budgets. The SMTs are faced with managing the implementation of CAPS with such inadequate resources. In my view, running a school with insufficient funds is a nightmare to SMTs.

In most cases in secondary schools, learners are supposed to write common tests from the Districts or from the Province, which come in the form of electronic devices like CDs, USBs or even the Internet. Schools have to print and make copies for each learner using scarce resources. This is putting more strain on SMTs as photocopiers, printers and computers are very costly to maintain. That is why some schools are consumed with serious debt than what has been anticipated. This implies that the concentration of SMT members is swayed towards the management of limited school funds and not on the core business of the school which is teaching and learning. With a new curriculum on board, SMTs find themselves in disarray following the many financial challenges the school has to overcome.

Reschovsky (2006:21) has also made another shocking discovery about schools in South Africa. He states that:

> "*Although since 1994 funding and resource inequalities in the public education system have been dramatically reduced, significant inequalities still remain. While some schools have highly qualified teachers and a full range of education facilities, such as science laboratories and well-stocked libraries, other schools must rely on many unqualified*

teachers and lack even basic facilities and supplies such as working toilets and a sufficient number of classrooms for their students."

In a study done at the University of Kwazulu-Natal based on rural schools, Bengu (2005:6), makes other shocking remarks. He indicates that there is little knowledge thus far for policy makers in the National Department of Education and researchers of what SMTs in remote, rural communities have gone through, or are going through. These stakeholders do not have a deeper understanding of the everyday problems SMTs in rural schools face. They are oblivious of their feelings and experiences in these turbulent environments, as they negotiate opportunities and responsibilities created by Education Department policies and procedures, their local communities and the learners and educators in their schools.

In another study done at the University of College Park in USA, Spleen and Vally (2006:255) discovered that in South Africa although there has been general progress in educational provision since the previous survey (1996), adverse conditions remain and in some instances have increased. The survey estimates that 27% of schools have no running water, 43% have no electricity, 80% have no libraries and 78% have no computers. Even in schools that have toilets, 15.5% are not working. The survey also suggests that due to overcrowded conditions over 10,700 additional classrooms are needed.

From the statistics mentioned above, it is a clear fact that conditions in most rural schools have not changed. This means that educators have to implement new curriculum in these startling conditions. Shoba (2009:25) also asserts that historically disadvantaged schools lack the finances to purchase materials such as learning and teaching aids and other physical resources in the form of furniture that enhance teaching and learning. Some schools have buildings that are collapsing; they hardly have any libraries, laboratories and/or electricity and sanitation. Lange (2000: 8) discovers another area of greatest concern, which is unequal per learner spending on teacher salaries. This reflects the fact that poorer learners are still more subject to less qualified teachers than their more affluent peers, even though learner: education ratios are approaching equity. In retrospect, the

issue of inequality is also noticeable in the provinces of South Africa. In this regard, Lange (2000:9) makes a startling discovery when he indicates that the Western Cape, Northern Cape and Gauteng will continue to spend far more on teacher salaries per learner than poorer provinces. In the current financial year, Lange (2000:9) indicates that Western Cape and Gauteng spend between 35% and 40% more than KwaZulu-Natal on personnel. In Lange's view, matriculation results are not necessarily the most valid indicators of the level of teacher quality because there are critical socio-economic factors that impede the progress of poor learners.

To complement Lange above, Block (2012:1) maintains that at provincial and district levels, there are stories of mismanagement, maladministration and poor infrastructure in schools. Learners in the rural and poorer provinces such as Mpumalanga, Limpopo, Eastern Cape and KZN remain at a disadvantage and continue to perform more dismally than more urban provinces such as Western Cape and Gauteng. He also indicates that the formerly white Model-C schools uniformly produce better results and their governing bodies are able to raise substantial private funds, whereas rural and township schools survive on the commitment of their teachers. Block (2012:2) also maintains that tests performed in 2005 at Grade 6 level in the Western Cape showed that only five percent of the learners in township schools were able to read at appropriate levels with only two percent being able to perform in Mathematics to the required level. In contrast, the ex-model C schools showed corresponding figures of 85% (for reading) and 63% (for Mathematics). In summary, the overwhelming majority of poorer schools are dysfunctional.

In South Africa, the issue of inequality is exacerbated by several other challenges which spell a serious threat to the education system as a whole. Steyn (2000:24), one of the researchers on the democratic transformation of education in South Africa, maintains that the South African education system is on a slippery slope of declining standards due to:

- insufficient state funding;
- the system of massification;

- the lack of a teaching culture and work ethic among teachers; and
- the lack of a learning culture among learners.

Furthermore, Steyn (2000:24) highlights the poor matriculation results of the past couple of years; the poor performance in the so-called the Third Mathematical and Science Study (TIMS) projects where South African learners have done the worst of all out of the 41 developed and developing countries that took part in this project. This simply implies that many under-resourced schools in rural areas have the ability of overshadowing very few well-resourced schools in cities in terms of results. Steyn (2000:25) further maintains that "a result of the rapid developments in the field of information technology, there is a tendency for the gap to widen between the "haves" and the "have-nots", in terms of the possession of knowledge and the ability to gain new knowledge". If the quest for equal opportunities and equal access in institutions and knowledge power are not accelerated, this gap is going to widen even further. Eventually, the possibility of any reconciliation between quality and equality will become extremely difficult.

In another article written by Motloung and Letsholo, for the DBE in South Africa, it has been revealed that significant inequalities exist at the provincial level. This is indicated by matriculation pass rates and Grade 6 evaluations for both Mathematics and language of learning. The rural provinces generally perform worse, with Gauteng, Northern Cape and Western Cape doing best. Generally speaking, teachers in historically disadvantaged schools are not able to properly implement the new Curriculum. This is due to constraints such as large class sizes, lack of learning materials, and lack of financial backing to initiate further training as well as historical factors such as discrimination, poverty and perceptions of inferiority.

2.3.5   Non-delivery of books in Limpopo Province during the earliest years of CAPS implementation

In his 2011, State of the Nation Address the President of South Africa made a call to his administration to *'ensure that every child has a textbook on time'*. Unfortunately, during the very first year of the implementation of CAPS, the Education Department in Limpopo Province failed to deliver books for the learners in the affected classes (Grade R-3 and 10) and as a result educators struggled to implement policy without the necessary tools for most part of the year. This sparked debate among the public, and politicians had to step in trying to resolve the issue. This non-delivery of books was received and considered by the ANC National Executive Committee as shocking and unacceptable and the committee vowed that whoever could be found responsible will have to face stern action which could include criminal charges.

The fact that by December 2011 no books were ordered for implementation in 2012, and on top of that, no budget for purchasing books was in place, was a sign that there was a crisis in the province. It was only during the third term that books were finally purchased and delivered to schools. By 3rd July 2012, only 48% of books were delivered in schools. The catch-up programme was organised for Grade 10 during the September one week holidays when most of the schools were supplied with books. By that time it was already late and very little could be done as a form of catch-up for the time lost. Learners' academic progress has really been derailed and compromised at the hands of sloppy administrators. That form of irresponsibility could be pronounced as a total failure to honour the right of every child to education as it is enshrined in the constitution.
In the aftermath of the non-delivery of books for learners in Limpopo, as a follow-up, the ANC General Secretary, Gwede Mantashe (2012:1) in his annual ANC NEC *lekgotla* (meeting) statement indicates that all the task teams that were set up to deal with the current book debacle has to reconcile their reports and the Presidential Task Team to be the channel of reporting to the Presidency. Having received the preliminary report, the Presidency has been asked to push for the final report. That final report has to be the

basis for any action to be taken, including action against any person found guilty of any misdemeanour.

In the SABC news, on Thursday, 19th, 2012, the Premier of Limpopo, Cassel Mathale also made some comments on the book issue by demonstrating that heads will roll among those involved in the textbook saga in the province. In his statement to the media, he reiterates robustly by saying that *"we are aware that books were dumped in a river, some in the bush and some were shredded. We have put in a team to give us reasons as to what happened and how it happened who has been responsible for the fracas. As we conclude the investigation by the team that the Executive Council has appointed we will take appropriate action in respect of who is involved"*.

As the matter is still under investigation, even in 2013 the problem of non-delivery of books still continued in Grade 11. Nkosi in Mail and Guardian (2013) indicated that the Grade 11 learners in Limpopo were among the worst hit by textbook shortages in 2013 - and they were the same learners who were the prime victims of delivery problems in Grade 10 (2012). DBE spokesperson maintained that books have been delivered in all schools, but Grade 11 educators could bear testimony that it was an incorrect statement. The crux of the matter was that some schools have not yet received Grade 11 text books in February 2013. Mail and Guardian's investigative journalists travelled through some schools in Botlokoa which is about 50km North of Polokwane, and discovered that in about four schools in that area books were not yet delivered in Grade 11 in February 2013. Without textbooks, teachers struggle to implement the new curriculum (CAPS) and the setback is that the learners who were in Grade 11 were supposed to proceed to Grade 12, which means they would be experiencing some knowledge gaps in Grade 12 the following year. The most serious repercussion is that if there are no textbooks, teachers spend more time making photocopies instead of teaching.

2.4 The role to be played by SMTs in managing and implementing CAPS

2.4.1 Introduction

The SMT consists of senior educators (the Heads of Department (HoDs), Deputy Principal and Principal), with different roles and responsibilities.   However, in schools with large enrolments, SMT members can be many, with one or two deputy principals, quite a number of HoDs and senior teachers. Essentially, it is the responsibility of the SMT to ensure that the staff receives the necessary support to deliver quality teaching. To be able to achieve this outcome the HoDs should, for example, know and understand the curriculum contents. They should execute the curriculum in their respective phases, and as such, be held accountable.

The new curriculum acknowledges leaders with the knowledge and expertise to ensure effective learning and teaching for economic growth and innovation in the 21st century (Shoba, 2009:1). Therefore, the management of the curriculum becomes one of the key managerial functions of the SMTs and the focus of this study. The development of the curriculum and the education we provide is underpinned by the management of staff and their professional development. To complement Trinity College
Dublin, West-Burnham (1993) and Cardno (2003 in Shoba 2009:18) argue that the role of SMTs as curriculum leaders is not limited to these functions but it is expected that they become coordinators who constantly update their knowledge in areas of curriculum, including appropriate teaching methodologies.

The performance of the role by SMTs in South African schools depends on the stipulated functions from the Department of Education (2000:10).

Module 7 highlights the most important responsibilities of the SMTs as follows:
- They should understand the *need for change* as well as the steps that have to be taken along the way.

- They should have *in-depth knowledge* about the planned change and of the implementation process. They should be familiar with the goals and components of the curriculum and be able to see a shift in the teachers' role in the classroom and the way in which teachers interact with students.

- They should be accessible and willing to *communicate* with others involved in the process.

- They should be able to convince *parents* on the merits of the new curriculum and how the new pedagogical strategies can become more meaningful for their children.

2.4.2 Creating a supportive school environment for curriculum implementation

Some of the responsibilities of the SMTs related to the management of the new curriculum involve supporting teachers in a transparent manner at school and classroom levels. During a school support visit, the teaching and learning process is supported and mechanisms to improve teaching strategies are shared. It is also an essential component for ensuring effective curriculum implementation at the classroom level. (Department of Education, 2006:3).

Department of Education (2006:3) highlights the following as the principles of SMT support:

- Involves transparent and democratic processes;
- Minimises subjectivity through transparency and open discussion with teachers, emphasises teacher's feedback and reflection as a critical factor;
- Recognises good practice as well as areas in need of improvement; and
- Encourages continuous teacher development.

On the other hand, the purpose of conducting class visits by SMTs is to provide support to teachers for continuous growth and development; identify successes and

challenges in the implementation of the CAPS; ensure quality school-based curriculum development that will eliminate inequality in teaching and learning; contribute to the process of evaluating a teacher's performance and to promote accountability. The SMT must also be able to enlist the support and capture the imagination of all those people, diverse in both background and personality, who must work together to evolve and develop the curriculum, both overt and covert, that we deliver to our children.

The SMTs should always bear in mind that the purpose of curriculum management is to help ensure that all students will get the most out of their education. With a new curriculum like CAPS, it means managing what is to be taught, and what is tested at different student levels, in specific areas or courses. The more comprehensive aspiration of curriculum management is for students to use all the knowledge and skills they have learned to contribute to society in a meaningful and beneficial way. What pleases society is to see learners who become responsible citizens in future. Hence the most futuristic component of this study is to provide a model which culminates a successful curriculum implementation.

2.4.3 Ensuring efficient curriculum implementation

According to More (2004:3), in an ideal school situation, a SMT is expected to function like a well-oiled machine to create an atmosphere for the day-to-day running of the school and the implementation of policies. SMTs and educators are quite aware that they are supposed to implement a policy of which they were not party to the formulation and are expected to make the implementation a success. It is exactly as Hariparsad (2004:2) asserts that "policy makers pay little attention to the implementation process". In essence, teachers should be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners.

CAPS streamlines and strengthens the curriculum and focuses much more on what to be taught and when. There are clearly delineated topics for each subject and a

recommendation on the number and type of assessments per term (Coetzee, 2012:1). The CAPS document in each subject outlines other resources that can be utilised in each subject. The training of educators went well in most provinces and attempts to capacitate managers for handling new challenges have been successful.

This complete overhaul of the curricula coupled with consultation and public comment processes has indeed yielded desired results which enhance teaching and learning in schools. The discourse about CAPS by SMTs and teachers and preparations for implementation in most provinces were well on track. All these required that teachers as well as parents undergo a paradigm shift in order to equip themselves mentally for the challenges that awaited them. This notion sparks from the previous failed policies such as Curriculum 2005 and NCS.   In retrospect, teachers have long been waiting for a curriculum which is less complicated, widely acceptable and well documented. This is the reason why the government and the DBE had to explore a new curriculum which is more user-friendly and easy to implement in order to provide quality education for all learners in South African Schools. The issue of implementation of a new curriculum is well clarified by Ornstein and Hunkins (2009) as follows:

- Implementation requires educators to _shift_ from the current programme which they are familiar with to the new or modified programme;
- Implementation involves_changes_ in the knowledge, actions and attitudes of people;
- Implementation can be seen as a process of _professional development_ and growth involving on-going interactions, feedback and assistance;
- Implementation is a process of_clarification_ whereby individuals and groups come to understand and practice a change in attitudes and behaviours; often involving using new resources.
- implementation involves change which requires _effort_ and will produce a certain amount of _anxiety_ and to minimise these, it is useful to organise implementation into manageable events and to set achievable goals. Chikumbu and Makamure (2000:51) insist that while teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum.   To complement the previous authors, Alongsabe (2009:1) also

maintains that it is the duty of SMTs to ensure that teachers follow the prescribed syllabus exactly and make sure that they do not miss any topic/component. When teachers diligently follow a prescribed syllabus in teaching a lesson, then they are considered to have fidelity of use or fidelity of implementation.

Alongsabe (2009:1) further outlines two extreme views about curriculum implementation:

- *Laissez-faire approach or the "let-alone" approach.* This gives teachers absolute power to determine what they see best to implement in the classroom. In effect, this allows teachers to teach lessons they believe are appropriate for their classes and in whatever way they want to teach such lessons. There is no form of monitoring or control taking place in schools.

- *Authoritarian approach.* In this view, teachers are directed by authority figures through a memorandum, to follow a curriculum. Teachers have no control or leeway over the subjects they are teaching. The school head exercises absolute power in directing teachers to teach certain subjects in specified ways. In other words, this approach is a dictatorial way of imposing curricular implementation in the classroom. Alongsabe is complemented by Oluwatoyin (2006:31) reinforces this argument and state an authoritative leader is someone who does not have confidence in his or her subordinates and as a result, they are monitored at all times. He/she focuses on followers' mistakes rather than what they did well. He/she demands compliance with orders without explaining the reason behind them. He/she uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning. In light of the two approaches outlined above, Du Plooy (2010:25) asserts that the HoDs ought to be given greater responsibility to manage their departments, and should, for example, be trusted to manage their particular portfolios within the framework of the decisions taken at SMT level. The two approaches can be used interchangeably with more emphasis on quality teaching and learning. With this in mind, it is purported that the first

responsibility of the principal is to bring about teamwork to ensure performance (Du Plooy, 2010:25). One of the responsibilities of SMTs is ensuring the effective delivery of high quality teaching and the maintenance of academic standards.

- *Democratic leadership approach*

According to Oluwatoyin (2006:44), the point of focus on this type of leadership style is based on sharing: the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). Involving the staff in decision making, planning and control also improve staff morale and the staff experience job satisfaction.

Advantages of democratic leadership style by Rampasard in Ndlela (2011:26):

- It allows for two-way communication to take place;
- It ensures that initiative and creativity are promoted;
- It improves staff morale by involving staff in decision making, planning, and control;
- It has a relaxed atmosphere;
- Staff members are free to make contributions; and
- Job satisfaction and productivity increases due to good human relations.

2.4.4 Developing supportive relationships with all stakeholders

According to Oluwatoyin (2006:1), education plays a significant role in the development of people because people are the wealth of any nation; therefore, people are viewed as a focus for development. However, Mncube (2007:131) refers to participation by all stakeholders in the governance of schooling, including issues of power relations between teachers, parents and students. Van Wyk (2004:49) agrees with Mncube when he asserts that when educators and communities collaborate in making important decisions about educational alternatives, a true mutual responsibility will grow. Leadership is also required

in forging and maintaining positive links between the school and the wider community in which it is set. With matters related to curriculum at stake, the maintenance of this link is indispensable since curriculum implementation is the core business of the school.

Chaka and Mbokazi (2007:12) presented a paper during a conference at the Centre for Education Policy Development. They made a bold assertion that in an ideal school situation the assumption is that parents, learners, educators and school managers should have an equal opportunity to influence decisions that affect the school and so should have oversight of a range of policy related functions. They further maintain that participation by various stakeholders is a potentially important factor in bringing about change in school practice and sustaining improvements in schools. In addition, Mncube (2009:31) also indicates that a democratic school is one that allows all stakeholders of the school to participate in deliberations dealing with all matters of the school, where learners are prepared to live in democracy through the acquisition of suitable knowledge, skills and attitudes.

Furthermore, he indicates that in a school situation, the acquisition of the above-mentioned attributes would be achieved through participation of learners in Representative Councils of Learners (RCLs), which is the democratically elected body of learners representing them in SGBs. These bodies are there to ensure that learners are represented and their voice is heard in democratic governance of schools in South Africa. Mncube (2007:130) and Starkey (1991) note that democracy is best learned in a democratic setting in which participation is encouraged, where freedom of expression prevails, and where there is the presence of justice and fairness. They further contend that democratic approaches allow the introduction of qualities such as participation, innovation, cooperation, autonomy, individualisation and initiative in pupils and staff. In another study done by Mncube (2009:30), it has been recommended that listening to pupils, encouraging their participation and giving them more power and responsibility (that is, greater democratisation) leads to a better functioning school.

According to Chikumbu and Makamure (2000: 50), it is important to note that curriculum implementation cannot take place without the learner. Therefore, the learner is the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. On the other side, children look to significant people in their society as role models. In an article entitled: '*Back to education list',* it is purported that leadership by example in the way we treat each other and in the importance we place in those aspects of the school's ethos that give it its special character will be vital if we want the children to buy in to the values we are trying to encourage. But for all the many areas in which we consciously try to improve the education of the children entrusted in our care we must also be seen as leaders in another sense.

Gould in Mncube (2007:130) further recommends that in a democracy, citizens need to acquire the dispositions of listening and taking into account views of others, and that the deliberative process of democratic decision-making requires that each participant should allow others to express their views and provide their judgments, and also take other views seriously into account when decisions are made. In any school situation, SMTs and School Governing Bodies (SGBs) must complement one another for the smooth running of the school. According to Lemmer and Badenhorst in Brown and Duku (2008:432), when we place the school in its global context, we quickly realise that there is nothing inherently new about School Governance;. It has been a hallmark of school systems in other parts of the world for many years. Involving the school in the wider community and the wider community in the school, including its decision-making processes, has been a central theme of social scientists for decades (Brown & Duku, 2008:432; Sadovnik, Cookson & Semel, 2001).

But within the South African school context, School Governance is a relatively new practice. For many parents, this opportunity signals a new dawn of empowerment.

Against this background, there is now considerable interest in the way SGBs establish working relationships with all stakeholders in schools to enable schools to function

according to community and national needs (van Wyk, 2004:49). However, this necessitates the support of all stakeholders, including parents. Besides teachers, students and school administrators, parents also play an important role in the implementation process. For example, when parents see a subject being taught in a way that is unusual to them, they naturally have questions about what is going on. To be successful, any new programme needs to be embraced by parents.

Allowing all stakeholders to participate in decision making in school activities always yields better results. Collective leadership enhances the effectiveness of all the members of such a community. Consequently, this influence of leadership can in turn have a positive influence on school effectiveness. Harris and Lambert (2003) and Makoelle (2011:43) illustrate the effects of stakeholder involvement in the development of leadership capacity as follows:

Table 2.3: The effects of stakeholder involvement in the development of leadership capacity

Low involvement	High involvement
Stuck school • Head is autocratic • Co-dependent • Norms of compliance • Lack of innovation • Learner achievement is low	Fragmented school • Head is laissez-faire • Undefined roles and responsibilities • Norms of individualism • Erratic innovation • Learner achievement static overall
Low involvement Moving school • Head and key teachers as purposeful leadership team • Polarised staff pockets of resistance • Norms of reflection and teaching excellence • Effective innovation • Learner achievement shows slight improvement.	High involvement Improving school • Head, teachers as well as learners are skilful leaders • Shared vision • Norms of collaboration and collective responsibility • Reflective practice consistently leads to innovation • Learner achievement is high, leading to steady improvement.

Adapted from Harris and Lambert (2003) and Makoelle (2011:43)

The analysis clearly indicates that the more involved the stakeholders are the more effective the school is as involvement fosters collaboration and teamwork. Department of Education (2000:31) highlights some of the benefits of management and leadership relationships which allow all stakeholders to participate as the following:

- People see common needs and purposes. They see a connection between their own needs and the school's needs.
- Teams of people have greater resources because each person brings something different to the team, but they all contribute to achieving a common goal.
- Working together as a team brings out the creativity in individuals and in teams.
- Visions of where the school should be going come from all levels.

- All staff and other stakeholders are invited to learn what is going on at every level of the school so that they can understand how their actions influence others.
- People trust one another as colleague. There is mutual respect and trust in the way that they talk to one another and work together, no matter what their position is.
- People celebrate their achievements. They enjoy talking about the successes and failures they have shared, and this helps to build a broad sense of ownership of the school, and a shared concern for it;.
- Building participatory relationships lays foundation for building a school community, the Department and the wider community can be proud.

2.4.5 Planning and controlling of all resources

The purpose of curriculum management is to help ensure that all students get the most out of their education. A more global goal of curriculum management is for students to use all the knowledge and skills they have learned to contribute to society in a meaningful and beneficial way. According to Trinity College Dublin (2012:2), SMTs are responsible for managing and monitoring the resource allocation process within the school. They are duty-bound to have responsibility for all financial matters, including financial planning and sustainability, resource allocation, the identification of new sources of income, the monitoring of expenditure to ensure that it is within appropriate levels, ensuring the linking of resource allocation to strategic and operational planning (Trinity College Dublin, 2012:2) Although SGBs are mandated to take responsibility of collecting funds and donations in order to resource their schools, while the SMT, using all the available resources have to ensure the development of the school by providing quality education for all. The principal, as an ex officio member of the governing body, and also a member of the SMT in another capacity, is also responsible for managing the finances of the school. After all, he or she is accountable for all the activities of the school, including money matters.

Certainly, leadership by SMTs is required in all areas of school life, the buildings and grounds that provide the environment for learning, the careful handling of budgets,

resources for learning and the management of ethos that leads to a constructive approach to school life by children and adults alike. Ndou (2008) opines that SMTs need to understand the financial position of the school and be able to participate in managing the school's finances, including helping with fundraising. They should be able to control and monitor all activities of the school against the budget. Fubunmi and Isah (2009:659) maintain that in determining expenditure patterns, a good structure of the school system must be well understood. The purpose is to prioritise and ensure that available funds are properly channelled and directed through appropriate mechanisms that include proper budgeting and budget controls.

Even in times of economic meltdown, the school management needs to look for alternative systems of funding and guide against financial impropriety. Otherwise, the school system will collapse (Fubumni & Isah, 2009: 659). It is also indicated in RSA (1997: 38) that each SGB must make plans to obtain more money and other facilities to improve the quality of education at the school. RSA (1997:50) stresses the magnitude of the availability of a special register in which all the property of the school is recorded. According to RSA (1997:50), if the school buys or receives something new, it must be entered into the records immediately. On the other hand, something which no longer belongs to the school must be written down with the necessary reasons. The SGB together with the SMT should always make sure that the records of all property owned by the school are always updated.

For the officially designed curriculum to be fully implemented as per plan, the government or the Ministry of Education should provide schools with adequate resource materials. These materials should include textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. However, SMT and SGB members must be responsible for taking care of all resources provided as indicated above. It is one of their most important obligations at school. Chikumbu and Makamure (2000:52) further suggest that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take

place. The availability and quality of resources and the availability of appropriate facilities have a great influence on curriculum implementation (Chikumbu & Makamure, 2000:52)

2.4.6   Striving for quality and equality in educational transformation

The quality of learning outcomes in South African schools has been a major concern to educators, parents and the general public for a number of years. The government has decided to tackle the issue head on and make the improvement of the quality of education its number one priority in the short to medium term (DBE, 2011a:20). CAPS has been introduced at a time when the department was keen to draw a line under the process and begin implementing what it believes is an improved and a more user-friendly curriculum.

The implementation of CAPS has come at a time when democracy in South Africa is at an advanced stage.   It has come during an era when education planners and SMTs in schools need to be equipped with the essential tools to help them avoid the pitfalls of the past and embrace new approaches in the multicultural and diverse South African society. Quality and equality schools are inseparable in a democratic society. If things can go according to plan, the implementation of CAPS will ultimately be successful to a level where, as educators and communities, we may find ourselves in a situation where all learners are exposed to equal opportunities in education and with more emphasis on quality education for all.   Equal outcomes can only be possible where freedom has fully been attained. Rembe (2005:i) anticipates this status quo when she mentions the fact that "the education system in South Africa has already made a remarkable effort in enhancing equity, redress and social justice; providing high quality education for all the people of South Africa; bringing about democratisation and development; and enhancing effectiveness and efficiency".

With regard to equality in schools, it is clearly stipulated in the Constitution of the Republic of South Africa (1996:21) that there must never be any form of discrimination in any organisation on the basis of race, colour, ethnic or social origin, sex, religion or language.

Equality has to do with sameness or, in public policy terms, non-discrimination (Motala, 2011:23).

De Klerk (2000:38) describes equality as "the right to a fair and equal chance in life. It includes the full and equal enjoyment of all rights and freedoms". In a school milieu, it is advantageous for SMTs to always be conversant with the Bill of Rights as enshrined in the Constitution so as be in the right standing to make sure that all forms of differentiation is removed and equal opportunities are provided to their learners.

According to De Klerk (2000), equality of opportunity has to do with:

- equal access to educational institutions with non-discriminatory entrance requirements.
- equal per capita expenditure on education.
- equal access to knowledge.
- equal career opportunities.
- equal access to quality education.

It is one of the duties of the Education Ministry in a country to raise the *quality* of teaching and learning and provide the resources required to achieve this objective. De Klerk (2000:39) writes, "the values underlying *quality* are, among others, excellence, diligence, punctuality, self-control, independence, critical thinking, creativity and discipline". Quality education is the cornerstone of any society. Nziyane (2009:20) concurs with De Klerk above when she indicates that quality learning is the process by which learners acquire information actively. Such information is incorporated into the learners' already existing knowledge and applied in the learners' real world. That is the reason why SMTs should always ensure that every learner should have the chance to receive an education and training suited to his/her interests and talents, independent of the economic situation of his/her parents.

Schools need good management and leadership to ensure better quality education for the learners. A good SMT will combine the skills of good leadership and management by fulfilling the following obligations:

- As leaders, they set the course for the school, as managers, they make sure that the course is followed;
- As leaders, they make strategic plans, as managers, they design and oversee the way those plans are carried out; and
- As leaders, they motivate and inspire, as managers, they use their influence and authority to get people to work productively.

In his study, Steyn (2000:23) postulates that "quality education should provide for opportunities to enable learners to develop their full potential and at the same time, it should make sense to all the relevant stakeholders". Steyn (2000:23) further asserts that "quality education envisages institutions that can provide for the "best development of each learner". Therefore, it is not merely about achieving levels or standards, but rather a matter of empowering learners. All good education is per definition quality education. We should clearly improve on the quality of South African educational performance if we wish to survive in a competitive world.

In South Africa , the issue of quality education is on every one's lips. The problem is implementation. Hariparsad (2004:2) stresses that "policy implementation is a process of realising policy, and it is not as simple as it may appear in the quotations made by the president". Talking about quality education and not providing for adequate physical and human resources needed for implementation is another pitfall which our country has to overcome.

2.4.7 The role played by SMTs in managing change

In order for change to bring about sustainable improvement, effective leadership is required to lead change and direct it towards its end (Makoelle, 2011:8). Therefore, SMTs have to be well equipped with managerial skills in order to be able to assist all the

stakeholders to exercise greater control over change processes, thereby enabling them to cope with change.

The education system in South Africa has undergone change since 1994. It is one of the functions of SMTs in public schools to manage change. Change can be very stressful and challenging. Most people resist change because it is threatening and uncomfortable, especially when the outcomes of change are unknown or unfavourable; that is why it has to be managed carefully. Module 7 (2005:4) explicitly spells out the issue of resistance to change. It is indicated that people can sometimes go to an extent of articulating things like ''*Keep things as they are*!'' Many people think that it is easier to keep things as they are. We often hear people say, "*If it is not broken, why fix it*". Module 7 (2005:4) further indicates that people generally are reluctant to change because they are comfortable with what they are currently doing. In support of that statement Bengu (2005:13) opines that successes can also encourage management to stick to the tried-and-tested strategies that may no longer be appropriate. People are more likely to recognise the need for change if they understand change and how it works. So, in schools for educators to spontaneously accept change, they must really be involved in the drawing of policies underpinning change.

Module 7 (2005:7) gives us five reasons for resistance to change as the following:
- People resist because they do not understand;
- People resist because of lack of ownership;
- People resist if they do not have the competencies to cope with the changes;
- People resist if there is a lack of incentives or benefits; and
- People resist if they do not have the time to engage with the change.

The reasons to resist change given above, explain why it is imperative to understand the roles that SMTs have to play for the effective management of the educational changes in schools. The demands of a new education dispensation have in effect made necessary a paradigm shift in the management of schools. Now of late the development, management and implementation of a new curriculum like CAPS have to be embraced by all

stakeholders concerned and society as a whole. This is because in Curriculum News (2011), the Minister of Education promises that with CAPS, curriculum change processes have been extensively and widely consultative. She further asserts that as the Ministry, they have worked with many teachers and many people in the educational community to ensure that CAPS is up to standard. We are all aware that education will always remain a tool to be used in uplifting the standard of living of people in a particular country and changes are necessary. Just like in other fields change in education will always be inevitable; in as much as we embrace the new technology that makes our lives easier, we must also admit that there is always room for improvement in the education system. There is always a need for a paradigm shift. In order to be on par with the present democratic society, school principals and the rest of the management team are expected to be involved in self-development programmes and develop other stakeholders in the school in matters related to curriculum.

Mchunu (2010:5) asserts that when managing and implementing CAPS, SMTs should always bear in mind that they are not regarded as the only people with a responsibility to manage change in schools, but other stakeholders need to be actively involved. It is an unquestionable fact that people are more likely to cooperate if they feel that they are important to the change process and understand why the change process is important. It is imperative that all stakeholders should be regarded as agents of change and involving them in important decision making processes in schools will not only motivate them to work hard, but will also make them feel important and wanted.

Complementing Mchunu above, Badugela (2012: 12) asserts that working as a team with the staff should ensure that those who are affected by the implementation of change are involved in the planning from the beginning. Irrespective of who makes the final decision, the staff should feel that they were consulted as a group as well as individuals, and that their opinions had some influence on the final decision. She further maintains that any change that emanates from outside the group is likely to be perceived as a threat to the status quo because the group values highly its social interactions, but possesses little power to influence the change process. At organisational level, factors such as

organisational structure, climate, culture and strategy contribute to change. Curriculum implementation cannot be done without the inclusion of the SMTs.

Simply put, in Module 7 (2005: 4) '*curriculum implementation is bringing about change and hopefully improvement'.* Module 7 (2005:5) engages us in a discussion of the two sets of forces that affect change. His aim is to motivate administrators to handle change in a positive manner. He names the two sets of forces as the *driving force* and *the restraining force.* According to him, the force must not be in equilibrium with one another. The *driving forces* are those forces that are *driving* or pushing someone to do something and change in a particular direction. They tend to initiate a change and keep it going. In the workplace, pressure from a person in charge, financial incentives and competition for promotion may be examples of driving forces. *Restraining forces* are forces *restraining* or preventing someone from doing something and changing. In the workplace, apathy, hostility, obsolete equipment may be examples of restraining forces.

When these two forces (driving and restraining) are equal (in equilibrium), the status quo is maintained, that implies no change can take place. In actual fact, the driving forces are a positive direction towards embracing change, while the restraining forces are against change. Module 7 (2005:5) emphasises that to bring about change, it is better to reduce the power of the restraining forces rather than increase the driving forces.

A good example is one of reducing the fear of the unknown by involving educators in decision making. As alluded earlier, teachers perform better in situations where their opinions are valued and appreciated. In this scenario of the two sets of forces, Module 7 (2005:5) gives us a very good example of a principal who could instead encourage more discussion and group problem solving in an attempt to eliminate hostility and apathy. The idea is to make the driving forces more powerful than the restraining forces so that change can continue in a positive spirit.

In another school setting, the principal who is autocratic and may constantly put pressure on his or her staff to bring about change in the short run. Unfortunately, the methods used by the principal may lead to increased hostility and antagonism and manifest themselves

in teachers refusing to cooperate and reluctant to do more than is required. In other words, the restraining forces have got stronger and change slows down.

Figure 2.1: Force Field Model

EQUILIBRIUM

Driving Forces	**Restraining Forces**
a) Government intervention	a) Fear of the unknown
b) Society's values	b) Threats to power
c) Technological changes	c) Obsolete
Knowledge/skills	d) Traditional values
d) Knowledge explosion	e) Limited resources
e) Administrative processes	
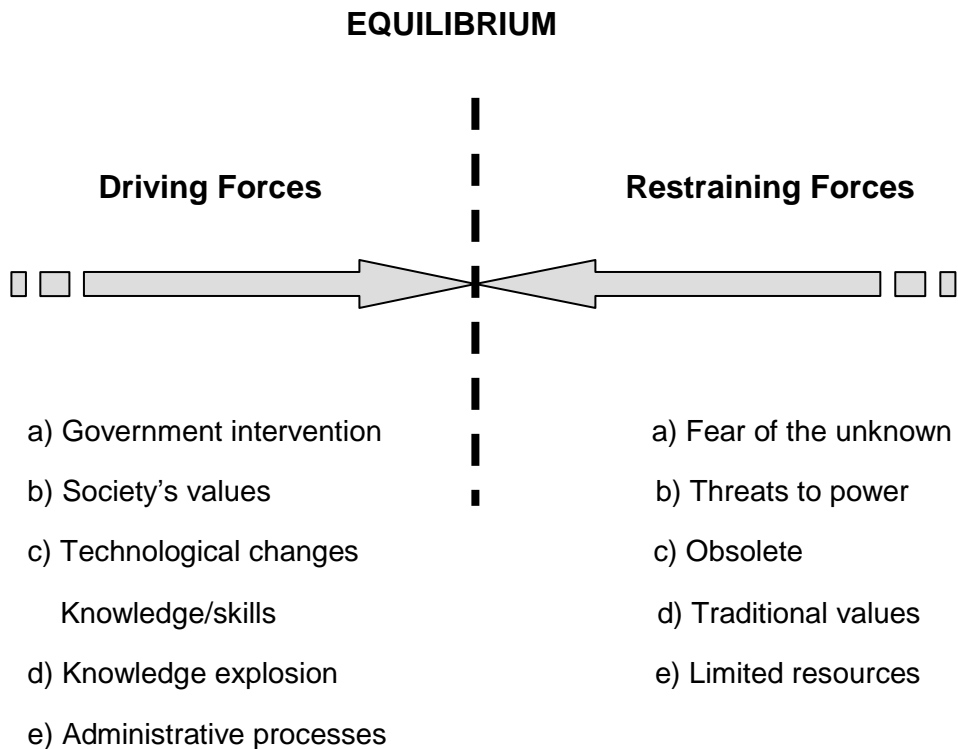
Adapted from Module 7(2005)

2.4.8   The role played by SMTs in creating a positive climate at school

Oluwatoyin (2006:72) stresses the importance of a healthy school climate as the one which motivates and gratifies school members that they feel comfortable while in school making them to be attracted to the school. She further maintains that each school has its own peculiar characteristics in terms of the way people interact, treat and respect one another, which in turn bears on their perception of their school and accounts for their attitude and behaviour toward school and the quality of school work. The role of SMTs has to be aligned to build trust to support quality education, developing an enabling school

culture and climate conducive for teaching and learning. The implementation of a new curriculum needs a school climate which is conducive for teaching and learning. School climate has everything to do with the atmosphere, tone or feeling that prevails in a particular school. It is brought about by the interaction between all stakeholders at school including the SMTs, teachers, learners and parents. It is the duty of the SMTs to ensure that the school climate becomes the heart and soul of a school; the attribute of a school that motivates pupils, teachers and the principal to love the school and desire to be there each school day.

Close cooperation between all stakeholders in the interest of the learner's education leads to a better climate. Researchers emphasise that "a school climate" also results from the extent to which the SMT fulfil their tasks as educational leaders. In a school situation, the SMT should establish the culture and climate that promotes and sustains success. It is an indisputable fact that the school climate significantly influences the way pupils feel about education. Oluwatoyin (2006:69) purports that "when the head teacher is flexible, able to articulate inspiring goals in the whole staff and give them an audience, the climate in school becomes positive, but when he/she is rigid, using command and control style, the staff become demoralised, therefore an unpleasant climate prevails."

According to Oluwatoyin (2006:75), it has been observed that the more favourable the climate of a school is, the more both teachers and pupils love to work and learn in the school: the more satisfaction among the stakeholders. She further asserts that pupils are more likely to thrive well when they are in a school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. Even those who are emotionally and socially disadvantaged at home can have the urge to be at the comfort of the school environment where there are compassionate teachers and the school community as a whole.

2.4.9 The role played by SMTs in encouraging the use of textbooks by Educators in child development

The President of South Africa, Mr. Jacob Zuma, (2011) emphasised the importance of learner support material in the 2011 State of the Nation Address, when he called on his administration to "ensure that every child has a textbook on time". The new system will focus on two crucial aspects: ensuring only high quality material is offered to schools and ensuring all learners and teachers have the support material they need (Curriculum News, 2011:18). Mohammed and Kumari (2007:1) have stated categorically that '*The textbook is, in fact, the heart of the school and without the ubiquitous text there would be no schools, at least as we know them'.* The above mentioned authors further purport that curricula and textbooks should be more meaningful and relevant to the life experiences of the students and should prepare them for real life. It is a well-known fact that in Pakistan, teachers relied on the textbooks to an extent that teaching and learning would not take place in the absence of the textbooks.

With the introduction of CAPS in 2012, there have been some content and terminology changes, and because CAPS prescribes and offers a week-by-week planning for educators to follow, it means as educators we have been using new textbooks that are organised according to the teaching plan, and that are completely aligned to the CAPS. It is the reason why SMTs have to be equipped in a way that they will be able to motivate other educators on the usage of textbooks by learners.

Educational Technology Limited (2011) enlists the following ten reasons why books are still important for the development of children are listed as follows:
- The more books children read, the faster their vocabulary is expanding. Books help them to learn new words and new ways of using words that they already know;
- Reading books to children at bedtime is a wonderful bonding experience that nourishes emotional development. Parents can also help the child relate the incidents in the story to real events in their lives;

- Encouraging the love of books in toddlers is a great way to prepare them for the school environment and to adapt to the concept of daily schoolwork;

- Reading b o o k s stimulate c h i l d r e n ' s i m a g i n a t i o n , a c c e l e r a t e s t h e i r e m o t i o n a l development, and fosters natural curiosity. Children quickly learn to visualise the scenarios mentioned in the stories by reading the text alone;

- As children read different books, their knowledge of on various increases multifold.

- Everything that they learn at this age stays in their mind for a long time to come;

- Reading books improve a child's attention span. Books with colourful pictures work even better than text-only books;

- Reading can successfully replace TV as a source of entertainment, especially if the child is introduced to preschool books as soon as he/she learns the alphabets;

- Children who learn to read at an early age have a better chance of getting a job later in life;

- A parent reading to his/her toddler often becomes a role model in the child's mind.

- In this way, the child learns to be more obedient towards parents; and

- Developing the habit of reading regularly from an early age helps the child to cope with the rigors of academic education later on (Educational Technologies Limited (2011).

2.5 Which monitoring, evaluation and assessment tools are in place for the management and implementation of CAPS in schools?

2.5.1 Introduction

In this sections, three tools highly critical for curriculum implementation are examined from the basis of classroom activities and contribute towards the general performance of the school. In most cases, schools which are able to put effective monitoring, assessment and evaluation tools in place are able to manage and implement curriculum more efficiently.

2.5.2   Monitoring tools

Every new curriculum needs the SMT members who are well trained in such a manner that they are always poised to monitor the work of other educators. Shapiro (1993:1) indicates that monitoring helps to keep the work on track, and can let management know when things are going wrong. If done properly, it is an invaluable tool for good management, and it provides a useful base for evaluation. The SMTs have the managerial responsibilities to put up systems that will ensure that monitoring and support of teaching and learning is effectively executed in schools. At any school monitoring tools for *written work, class attendance, lesson observation* and so on, need to be designed in order to maintain the smooth running of the school.

In the CAPS training for SMT members in Zebediela cluster, in Limpopo Province, we have learned that monitoring of CAPS implementation by SMT should focus on the following important facts:

- Develop tools for monitoring and support of lesson planning;
- Monitor and support lesson planning;
- Develop tools for classroom observation; and
- Conduct classroom observation.

Here is an example of a tool for conducting classroom observation.

Table 2.4: Classroom observation tool

Name of educator	
Grade	
Subject	
Date	
No. of learners in class	

INDICATOR	CODES: ✓ Yes X No ? Yes, but unclear	COMMENTS
Detailed lesson plan available		
Lesson based on lesson plan		
Punctual start of lesson		
Aims and objectives clearly stated		
Learners understand and follow instructions		
Learners kept involved throughout lesson		
Teacher knows content		
Teacher asks different types of questions		
Teacher answers learner questions clearly		
Written class work done		
Previous homework task checked		
Classroom control		
Praise, recognition, encouragement given		
Appropriate learning resources used		
Learners use textbooks, workbooks etc. appropriately		
Seating arrangement appropriate for the lesson		

Remarks:--
Adapted from CAPS training Manual, Zebediela cluster (2013 February)

2.5.3   Evaluation in schools

According to Nziyane (2012:2), evaluation is a process by which evaluators are able to establish whether the objectives and the aims of the teaching have been fulfilled. It is the process used to judge the effectiveness of a teacher in and outside the classroom. What is important is that every activity or strategy that the school undertakes should lead to improved learner achievement. Nziyane (2009:22) further asserts that teacher evaluation is an administrative task by means of which teacher effectiveness is judged. In this regard, the teacher's ability to perform in a number of tasks designed to bring about meaningful learning is judged. The National Policy on Whole-School Evaluation (WSE) introduces an effective monitoring and evaluation process that is vital to the improvement of quality and standards of performance in schools (DoE, 2002: iii). The Policy indicates ways in which very good schools should be recognised and underperforming schools supported.

The DBE (2010:35) emphasises four forms of school evaluation, which are all aimed at improving the conditions of the school which ultimately impact on teaching and learning. These are as follows:

- **School Self-evaluation (SSE)**, which all schools are required, in terms of the WSE Policy, to conduct on an annual basis, must inform the School Annual Report. That is, self-evaluations must precede the preparation of the Annual Report;
- **School Annual Report (SAR)** informs the Head of Education Department about the quality of education provision in the school with regard to specific issues;
- **School Improvement Plan (SIP)**, including both results from educator and school self-evaluation, which all schools are required in terms of the WSE policy to prepare and implement, must detail how the school will deal with areas that need improvement as: (a) identified through self- and external evaluations and (b) included in the Annual Report to the Head of Education Department;

- **Academic Performance Improvement Plan (APIP)** is produced by those schools identified by the HoD (Head of Department-Provincial) as underperforming. The Education Laws Amendment Act requires principals whose schools have been identified as underperforming to prepare and submit to the Head of Education Department an APIP setting out how academic performance at the school will be improved. This APIP should be an extract and update from the SIP.

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Chikumbu and Makamure in Module 13 (2000:13) maintain that evaluation is used to:

- select appropriate content based on the aims and objectives of the curriculum.
- select appropriate methods to address the content and purpose.
- check the effectiveness of methods and learning experiences used.
- check on the suitability and the appropriateness of the curriculum in answering social needs.
- give feedback to the planners, learners, teachers, industry and society.
- provide a rationale for making changes.

Two views of ensuring school improvement prevail, namely, using *learner attainment* as a yardstick and using *whole-school evaluation* with specific indicators of change or improvement. Whole school evaluation can be used to measure school improvement, while learner attainment measures the performance of learners in the class. The core business of schools is teaching and learning, therefore, any school evaluation has to assess the performance of a school in its different subjects and to determine whether it has a positive or negative impact on learner achievement. The school should always prioritise the areas for development to be able to improve on those areas that have the most impact on school and learner improvement. Priorities in education, such as reading and writing skills as well as assessment practices, should always be considered. The ultimate goal of school improvement is effective learning and improved learner achievement.

DoE (2010) indicates the rationale behind school evaluation in a box below as follows:

> *The main purpose of the evaluation is to identify areas of strength and areas requiring development in order to enable the school to improve the overall quality of its provision. A second purpose is to collect evidence concerning the nature of education in South Africa so that the various stakeholders, the National Government, Province, parents and society generally can be kept informed about the performance achieved by the nation's schools. The school must make a summary of this evaluation report available to the parents/guardians of its learners and the appropriate authorities.*

DoE (2010:47) highlights following main areas of evaluation in schools as the following:

- The basic functionality of the school;
- Leadership, management and communication;
- Governance and relationships;
- The quality of teaching, learning and teacher development;
- Curriculum provision and resources;
- Learner achievement;
- School safety, security and discipline;
- School infrastructure; and
- Parents and the community.

2.5.4 Assessment in schools

DBE (2011a:49) defines assessment as a continuous process of identifying, gathering and interpreting information about the performance of learners. That information is used to assist the learners' development in order to improve the process of teaching and learning. Assessment is very crucial for both learners and educators. Educators need to assess learners so as to be able to improve their teaching strategies and methods. On the other side, assessment provides learners with feedback, giving them an opportunity to evaluate their own achievement and weaknesses. Assessment is not only being used to monitor learner achievement, but also to evaluate the competence of educators and the quality of educational systems. Assessment should be used to give feedback to learners and

their parents of progress and achievements; to evaluate the teaching-learning process in order to inform teachers of problems that would ensure compensatory teaching; as well as for promotion purposes. The SMT should encourage educators to involve parents in their children's assessment. Parents can do that by checking and commenting on the work of their children regularly. Even though they may not be experts in the education field, it is important to be given the opportunity to encourage their children by scrutinising their work, by so doing they will be able to understand what is going on at school in relation to assessment. Sethusha (2012:50) indicates that assessment results communicated to parents provide them with concise feedback and explicit evidence of their children's progress. Parents are then able to use the information to monitor and supervise their children's work and assignments at home based on the suggestive guidance provided by the teacher.

The CAPS document illustrates two forms of assessment, namely, formal and informal assessments. Sethusha (2012:3) indicates that teachers are expected to use both formal and informal assessments to ensure that assessment is accurate, objective and fair; to use clearly defined learning outcomes and assessment standards; to plan for formal assessment tasks; and to use a variety of appropriate assessment strategies. Formal assessments are marked and recorded for progression and certification purposes. That is the reason why they are supposed to be marked and moderated for the sake of quality assurance. CAPS for Geography Grade 10-12, from DoE (2011:34) indicates that formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. In Geography Grade 10-12, examples of formal assessments include tests, research assignments, oral presentations, demonstrations, performances, examinations, practical tasks and fieldwork activities. Formal assessment tasks form part of a year-long formal Programme of Assessment (PoA) in each grade.

On the other hand, daily assessment occurs in every lesson and it can take the form of informal assessment tasks at any stage of the lesson. According to CAPS for Geography

Grade 10-12, from the DBE (2011:34) this type of assessment can take the form of questions and answers, class work such as short pieces of written work completed during the lesson, open book tests or homework exercises. Continuous assessment (CASS) forms an important part of the new curriculum where a learner's progress must be assessed at all times either formally and informally.   Teachers are required to use continuous assessment and to identify, assess and provide learning support to learners who might experience barriers to learning and development. It also allows teachers to identify such learners early in the year (Sethusha, 2012:3).

Effective schools monitor the progress of their learners using various forms of assessment. They have adequate systems to monitor the work of both learners and teachers to ensure quality results. CAPS training manual for principals, deputy principals and HoDs in Limpopo, Capricorn District, Zebediela cluster (2013:10) indicates that SMTs have a duty to monitor and support assessment in schools and consider the following important factors when dealing with assessment:

- Develop the school assessment plan;
- Develop tools for the quality assurance of assessment tasks;
- Monitor and support informal assessment;
- Moderate formal assessment;
- Understanding and implementing assessment frameworks;
- Develop a policy / section within a school policy that regulates monitoring and support of assessment;
- Develop a tool to audit informal assessment; and
- Develop a management plan for pre- and post-administration moderation of formal assessment tasks.

Table 2.5: The weighting of School-Based Assessment (SBA)

Phase	SBA(School Based Assessment) Component %	End of year examination %
Foundation Phase (Grade R-3)	100	0
Intermediate Phase Grade 4-6)	75	25
Senior Phase (Grade 7-9)	40	60
Further Education and Training Phase (Grade 10-12)	25	75

DBE (2011a:5)

CAPS has the seven-point rating scale to be used in all school phases, namely:

Table 2.6: The seven-point rating scale

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	OUTSTANDING ACHIEVEMENT	80-100
6	MERITORIOUS ACHIEVEMENT	70-79
5	SUBSTANTIAL ACHIEVEMENT	60-69
4	ADEQUATE ACHIEVEMENT	50-59
3	MODERATE ACHIEVEMENT	40-49
2	ELEMENTARY ACHIEVEMENT	30-39
1	NOT ACHIEVED	0-29

Adapted from DBE (2011a:54)

2.6 How can SMTs use a model in the management and implementation of CAPS in schools so as to improve teaching and learning?

"In recent years, the search for the "best way" to run schools has moved us toward the identification of something called "instructional leadership" to serve as a magic potion that, if added correctly to a school, would make it a better place; children would learn more and teachers would be more satisfied and productive" (Daresh, 2009: 109).

The implementation of a new curriculum in South Africa needs a very efficient operational model which Daresh (2009:109) regards as a *magic portion* to ensure that effective teaching and learning in schools takes place. Curriculum development and implementation have been burning issues in this country for quite some time. At this point in time, I have decided to identify and put in place tools that could enhance the chances of public policy implementation in all schools. It is the reasons why I have chosen the instructional leadership model which I trust its authenticity since it coincides with the general aims of the current South African curriculum. This is a model which endorses SMTs in schools to be instructional leaders as a collective, and they have an obligation to be responsible for taking the lead in putting their school curriculum into practice and improving it.

DoE (2000:1) cites that "good instructional leadership is the path to good learning and teaching". It is very remarkable to note that the DoE in South Africa recommends this model to SMTs in schools. This is because according to DoE (2000:5), SMT is responsible for managing issues relating to the whole school curriculum, and they have to make instructional leadership a priority. With this model in place, everything that is done at school is aimed at benefiting the learners.   According to the DoE (2000:5), in providing instructional leadership, the SMT must do the following:

- Oversee curriculum planning in the school;
- Help to develop learning activities – inside and outside the school;
- Develop and manage learning 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; and
- Develop and manage learning resources.

2.7 Chapter Summary

Chapter 2 dealt with CAPS conceptualisation; SMT 's views and experiences in managing and implementing CAPS; the role played by SMTs in managing and implementing CAPS; monitoring, evaluation and assessment tools that are in place for managing and

implementing CAPS; and how the instructional leadership model can be employed for effective implementation of CAPS. The next chapter (Chapter 3) deals with the engagement of the instructional leadership model in implementing CAPS.

CHAPTER 3

THEORETICAL FRAMEWORK: INSTRUCTIONAL LEADERSHIP PERSPECTIVE ON THE IMPLEMENTATION OF CAPS

3.1 Introduction

In this chapter, I clarify the salient features of the instructional leadership model, how this model can instil the SMTs and educator's enthusiasm and zeal in curriculum management implementation. Duties and responsibilities of SMTs will be highlighted, and there will also be focus on the principal as an instructional leader. Daresh (1991:1) asserts that "instructional leadership model is the type of innovation that can be engaged to foster the nature of change required to make schools more effective places". It is a paradigm which recognises School Management Teams (SMTs) as instructional leaders as they are liable for taking the lead in putting their school curriculum into practice and improving it (DoE, 2000:15). This model can assist SMTs in generating enthusiasm and expertise in the new curriculum. As alluded earlier, the SMT consists of the senior staff of the school (the principal, deputy principal, heads of departments and may include senior teachers in some schools).

During the year 2005, instructional leadership was set aside as a strategy to be utilised during the implementation of OBE in South Africa. Unfortunately, due to a range of reasons, exacerbated by the paucity of environment conducive for the implementation of OBE, in November 2009, the Minister of Basic Education Angie Motshekga, stunned the educational community with her announcement that OBE was dead (DBE, 2011a:14). In retrospect, the introduction of OBE was another hiccup that plagued the education system in South Africa. The hastily introduction of a curriculum which added the administrative duties of educators, was compounded by the fact that there was a desperate need for the process of transformation of education to be changed from its deeply rooted inequality and inequity into that of equality and equity, access and redress. Various researchers are convinced that South Africans are experiencing a major paradigm shift in their vision and approach to education that was brought about by the

surfacing of the democratic order in 1994. Hence, proper research on any curriculum is a necessity before any implementation.

Several authors concur that OBE was not well researched in advance. Policy makers never had sufficient time to evaluate the suitability and appropriateness of the curriculum in South Africa before implementation. Any well researched curriculum should promote the learning process to surpass any other activity at school. Some of the pressing challenges during the implementation of OBE were that in most schools there was serious dearth of learning support material, poor departmental support to teachers, general lack of resources and unqualified teachers. Besieged with all these problems, during the implementation of OBE, teachers were confused, overloaded, stressed and demotivated and as a consequence, were underperforming (DBE, 2011a:14).

If teachers are demotivated, the culture of teaching and learning normally leads to uncertainty and disarray in a school situation. Chisholm and Vally (1996:1) in Steyn (2003:253) explicitly illuminates features of a poor culture of teaching and learning in schools. These factors include weak/poor school attendance; educators who do not have desire to teach; tensions between various elements of the school community; vandalism; gangsterism; rape; alcohol and drug abuse; high dropout rate; poor school results; weak leadership; management and administration; general feelings of hopelessness; demotivation and low morale; disrupted authority; and poor state of buildings; and facilities and resources. In another study, it has been established that well-qualified teachers with years of experience and a reputation for being outstanding Grade I instructors, demonstrated the same levels of uncertainty about their practices as in the case of poorly qualified and inexperienced teachers (Jansen, Maqutu, Khumalo, Commey & Cele, 1998:8).

The unfortunate part is that the instructional leadership model was also suppressed before being introduced in schools. This model is still available in the Guides for School Management Teams, clearly designed by the National Department of Education as early as 2000. But it is strange to learn that in South Africa, most people in

management positions are unaware of it. Lack of awareness deprived them the opportunity to utilise this obligatory model when battling with complex tasks of managing schools. Subsequently, a little more than a year since the announcement by the Minister of Education that OBE is dead, the new Curriculum and Assessment Policy Statement (CAPS) which was thoroughly researched and endorsed, was then gazetted, thus becoming an educational policy which the government had to utilise in order overcome the legacy of apartheid and provide a system of education that builds democracy, human dignity, equality and social justice. The transformation of the education system was not only meant to remedy the ills of the legacy of apartheid education, but also to reflect the values and principles of the new democracy.

In retrospect, instructional leadership model, which was never introduced to teachers during the OBE period, is now available. Fortunately, the model embraces leadership for both student instruction and the formal organisation of the total school community. I personally appreciate the fact that it is a model which symbolises learner achievement and it also contributes towards making schools more effective places for teaching and learning. This model can be distributed across the school community, with principals, superintendents, teachers, and policy makers having complementary responsibilities" (Lashway, 2002 in MacNeill, *et al.*, 2003:5). However, Daresh (2009:109) acknowledges that instructional leadership perspective is not a magic potion and, perhaps even more importantly, that it is not only for use by a select few.

The features of the instructional leadership model are very much pertinent to the implementation of a new curriculum (CAPS). The philosophy, the values as well as the characteristics of this model, epitomise effective leadership in schools and also promotes high quality education system. However, MacNeill, *et al.* (2003:2) believe that the instructional leadership approach is the model which is supposed to be promoted as the harbinger of change and the salvation of schooling.

3.2 Prominent features of instructional leadership perspective in the curriculum implementation

3.2.1 Introduction

This model has very interesting features which give emphasis to learner achievement as the integral part of teaching and learning. Features such as knowledge, values and skills form the basis of teaching and learning and therefore have to be unpacked in this section. The three crucial tools needed in curriculum implementation will also be examined carefully here; those are the monitoring, assessment and evaluation tools. There is also an exploration of the way in which the instructional leadership model can enhance managerial and leadership styles of SMTs.

3.2.2 Basic teaching has to promote values, skills and knowledge

In the new curriculum, the facts and figures that we teach must always be linked to values and skills (DoE, 2000: 11). National Declaration on Educational Goals for Young Australians declares that values as well as skills should drive the educational agenda. The statements above are supported by Gordon in Dwyer (2008:3) when he indicates that the principal functions of education are the transfer of knowledge, skills and values to those who are capable of benefiting from it. The outcomes sought are successful learners, confident individuals, active and informed citizens (Loader, 2010:1). He further maintains that there must be an acknowledgement of the need to compete on the world stage in the creation of knowledge and the ability to innovate. Students need to be able to think critically, analyse and solve problems.

In Singapore, the National Institute of Education (NIE), reviewed and enhanced their pre-service programmes. According to NIE, the desired attributes of a beginning teacher were articulated and a VSK *(Values, Skills& Knowledge)* framework was developed as Part 1 of the programme (Chong & Cheah, 2009:1). From there followed Part 2 of the programme which is developed through a programme evaluation, looking at the validity and reliability of items through the VSK framework to measure the values, skills and knowledge that

student teachers perceived through their initial teacher preparation programme. Through the VSK framework the programmes are designed to emphasise inquiry, innovation, reflection, mutual respect, personal connection, collaboration and community (Chong & Cheah, 2009:2).

Skills

"**Skills**" are referred to as achievements and/or behaviours to be acquired through practice or training to facilitate the student learning and classroom management (Irvine, 1997 in Chong and Cheah, 2009:5). The DoE (2000:11) describes skills as what learners can do, think and understand. Writing, working in groups and making connections between ideas from different sources are some of examples of skills. Irvine (1997) in Chong and Cheah (2009:5) give examples of skills as pedagogical skills, interpersonal skills, reflective skills, personal skills, administrative and managerial skills.

According to Chong and Cheah (2009:10), for the construct of **Skills,** the following dimensions were selected – deliver effective lessons; motivate students; facilitate thinking; manage classroom; assess pupils' learning discipline; work with parents and other stakeholders; apply theory to improve teaching; articulate beliefs about teaching and learning; manage work and time; and manage co-curricular activities.

Hoy, Miskel and Tarter (2013:433) indicate that a recent model problem-solving skills, social judgement skill and knowledge make effective leadership possible. However, Yukl (2002) and Northhouse (2004) in Hoy, *et al.* (2013:433) explicitly discuss three particularly important categories of skills associated with leadership effectiveness: *technical, interpersonal* and *conceptual.* With regard to these three types of skills mentioned they further indicate that *technical skills* mean bringing specialised knowledge to bear on administrative tasks. For educational leaders, technical skills include managing budgets, implementing standard-base accountability, interpreting test results, supervising and coordinating improvements in teaching and learning.   Hoy, *et al.* (2013:433) further indicate that *interpersonal skills* encompass an understanding of the feelings and attitudes of others and knowing how to work with people in individual and cooperative

relationships. Evidence of interpersonal skills includes clear communication, collaborative relationships, sociability, and tact. Finally Hoy, *et al.* (2013:433) assert that *conceptual or cognitive skills* involve the abilities to form and work, with concepts, to think logically and to reason analytically, deductively and inductively.   In other words, conceptual skills help leaders develop and use ideas to analyse, organise and solve complex problems.

Hoy, *et al.* (2013:431) also share their views about personality traits which they believe that they are some form of skills which can also impact positively on effective leadership. These authors have chosen to discuss five traits which are of particular importance to educators. They are as follows: Firstly, *self-confident leaders* are more likely to set high goals for themselves and their followers, to attempt difficult task, and to persist in the face of problems and defeats.   Secondly, *stress-tolerant leaders* are likely to make good decisions, to stay calm, and to provide decisive direction to subordinates in difficult situations. Thirdly, *emotionally mature leaders* tend to have an accurate awareness of their strengths and weaknesses and to be oriented towards self-improvement; they do not deny their shortcoming or fantasise about success. Fourthly, *integrity* means that the behaviours of leaders are consistent with their stated values and that they are honest, ethical, responsible and trustworthy. Finally, *extroversion* or being outgoing, sociable, uninhibited and comfortable in groups is related to the likelihood that an individual will emerge as group leader (Bass and Roggio in Hoy, *et al.* 2013:431). The authors end up by indicating that self-confidence, stress tolerance, emotional maturity, integrity, and extroversion are personality traits associated with leader effectiveness.

Knowledge

In the case of "**knowledge''** teachers must know the subject they teach and understand how to organise curriculum in light of both students' needs and the schools' learning objective. Steyn (2003:181) maintains that learning leads to knowledge, which is either *tacit* or *explicit. Explicit knowledge* is similar to information and can be stored outside the human mind, for example, in a database. *Tacit knowledge,* on the other hand, is oral and may be regarded as internalised and subjective and cannot be shared electronically (Martensson, 2000:213; Hargreaves, 1999:127; Todd, 1999:12; Rowley, 1999:418 in

Steyn, 2003:181).

Knowledge creation starts with people sharing their internal, *tacit knowledge* by socialising with other people or by obtaining it in digital or analogue form (Martensson, 2000:209; Riley, 1998:148; Bassi, 1997:25 in Steyn, 2003:181). According to Bassi (1997:26), in Steyn (2003:181), the shared knowledge is then further disseminated by other people, which creates new knowledge. This newly created knowledge is again shared with others and the process begins again.

Here are exciting facts about knowledge
- *Every two or three years, the knowledge base doubles;*
- *Every day 7,000 scientific and technical articles are published;*
- *Satellites orbiting the globe send enough data to fill 19 million volumes in the Library of Congress – every two weeks;*
- *High school graduates have been exposed to more information than their grandparents were in a lifetime;*
- *Only 15% of jobs will require college education, but nearly all jobs will require the equivalent knowledge of a college education; and*
- *There will be as much change in the next three decades as there was in the last three centuries.* (Serfontein, 2010:2)

For the construct of **Knowledge,** it is very important for the educators to have knowledge of the following: – content knowledge of subject, select content material, deal with pupils' questions, types of teaching strategies, use of technologies, seek and use feedback, guide pupils in projects, adapt lessons to pupils' needs, develop and use assessments appropriately (Chong & Cheah 2009:10).

Organisations must foster knowledge giving as well as knowledge seeking. This is exactly as Fullan (2010:415) has maintained. In his study, he argues that we all endorse continuous learning when we say that individuals should constantly add to their knowledge

base, but there will be little to add if people are not sharing. A norm of contributing one's knowledge to others is the key to continuous growth for all.

Since educators have the most direct contact with learners, and considerable control over what is taught and how it is taught, it is reasonably assumed that enhancing educators' knowledge, skills and attitudes is a critical step towards improving school quality and learner performance (King & Newman 2001, 86 in Steyn 2005:258). Hence, Davis (2003) in Ogbonnaya (2011:20) indicates that the subject matter of any area of study includes the topics, facts, definitions, concepts, procedures, organising structures, representations, influences, reasons, truths and connections within and outside the area of study. Ogbonnaya (2011:21) further maintains that teacher's knowledge of the substantive structures and knowledge of the syntactic structures of the subject domain are both necessary for effective teaching.

Shulman (1986b:9 in Ogbonnaya 2011:21) argues that "teachers must not only be capable of defining for students the accepted truths in a domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing and how it relates to other propositions". In Ogbonnaya's (2011:23) view, an effective teacher has a strong knowledge base of the subject matter content and also has a repertoire of pedagogical strategies that he/she can draw on in order to bring the lesson home to the students.

In his study, Steyn (2004:617) shares the following significant highlights about knowledge:
- Knowledge is not static and changes continuously;
- The old knowledge equation was '*knowledge is power, so collect it*";
- This is replaced by *"knowledge is power, so share it in order to multiply';* and
- Knowledge has little advantage for the organization until it is put into action (Kats, (1998:50); Bagshaw (2000:182 in Steyn, 2004:617).

Steyn (2004:619) indicates that management of knowledge has to be adopted or adapted by organisation if they are to compete successfully in the twenty first century. He defines

Knowledge Management (KM) as the collective knowledge of an organisation. KM is further clarified as an integrated approach to identify, manage, share and capitalise on knowledge experience and intellectual capital of staff in an organisation. Here are the benefits of KM given by Steyn (2004:619):

- It increases the amount of learning that is taking place;
- Makes work less frustrating; and
- Makes the learning organisation a reality and creates knowledge, insight and understanding that can assist people in their daily lives outside the work place.

To summarise the benefits of KM, Steyn (2004:619) puts them as follows:

"Greater and easier access to knowledge-knowledgeable people motivated to use knowledge – value-added decisions and value-added learning at personal level-enhance organisational effectiveness."

Killen (2007:44) indicates four types of knowledge which educators need to have a deep understanding in order for them to be able to teach. They are the following:

- *Knowledge of the subject.* It is very important for educators to know the fundamental concepts, principles and relationships that govern the subjects they teach and also to understand how experts in the field think about and use those ideas;
- *Knowledge about how students learn.* This will help educators to teach in ways that are consistent with principles of developmental and educational psychology.
- *General pedagogic knowledge.* In order for educators to understand how to guide
  - students' learning in appropriate ways; and
- *Pedagogical content knowledge.* This is knowledge about how to teach in particular disciplines, so that educators can teach in ways that reflect the structure and forms of inquiry of the disciplines and make their subject understandable to others.

Figure 3.1: Killen's four types of knowledge

Knowledge
about
CONTENT
(A)

Knowledge
about
LEARNING
(B)

Knowledge
about
TEACHING
(C)

Knowledge
about teaching
particular
forms of
content

Knowledge about
teaching to achieve
particular types of
learning

Pedagogical
content
knowledge
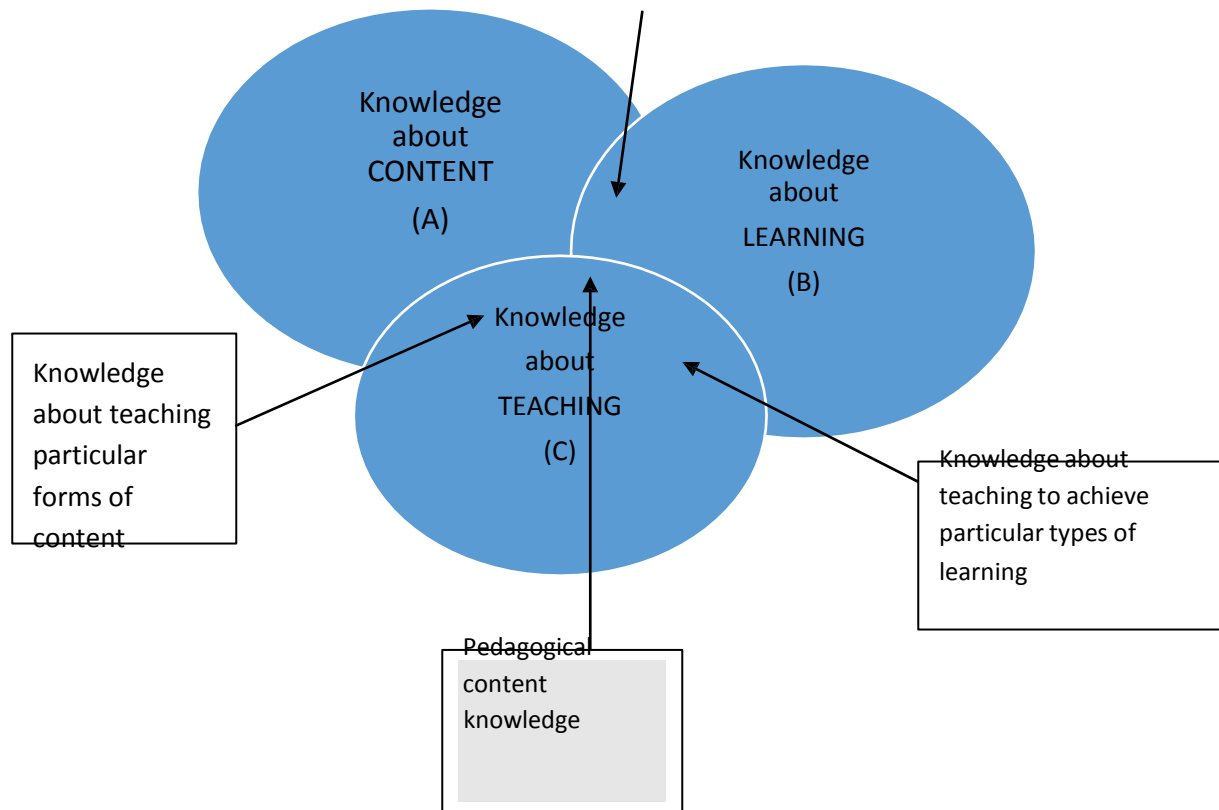
Adapted from Killan (2007:44)

Values

According to Masuku (2011:43), *values* are guidelines for behaviour, criteria by means of which the actions of organisational members are evaluated. Furthermore, values are closely related to the ideals shared by a group and people's behaviours are measured by the values and standards of their specific group. Deal and Peterson (1999: 26) in Masuku (2011:44) define values as the conscious expressions proceed to say that values define a

standard of goodness, quality or excellence that undergirds behaviour, decision making and what people care about.

Fraser and Saunders (1998 in Chong & Cheah 2009:3) indicate that 'values' should be high on the agenda for those concerned with teacher education, and should underpin teacher education. Chong and Cheah (2009:4) outline important values as follows:

(a) All learners can learn

It is a very interesting sentiment to note that Irvine (1997 in Chong & Cheah 2009:4) maintains that teachers have the responsibility to ensure that all students develop to their fullest potential. Successful teachers believe that all their students are capable of learning – gathering information, understanding complex material, posing and solving problems, critiquing and questioning conflicting information, constructing alternative perspectives and synthesising, comparing and analysing evidence. Killen (2007:3) maintains that good teaching is not about helping learners to accumulate knowledge that is continually being passed to the learners by the teachers; it is about helping learners to make sense of new information and integrate the new information with their existing ideas and to apply their new understanding in meaningful and relevant ways. In addition, Killan (2007: 41) further maintains that to be able to learn, learners must believe that they are able to learn. Most often, this belief will come from the knowledge that they have previously been successful in their attempts to learn.

(b) Care and concern for all pupils

Eisner (2002 in Chong & Cheah 2009:4) suggests that teaching is a caring exercise. Teachers have the responsibility of involving pupils in purposeful academic learning, supporting and caring for them. Sharing the same sentiment, Korthagen (2001 in Chong and Cheah 2009:4) believes that it is the teachers' task to guide children in this essential aspect of life, the development of self-understanding and a sense of interconnectedness. In particular, the care with which teachers support and guide all their pupils' learning forms

an integral part for supporting pupils to succeed in learning (Noddings, 2005 in Chong & Cheah 2009:4).

(c) Respect for diversity

Providing equal educational support to all students means that teachers and schools promote the full development of students as individuals without regard for race, ethnicity, gender, socio-economic status, abilities or disabilities. Teachers need to develop classrooms that are supportive of children and accept their differences. A learning environment that recognises children's strengths and differences is regarded as being positive because, it allows children to share and experience diverse perspectives (Banks, Cochran-Smith, Moll, Richet, Zeichner, LePage, Darling-Hammond, Duffy & McDonald as quoted by Chong & Cheah 2009:4).

(d) Commitment and dedication to the profession

A central part of being a professional teacher is a commitment to help all students. Teachers should understand their roles and responsibilities as professionals in schools. They should be commitment to help all students for an equitable participation in a democratic society (Bransford, Darling-Hammond & LePage, 2005 as cited Chong & Cheah, 2009:4).

(e) Collaboration, sharing and team spirit

Teachers should find ways to work collaboratively and creatively with parents, engaging them in productive school activities (Chong & Cheah, 2009:4). In his study, Johnson (2003) as cited in Chong Cheah (2009: 4) asserts that collaboration promotes in his study on moral support, increases efficiency, improves effectiveness, reduces overload, establishes boundaries, promotes confidence, promotes teacher reflection, promotes teacher learning and leads to continual development.

(f) Desire for continuous excellence and innovation

The content of the curriculum as well as methods and materials for teaching are changing so rapidly that teachers must continuously learn to maintain their professional

effectiveness. Being innovative, efficient and be able to improvise during lessons help teachers become adaptive experts. An adaptive expert will desire continuous learning and innovation (Darling- Hammond & Bransford, 2005 in Chong & Cheah 2009:5).

Important <u>skills</u>, <u>knowledge</u> and <u>values</u> are indicated in the sketch below.

Figure 3.2: NIE's VSK Framework (National Institution for Education)

Skills	
• Pedagogical skills	
• Interpersonal skills	
• Reflective skills	
• Personal skills	
• Administrative & managerial skills	

Knowledge	
• Educational content	
• Content	
• Curriculum	
• Pupil	
• Pedagogy	
• Self	

Values					
Belief that all pupils can learn	Care and concern for all pupils	Respect For diversity	Commitment and dedication to the profession	Collaboration, sharing and team spirit	Desire for continuous learning, excellence & innovation

Adapted from Chong and Cheah (2009:4)

3.2.3. Promoting high knowledge and high skills

As an instructional leader, each leader of SMT has the responsibility to encourage teachers to integrate content, values and skills, both within and between learning programmes (DoE, 2000:12). The quality of learning outcomes in our schools has been of major concern to educators, parents and the general public for a number of years (Curriculum News, 2011:20). That is the reason why Government has made the improvement of quality of education a priority (DBE, 2011a:20). Consequently, SMTs must strive to provide an education that is comparable in quality, breadth and depth to those of other countries (DBE, 2011)

Nziyane (2009:10) describes quality teaching as the assistance and guidance of a learner to enable him/her to acquire the required knowledge and skills, which must in turn, be used to manage the learners' environment successfully. Therefore, quality teaching means that the teacher acts as a facilitator, mediating between the learner and what he/she wants the learner to learn. In that way, the learner is able to achieve high standard of knowledge and skills. Swan (2002:2) opines that 'instructional leadership is the dynamic delivery of the curriculum in the classroom through strategies based on reflection, assessment and evaluation to ensure optimum learning.'' Swan's contention is that, "if instructional leadership is implemented, all members of the school community can move forward in the knowledge that whatever the current economic, political or social climate, optimum teaching and learning is being achieved for their students" (Swan, 2002: 5). Better relations between members of the school community will arise from the preparation, which must precede the implementation of instructional leadership.

However, quality education is emphasised in the new curriculum. In the DoE, Geography CAPS (2011:5), the National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;

- work effectively as individuals and with others as members of a team;

- organise and manage themselves and their activities responsibly and effectively;

- collect, analyse, organise and critically evaluate information;

- communicate effectively using visual, symbolic and/or language skills in various modes;

- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and

- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

3.2.4. Teaching and learning to focus on learner achievement

Moos (2010:101) shared this view on learner achievement "*leadership and thus all relations and interactions in schools should resonate the core purpose of schooling, which is – let us not forget – to educate children and young people for democratic citizenship because they will take over society when we get too old".* In her study titled "instructional leadership is the way forward'', Swan (2002) contends that if instructional leadership is implemented, all members of the school community can move forward the knowledge, and despite the current economic, political or social climate, optimum, teaching and learning would be achieved for their students.

In their deeper search for the significance of teaching and learning, Moos and Huber (2007: 586) assert that the purpose of schools is to provide a comprehensive, liberal education with a responsibility to community – education for democratic citizenship – and learning (also called "Bildung"). This is so that the students can grow or develop into being independent and enlightened adults, who are concerned with equity and social justice. This has been called "action competence": the individual is able and willing to be a qualified participant (Jensen & Schnack, 1994 in Moos & Huber, 2007:586). Sharing the views of the authors above, Cross and Rice (2000:64) opine that instructional leaders who

are effective communicators make a difference in student achievement by focusing attention on student learning and motivating the staff to do the same. They further indicate principals should be passionate about learner achievement. In addition, they assert that principals need to spend most of their time in classrooms talking to teachers and students to ensure that standards are reflected in teaching and learning.

In line with this argument, Moos and Huber (2007:586) explicitly state that being concerned about the quality of teaching and learning starts with educational leaders developing pupils to become independent thinkers, self-responsible and socially responsible, and mature citizens who grow beyond being led. Principles such as self-autonomy, respect of oneself and of others, and cooperation play an important part, as they also do in adult learning processes and in leadership in general (Moos, 2003a in Moos & Huber, 2007:586). Of these principles, cooperation plays a critical role in challenging all stakeholders to work together in setting and communicating higher achievement targets for our students.

McEwan's five primary ways in which effective instructional leaders communicate high expectations for the students of their schools are through:

Table 3.1 Title: McEwan's five primary ways of communicating high expectations to students

1	Establishing inclusive classrooms that send the message that all students can learn
2	Providing extended learning opportunities for students who need them
3	Observing and reinforcing positive teacher behaviours in the classroom that ensure an academically demanding climate and an orderly, well-managed classroom
4	Sending messages to students in a variety of ways that they can succeed
5	The establishment of policies on student progress relative to homework, grading, monitoring progress, remediation, reporting progress, and retention/promotion

Adapted from McEwan (2000:5)

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When looking deeper into learner achievement, Cross and Rice (2000:62) assert that "the principal can demonstrate a new emphasis on instructional leadership through active support of good teaching, by fostering a climate that continually monitors the content to be learned, and by recognising high student performance of rigorous standards''. However, an effective instructional leader who ensures that school's administrators and teachers understand academic and performance standards, believe that standards are reasonable goals for student achievement, and have high expectations of student learning. In such a situation, teachers know exactly what core learning students need to master, what they need to teach, where improvements may be made in the curriculum and instruction, and how to effectively assess student work and progress in reaching the standards (Cross & Rice, 2000: 64).

In instructional leadership, everything that happens in the classroom should be to benefit of the learners. The DoE (2000:13) indicates that the content of learning areas should be related to learners' everyday lives; the classroom should be comfortable and conducive to learning, and should stimulate learners' desire to learn; and learning activities and materials should be   making learning fun and exciting. To concur with the DoE, Lashway (2002) in Reading First (2005:2) indicates:

> *While traditional responsibilities still must be met, priorities should be shifting towards instructional issues that will impact on classroom instruction and student achievement. Some of those elements include promoting a vision; creating alignment of curriculum, instruction, assessment, and standards; focusing on data; and maintaining a culture of continuous learning.*

According to Reading first (2005:2), other key elements of instructional leadership include the following:

- *Prioritization*: Teaching and learning must be at the top of the priority list on a consistent basis. Leadership is a balance of management and vision. While

leaders cannot neglect other duties, teaching and learning should be the area where most of the leaders' scheduled time is allocated;

- *Scientifically based reading research (SBRR):* Instructional leaders must be well informed of SBRR and effective reading instruction in order to assist in the selection and implementation of instructional materials and to monitor implementation;

- *Focus on alignment of curriculum, instruction, assessment, and standards*: If student achievement is the goal and that goal is measured by standards-based assessments, the curriculum, instruction, and assessments must all be aligned with the standards;

- *Data analysis:* In their focus on improving achievement, effective leaders use multiple sources of information to assess performance;

- *Culture of continuous learning for adults*: Effective instruction is a skill that can never be perfected. All teachers can benefit from additional time and support to improve their instruction.

The instructional leadership approach to teaching and learning is further described by Ramparsad (2001:16 in Manwadu 2010:22) as having the following advantages for learners:

- Learners will be actively involved in the classroom, where the curriculum is relevant and learner-centred;

- Learners' needs, learning styles and the different pace at which learners learn will be accommodated and acknowledged;

- Learners will be trained and encouraged to work actively in groups. They will learn how to be responsible for their own learning;

- Learners will become analytical and creative thinkers, problem solvers and effective communicators. They will know how to gather and organize information and conduct research;

- Teachers will not merely implement curricula but would design their own learning programmes; and

- Teachers will be proactive, interactive and share ideas with others.

3.2.5. Assessment is part of the learning process

The National Council for Curriculum and Assessment (NCCA,2007:7) in Dublin Ireland indicates that "Assessment is the process of gathering, recording, interpreting, using, and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes". This definition is congruent with the underlying principles of the new CAPS in South Africa. Both the NCCA and CAPS put more emphasis on assessment in the curriculum.

The NCCA (2007:7) further indicates that assessment process provides the teacher with the information she needs in order to make important decisions about the teaching and learning process—selecting curriculum objectives, identifying appropriate teaching methodologies, designing learning activities; choosing suitable resources; differentiating learning; and giving feedback to children on how well they are doing. These everyday activities place assessment at the very heart of teaching. The DoE (2002:13) indicates that effective assessment shows where improvement is needed, both how the teacher teaches and how the learner performs.

There are different types of assessment tools and techniques that are used every day in schools. Tools such as oral presentations, poster presentations, peer review, portfolios, written reports, exams, tests, rubrics, and so on, are used when assessing learners. Assessment tools are materials that enable teachers to collect evidence using their chosen assessment method. (DoE, Western Australia, 2008:3) When developing assessment tools, teachers need to ensure that the principles of assessment are met. Those principles are validity, reliability, flexibility and fairness.

DoE in Western Australia describes the four principles of assessment as follows:

Validity refers to the extent to which the interpretation and use of an assessment outcome can be supported by evidence*. Reliability* refers to the degree of consistency and accuracy of the assessment outcomes. *Flexibility* refers to the opportunity for a candidate

to negotiate certain aspects of their assessment (for example, timing) with their assessor. *Fair* assessment does not disadvantage particular candidates or groups of candidates.

For the teacher, assessment involves gathering information to understand better how each child is progressing at school and using that information to further the child's learning. Therefore, assessment goes far beyond just testing. It concerns the daily interactions between the teacher and each child that include moment-by-moment conversations, observations and actions (NCCA, 2007:7).

On the other hand, here in South Africa, CAPS has got one of its supplementary policies as: The *National Protocol for Assessment (Grade R - 12),* which provides a policy framework for the management of school assessment, school assessment records and basic requirements for learner profiles, teacher portfolios, report cards, record sheets and schedules for Grades R - 12. This indisputably indicates that in South African schools, just like in Ireland, assessment forms the vital part of teaching and learning in all grades.

 All good teachers also use assessment informally in the classroom to judge what progress pupils have made with their understanding, and to provide information on how they can be helped to move forward (Mansell & James, 2009:4) It is a way in which the teacher is observing the learners. Classroom teachers need regular information on how pupils' knowledge, skills and understanding are developing, both to inform how they should adjust their teaching and to determine what kind of feedback is needed to improve pupils' learning (Martyniuk, Fleming & Noijongs, 2007:4).

In light of the above statements about assessment, t h e DoE (2000:22) indicates that the teacher can do the following without the learner being aware and being able to know that he/she is being observed:
- Check who does and who does not complete their homework;
- Monitor who does and who does not take part in class discussions; and
- Ask parents to tell them about changes in a child' s behaviour and reactions.

The Commentary by Mansell and James (2009:7) in England simplifies current uses of assessment by clustering them in three broad categories.

- The use of assessment to help build pupils' understanding, within day-to-day lessons;

- The use of assessment to provide information on pupils' achievements to those on the outside of the pupil teacher relationship: to parents (on the basis of in- class judgments by teachers, and test and examination results), and to further and higher education institutions and employers (through test and examination results); and

- The use of assessment data to hold individuals and institutions to account, including through the publication of   results which encourage outsiders to make a judgment on the quality of those being held to account.

On the other hand, Stassen, Doherty and Poe (2001:5) indicate that *'Assessment is the systematic collection and analysis of information to improve student learning'. The* above mentioned researchers highlight principles of good practice for assessing student learning as the following:

- The assessment of student learning begins with educational values;

- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time;

- Assessment works best when the programmes it seeks to improve have clear, explicitly stated purposes;

- Assessment requires attention to outcomes, but also equal to the experiences that lead to those outcomes;

- Assessment works best when it is on-going, not episodic.

- Assessment fosters wider improvement when representatives from across the educational community are involved;

- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about;

- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change; and
- Through assessment, educators meet responsibilities to students and to the public.

In England, just like in many other countries like South Africa, there is a clear distinction between Summative and Formative Assessments. "Formative" and "Summative" are not labels for different types or forms of assessment, but describe how assessments are used (Mansell & James, 2009:9). For Mansell and James (2009:9), "Summative Assessment'' is the more formal summing-up of a pupil's progress that can then be used for purposes ranging from providing information to parents to certification as part of a formal examination course". Mansell and James (2009:9), in their commentary, give us the characteristic differences between the two uses of assessment:
- Summative comes at the end of learning episodes, whereas formative is built into the learning process;
- Summative aims to assess knowledge and understanding at a given point in time, whereas formative aims to develop it;
- Summative is static and one-way (usually the teacher or examiner judges the pupil), whereas formative is on-going and dynamic (feedback can be given both to the pupil and the teacher); and
- Summative follows a set of pre-defined questions, whereas formative follows the flow of spontaneous dialogue and interaction, where one action builds on (is contingent upon) an earlier one.

Mansell and James (2009:10) further indicate that the term "assessment for learning" is often used interchangeably with "formative assessment". According to the two authors, in 1999, the Assessment Reform Group (ARG) defined assessment for learning as "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there". ARG also identified ten principles for formative assessment practice, arguing that it should:
- be part of effective planning.

- focus on how pupils learn.
- be central to classroom practice.
- be a key professional skill.
- be sensible and constructive.
- foster motivation.
- promote understanding of goals and criteria.
- help learners know how to improve.
- develop the capacity of self-assessment.
- recognise all educational achievement (Mansell & James, 2009:10).

Van den berg (2004:282) identifies five kinds of assessment including Summative and Formative assessment, which are utilised in the classrooms:
- Baseline assessment;
- Formative assessment;
- Summative assessment;
- Portfolio assessment; and
- Systemic assessment.

According to Van den Berg (2004:282), baseline assessment usually takes place at the beginning of a grade or phase to establish what learners already know. It can also be used to gather information about the nature and cause of barriers in learning. In that way, it is referred to as diagnostic assessment and can be followed by guidance, appropriate support and intervention strategies. Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about the learners progress so as to improve learning. In addition, Van den Berg (2004:282) indicates that Summative assessment gives an overall picture of learners' progress at a given time, such as at the end of a term or year. Tests can be used in combination of other kinds of assessments (Hancock as cited by Van den Berg, 2004:282).

Portfolio assessment is done by assessing a meaningful collection of a learner's work. It must be a purposeful collection of a learner's work that tells the story of his or her efforts, progress reports and other related materials (Van den berg, 2004:282). Portfolio

assessment has a number of advantages for language as school subject; for example, it can motivate and empower the learner, it can provide samples of performance collected over time, evidence of use and awareness of the process (Martyniuk, *et al.*, 2007:4). It incorporates evidence derived from more realistic tasks in meaningful contexts, rather than relying on artificial, decontextualised tasks undertaken in timed conditions. A further advantage of this approach is that it can embody different forms of self-assessment which can also be helpful ways of motivating learners and having them reflect on their progress (Martyniuk, *et al.*, 2007:4).

Lastly, Van den Berg (2004:282) describes Systemic assessment as a way of monitoring the performance of the education system. One component of this is the assessment of a learner performance in relation to national indicators. Gauteng Department of Education (2002 in Van den Berg 2004:283) uses four methods of assessment within the different kinds of assessments. They are being described as follows:

- *Self-assessment* occurs when learners assess their own work. It gives them the opportunity to reflect on their own progress, and to develop plans for their future. Self- assessment can contribute to learners' ability to improve their own learning. Kraayenoord and Paris (1997:525 in Steyn 2000:175) define self-assessment as the process in which the learner determines the extent of his or her knowledge and skills in a field of study by assessing his or her responses to activities in assignments.

- *Peer assessment* occurs when learners assess one another's work and communicate this assessment to peers. They can rate the oral and written work of their peers, identifying areas that need to be improved as well as areas that are presented well (O'Malley, 1997:4 in Van den Berg, 2004:283).

- Groups can assess themselves or other groups in the class. *Group assessment* helps learners to stay focused and to work towards achieving the set outcomes. Assessment can be done by completing a yes-no checklist or open-ended questions.

- *Teacher assessment* is the traditional way of assessing learners, and it is probably the best known method of assessment. Certain tasks can be assessed by the teacher, for example, a written piece of work or a test.

The Organisation for Economic Co-operation and Development (OECD) has launched the *Review on Evaluation and Assessment Frameworks for Improving School Outcomes where they indicate that Teacher-based assessment* refers to continuous assessment that is designed and/or marked by the students' own teachers. It is conducted internally in the classroom and counts towards a final grade or evaluation of the student. Teacher-based summative assessment may include different types of assessment such as teacher-made tests, classroom-embedded assignments, project work and portfolios.

3.2.6 Evaluation as an important component of instructional leadership

The core business of schools is teaching and learning. Therefore, any school evaluation has to assess the performance of a school in its different subjects and to determine whether it has a positive or negative impact on learner achievement. The main purpose of evaluation is to identify areas or strength and areas requiring development in order to enable the school to improve the overall quality of its provision. School evaluation presents common policy challenges concerning: aligning external evaluation of schools with internal school evaluation; providing balanced public reporting on schools and improving data handling skills of school agents.

The DoE (2002:1) describes the significance of Whole School Evaluation profoundly as follows:

'*It is a policy aimed at improving the overall quality of education in South African schools. It seeks to ensure that all our children are given an equal opportunity to make the best use of their capabilities. As a process, of the whole-school evaluation is meant to be supportive and developmental rather than punitive and judgmental. It will not be used as a coercive measure, though part of its responsibility will be to ensure that national and local policies are complied with.*

Its main purpose is to facilitate improvement of school performance through approaches characterised by partnership, collaboration, mentoring and guidance. The Policy also contains a built in mechanism for reporting findings and providing feedback to the school and to various stakeholders – the national and provincial education departments, parents and society in general - on the level of performance achieved by schools'

The DBE's (2010:2) School Self-Evaluation (SSE), Evaluation Instrument indicates that

Of a subject and focuses on the following elements in each school phase:

- Number and quality of formal recorded assessment tasks per grade;
- Achievement of learners at different levels of competence in formal internal assessments, compared to Annual National Assessments and other national and provincial external assessment surveys;
- Quality of teaching;
- Informal assessment, written work, homework, projects, assignments;
- Instructional management on the subject; and
- Availability and use of curriculum resources in the subject.

According to the DBE (2010), there are **nine evaluation areas** forming part of School Self-Evaluation **(SSE)** where various activities of the school can be evaluated, the purposes of evaluation are also indicated as follows:

Table 3.2: School Self-Evaluation (SSE)

	AREAS OF EVALUATION	PURPOSE
1	Basic functionality	To evaluate whether the school functions efficiently and effectively to realise its educational and social goals
2	Leadership, management and communication	To evaluate the effectiveness of the leadership of the school
3	Governance and relationships	To evaluate the effectiveness of the school governing body in fulfilling its roles and responsibilities with regard to the establishment of a purposeful and disciplined school environment
4	Quality teaching and learning and educator development	To evaluate the quality of teaching and learning and the extent at which the school provides and promote educator development.
5	Curriculum provision and resources	To evaluate the implementation of the curriculum and enrichment programmes (co-curricular and extra -curricular activities) offered at schools and to what extent it enhances the aims and objectives of the education system.
6	Learner achievement	To assess the performance of the school in its different subjects and to determine whether it has a positive or negative impact on learner achievement
7	School safety, security and discipline	To evaluate the level at which the school provides for a healthy, safe and secure environment for learners, staff, parents, and others.
8	School infrastructure	To evaluate to what extent the school has sufficient and appropriate infrastructure and how is it maintained
9	Parents and community	To evaluate the extent to which the school encourages parental and community involvement in the education of the learners and how it makes use of their contributions to support learners' progress.

Adapted from Department of Education (2010)

Teacher evaluation is an administrative task by means of which teacher effectiveness is judged (Nziyane, 2009:22). Integrated Quality Management System (IQMS) is one way in which teachers can be evaluated. The philosophy underpinning the IQMS is based upon the fundamental belief that the purposes of QMS are fivefold (ELRC, 2005:4):

- To determine competence;
- To assess strengths and areas for development;
- To provide support and opportunities for development to assure continued growth;
- To promote accountability; and
- To monitor an institution's overall effectiveness.

The instrument used is divided into a number of performance standards which are used or evaluating teachers, first on a Personal Growth Plan (PGP) basis, and finally by the Development Support Group (DSG). The aim of this type of evaluation is the teachers to acquire new knowledge and skills to address the teacher's professional needs. That is why they will always need support from colleagues, school managers, SGB and from School Development Team (SDT). All educator evaluations are synchronised by the SDT, which draws up schedules and timetables for the whole process of evaluation. The PGPs are reconciled into the School Improvement Plan (SIP), which then becomes part of the District Improvement Plan (DIP).

The assessment standards put more emphasis on Whole School Development (WSD). The concept of whole-school development is essential for the successful implementation of the new curriculum. OECD (n.d.5) indicates that teacher evaluation typically has two major purposes. *Firstly*, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development, that is, the improvement function. It involves helping teachers learn about, reflect on, and adjust their practice. *Secondly*, it aims at holding teachers accountable for their performance in enhancing student learning, that is, the accountability function.

Whole-School Evaluation (WSE) which is seen as a quality assurance measure for the whole school. Most scholars believe that the learning environment is not limited to the classroom. That is why School-based management is always immensely challenged to translate changes and reform in the curriculum into plans and practices which provide a supportive environment at schools and extend this support into the classroom. The DoE (2001:5) explicitly describes WSE as a national policy to reinstate the supervision and monitoring mechanisms at school level. The policy is designed to help supervisors reach conclusions on the overall performance of schools using agreed national criteria. The policy indicates ways in which very good schools should be recognised and under-performing schools supported. WSE encapsulates school self-evaluation as well as external evaluation. Implementing the policy is an important step towards improving school education, helping educators work more effectively and ensuring all learners get the best opportunities of success (DoE, 2001:5).

The National Policy on WSE has been designed to ensure that school evaluation is carried out according to an agreed national model. It is the cornerstone of the quality assurance system in schools. It enables a school and external supervisors to provide an account of the school's current performance and to show to the extent to which it meets national goals and the needs of the public and communities (Government Gazette, 2001:3). This policy is aimed at improving the overall quality of education in South African schools. It seeks to ensure that all our children are given an equal opportunity to make the best use of their capabilities. Government Gazette (2001: 1) further indicates that the main purpose of WSE is to facilitate improvement of school performance through approaches characterised by partnership, collaboration, mentoring and guidance.

WSE also encompasses School Development Plan (SPD). According to School Management Manual (2009:13), the SDP is a plan that may aim at improving the school, targeting a wide spectrum of areas, with focus on issues needing urgent attention, for example:

- Upgrading and enhancement of the physical environment;
- Improvement of student performance;
- Improvement of communication, relationships and social environment within the school;
- Development of links with the Community;
- All stakeholders, including students and the PTA, should be roped in to provide their input for its elaboration, so that all parties work together in a collaborative manner towards effective school improvement;
- Like all plans, the SDP should contain realistic and attainable goals, though an element of challenge may be included as well;
- The SDP should indicate time frames, responsibilities/accountabilities, budget, milestones as well as success criteria that demonstrate improvements in outcomes; and

- Communication and motivation are essential for the overall success of the projects.

WSE also incorporates evaluation of all educators at a school. The performance standards on the ground at which the P1, P2, P3, and P4 educators can be evaluated are as follows: (P1 represent Post level 1 educator, P2- Post level 2 educator which is the HOD, P3 is the Deputy Principal, while P4 is the Principal).

Table 3.3: Performance Standards for P1, P1, P3 and P4 educators

P3 /P4	P2	P1		Performance standard	Expectations
			1	Creation of a positive learning environment	The educator creates a positive environment that enables the learners to participate actively and to achieve success in the learning process.
			2	Knowledge of the curriculum and learning programmes.	The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.
			3	Lesson planning preparation and presentation	The educator demonstrates competence in planning, preparation, presentation and management of learning programmes.
			4	Learner assessment/ achievement	The educator demonstrates competence in monitoring and assessing learner progress and achievement.
			5	Professional development in field of work/career and participation in professional bodies	The educator engages in professional development activities which is demonstrated in his willingness to acquire new knowledge and additional skills.
			6	Human relations and contribution to school development	The educator engages in appropriate interpersonal relationships with learners, parents and the staff and contributes to the development of the school.
			7	Extra-curricular and co-curricular participation	The educator participates in extracurricular activities in such a way that it supplements the learning process and leads to the holistic development of the learners.
			8	Administration of resources and record	The educator administers resources and records in an effective and efficient manner to enable the smooth functioning of the institution.
			9	Personnel	Manages and develops personnel in such a the vision and mission of the institution are accomplished.
			10	Decision making and accountability	The educator establishes procedures that enable democratic decision- making and accountability within the institution.
			11	Leadership, communication and serving the Governing Body.	The educator demonstrates/ has well-developed leadership qualities.
			12	Strategic planning, financial planning and EMD (Education Management Development	The educator develops competence in planning and education management development.

Adapted from ELRC (2003:10)

When looking into the differences between **Assessment** and Evaluation, Baehr (2005:441) indicates that assessment provides feedback on knowledge, skills, attitudes and work products for the purpose of elevating future performance and learning outcomes. In contrast, evaluation determines the level of quality of a performance or outcome and enables decision-making based on the level of quality demonstrated. These two processes are complementary and necessary in education. Baehr (2005:441) further posits that the assessment process is not concerned with the level of quality only, but also with how to improve the level of quality. Evaluation is the term used to describe the determination of the level of quality. The evaluation process focuses only on the actual level of quality with no interest in why that level was attained.

3.3 The significance of instructional leadership perspective in improving teaching and learning at school

In today's fast-moving competitive landscape, increasing pressure is being placed on schools and their leaders to create a learning environment that is conducive for producing school leavers who are prepared for the world of work - no easy task in our 21st century economy (Gauteng Education Department, 2007:4). The more effective the leadership of a school is, the more effective the school. Effectiveness in a school is mainly when the circumstances at a school are conducive for proper teaching and learning to take place. Killen (2007:25) is of the opinion that positive classroom environments motivate learners and create conditions in which learners can achieve to their full potential. To create a positive learning environment, Killen (2007:25) indicates that teachers need to do the following:

- Create an environment that is safe and comfortable (both physically and psychologically);
- Structure learning experiences to take learners purposefully towards important, meaningful long-term goals;
- Create learning experiences that are interesting, challenging and realistic, and that give learners opportunities to work collaboratively on open-ended tasks;

- Give learners experiences of using and discussing the methods of the field of study;
- Value learners' efforts and help them see the importance of effort in successful learning;
- Trust learners and give them some say in what, when and how they learn, and allow them to participate in establishing classroom norms;
- Expect learners to work hard and achieve high standards that have been made explicit; and
- Require learners to be responsible for their behaviour and their learning.

Swan (2002:5) asserts that the instructional leadership model encourages teachers to work together as instructional leaders and share the responsibility with their colleagues, including the principal, in the inquiry-oriented school, which is focused on teaching and learning. Swan (2002:6) further argues that "instructional leadership is found to be crucial for optimum teaching and learning, requiring training for all members of the school community". The teacher is the instructional leader in the classroom with the full and knowledgeable support of the principal in a school which prioritises teaching and learning for all members through mutual sharing and respect.

In addition, Fullan (2001) and Troen and Boles in Mullen and Jones, (2008:329) maintain that principals and teachers must work together to shape policy, create curriculum, enhance instructional practice, and, most importantly, improve education for all children. Terry in Mullen and Jones (2008:330) confirm that successful schools enable teacher leaders to apply their creative energy for the purpose of constant improvement. Using the instructional leadership model, exemplary principals go beyond involving teachers in decision-making processes. They co-create the conditions for a supportive environment that encourages teachers to examine their teaching and school practices, and experiment with ideas that result from reflective practice.

In support of the instructional leadership perspective, Blasé and Blasé (2000:136) are of the opinion that principals who practiced effective instructional leadership created cultures

of collaboration, inquiry, lifelong learning, experimentation, and reflection consistent with the principles of adult learning and an understanding of teachers' life cycles, roles, and motivation. They further indicate that the effects of such actions included greater teacher motivation, self-esteem, and reflective behaviour, especially increases in innovation/creativity, variety in teaching, and risk taking.

In their other study, Blasé and Blasé (2010:256) make an inductive analysis of the data where that study generated two major themes comprising 11 strategies that enhanced teachers' classroom instruction. The first theme, talking with teachers to promote reaction, included making suggestions; giving feedback; modelling; using inquiry and soliciting advice/opinions; and praising. The second theme, promoting professional growth, included emphasising the study of teaching and learning; supporting collaboration; developing coaching relationships; encouraging and supporting redesign of programmes; applying the principles of adult learning, growth and development to staff development programmes; and implementing action research to inform instructional decision making (Blasé & Blasé, 2010:256).

Instructional leadership emphasises teaching and learning as the core values of the school situation. MacNeill, *et al.* (2003:4) of the National Association of Elementary School Principals in Australia (2002:6-7) define instructional leadership by setting out six standards of what principals should know and be able to do in promoting teaching and learning at their schools. This list includes:

- Leading schools in a way that places student and adult learning at the centre;
- Setting high expectations for academic and social development of all students and the performance of adults;
- Demanding content and instruction that ensure student achievement of agreed upon academic standards;
- Creating a culture of continuous learning for adults tied to student learning and other school goals;
- Using multiple sources of data as diagnostic tools to assess; and

- Identify and apply instructional improvement; and actively engaging the community to create a shared responsibility for student and school success.

Kruger (2003:206) stresses the importance of the principal's instructional leadership role which concerns the principal's responsibility to ensure that effective teaching and learning takes place. In his perspective, Kruger (2003:206) is of the opinion that instructional leadership relates to the core activities of the school, that is, teaching and learning in the classroom involving all the beliefs, decisions, strategies and tactics which principals utilise to ensure instructional effectiveness in every classroom. He further maintains that instructional leadership occurs when the principal provides direction, resources and support to both educators and learners with the aim of improving teaching and learning at school. Good instructional leadership is the path to good teaching and learning and instructional leaders ensure a sound culture of learning and teaching in their schools at all times.

Kruger (2003:207) holds high regards for the culture of teaching and learning in a school. In his view, at a school where instructional leadership is prevalent, the culture of teaching and learning will just be triumphant. In general, the culture of teaching and learning refers to the attitude of all the role players towards teaching and learning and the presence of quality teaching and learning processes in schools. According to Kruger (2003:207), schools with a sound culture of learning and teaching will display certain common characteristics: a positive school climate; sound classroom environments; sound home– school relations; effective leadership; management and administration; neat buildings and facilities; availability of resources; high professional standards by educators; healthy relationships among all role players; order and discipline; effective instructional leadership and a shared sense of purpose. To add to Kruger' views, Drejer (2002: 207) as cited by Steyn (2005: 261), maintains that "everybody in the school should be viewed as able, valuable and responsible and should be treated accordingly". Respect starts with self-respect that builds integrity, uniting an individual's thoughts, feelings and actions into a new cycle of personal empowerment.

The restoration of the culture of teaching and learning is currently one of the most important endeavours aimed at improving the quality of education in South African schools (Garson 2000:4 in Steyn, 2003). Only SMTs and principals with very strong characters can be able to promote high standard of teaching and learning in a school. While they were assisting practitioners by reviewing and synthesising more than seventy-five studies, Persell and Cookson in McEwan (2000:3), reported that strong principals exhibit the following behaviours:

- They demonstrate a commitment to academic goals;
- They create a climate of high expectations;
- They function as instructional leaders;
- They are forceful and dynamic as leaders;
- They consult effectively with others;
- They create order and discipline;
- They marshal resources;
- They use time well; and
- They evaluate their results.

Still on more emphasis based on instruction, Davidoff and Lazarus (1997:43) in Kruger (2003:207) identify the following aspects of a sound culture of learning and teaching:

- where all role players value the processes of teaching and learning;
- where practices reflect a commitment to teaching and learning; and
- where the resources needed to facilitate this process are available; where the school is structured to facilitate these processes.

Bernstein cited in Moos (2010:107) argues that in order to educate students to become democratic citizens; schools must ensure the three pedagogic democratic rights:

- *Enhancement* –"The ability of individuals to experience boundaries, be they social, intellectual or personal, not as prisons, or stereotypes, but as tension points condensing the past and opening possible futures. The condition for achieving this individual right is critical understanding and confidence to act";
- *Inclusion* –"The right of the individuals to be part of a community and at the same time to be separate and autonomous. The condition for achieving these social

rights must be the presence of a collective in which individuals have a sense of belonging, but are also valued as individuals'';

- *Participation* –"The right to participate in procedures whereby order is constructed maintained and changed. The right to be party to decisions about the ways in which teaching and learning is organised and how pupils are grouped and the principles which govern the expressive and moral order of the school. The conditions for such 'civic practice' are political and engagement must have outcomes'' (Arnot as cited in Moos, 2010:107).

It is of utmost importance for educators to be optimistic about learners at all times. Teachers who are optimistic about their learners are capable of motivating and encouraging them regularly. Friedland (1999:1) and Kitchens (1998:38 in Steyn 2005:26) stress that optimism is prevalent when people possess untapped potential in all areas of development. In order to be optimistic about what each learner can become, educators should create places, policies, programmes and processes to nurture everybody allowing them to develop their unlimited potential. It is for this reason that MacNeill, *et al*. (2003:9) concur with the said notion when they indicate that the 'bottom- line' outcome of leadership is about the improving students' learning as this will be contingent upon developing and nurturing the capacity of teachers and other members of the school community to improve student learning. This capacity will be enhanced by leaders who provide support for individuals and also recognise the need for individuals to work together so that they develop an understanding of collective vision and mission.

3.4 Instructional leadership perspective as a means of instilling SMT's enthusiasm and zeal in CAPS management and implementation

The members of the School Management Teams (SMT) are instructional leaders meaning that they are responsible for translating the curriculum into practice (DoE, 2000:2). In essence, the SMT has the day-to-day responsibility for the professional and operational

management of the school under the leadership of the principal. As instructional leaders, SMTs need to have the competence of managing and co-ordinating the curriculum in such a way that teaching time can be used optimally. According to Kruger (2003:206), the effective management of the school's instructional programme is one of the key school management aspects that can create favourable conditions in the school and promote a sound culture of learning and teaching ensuring a school's effectiveness. A school with an established teaching and learning culture will also have a well-developed organisational structure and instructional programme that focuses on all aspects of academic achievement and the professional development of educators (Kruger 2003:207).   The SMT is supposed to be at the helm of all the activities promoting proper teaching and learning which always encompasses instructional programmes.

Demand Media in t h e USA (2012:1) maintains that the SMT needs t o make sure the entire school is involved in the *decision-making* process, allowing all stakeholders opportunities to share ideas and opinions with team representatives. These representatives then bring the concerns of their constituents to the team itself. Team meetings should be a safe forum for the sharing of ideas and candid expression of views. With regard to *research,* Demand Media (2012:1) reckons that the SMT must examine current educational research and best practices in education. This will ensure that the team's choices are established using successful methods. These methods must include leadership and management practices. Thirdly, on account of *staff development,* Demand Media (2012:1) asserts that SMTs should provide staff development when new procedures are needed to improve student performance. Teachers and staff must have professional development and specific training if they are to implement new methods effectively.

Finally, regarding *evaluation,* Demand Media (2012:1) stresses the fact that SMTs should evaluate the effectiveness of new methods and procedures, and should collect data at regular intervals to assess change. The team should evaluate the effectiveness of the site-based management strategies used at the school level to ensure that the team and its decision-making process are benefiting student achievement and meeting the needs of the school. Sharing the same views about the significance of SMTs, Mulford in Moos

(2010:106) suggests that on the basis of the findings from a large Australian school leadership research project, state that reform in schools should be related to four factors:

- *Distributed leadership* – Teachers should be involved in leadership in order to feel cared for and valued and be given opportunities to learn from each other and to be involved in decision-making;

- *Development and learning* – A unifying focus and shared insights into what the school is doing and why it is doing it provides the basis for learning and development;

- *Context* – Socio-economic status, home background and school size have a clear interactive effect on leadership; and

- *A broader understanding of student outcomes* – What counts as school effects are not only academic achievements, but also, for example, self-confidence.

Smith and Andrews (1989:7) maintain that to have an effective school, SMTs must attend to the quality of the workplace for teachers. Much thought has been given to what makes a school effective. By effective schools we mean that SMTs and all educators use their professional knowledge and skills to create conditions in which each child can grow to his or her full potential and all children are given equal opportunity to succeed in our society. When these conditions are present, there is a measurable increase in the academic performance of children and at the same time, over time, the differences between groups of children (low-income v. affluent, ethnic v. white students) are reduced (Smith & Andrews, 1989:10).

However, it is the duty of SMTs to create a very conducive environment for teachers to teach and learners to learn. Intuition alone suggests that teachers who feel that their environment enhances their ability to teach will perform at a higher level than will teachers who have negative feelings about their workplace. Smith and Andrews (1989: I) further maintain that educators have great moral, ethical, and legal obligations to create schools where all students can achieve their full potential and receive an equal opportunity to succeed in society. With a new curriculum like CAPS in progress in all schools,

implementation and management of this new policy need collective leadership now more than before.

The leader of the team, the principal, must ensure that he or she takes the lead in creating conducive conditions that allow quality teaching and learning. The new approach of 'power sharing' and 'effective and participatory management' challenges school managers to change from autocratic leadership style based on laws and regulations towards an open approach of dialogue and consultation (Nelly, 2008:5). It is imperative that not only the principals but also other SMT members are capacitated on a continuous basis with school management skills (Van Wyk & Marumoloa 2012:109). There are many scholars who support the idea of power sharing in schools, although some identify it as *distributed leadership.* In their study, Frost and Harris (2003:480) indicate that "central to the idea of distributed leadership is the view that leadership is not the sole preserve of the individual at the top, but that it may be exercised by anybody within the organisation". Distributed leadership places an emphasis upon maximising intellectual and social capital and building capacity within the organisation (Hargreaves, 2001 in Frost & Harris (2003:480). It implies that all teachers have the potential to contribute to leading organisational development and change. Teachers have to attribute leadership qualities, as well, to colleagues who accept responsibility for their own professional growth, promote the school's mission, and work for the improvement of the school or school system (Leithwood in Frost & Harris, 2003:483).

Schermerhorn (2013:445) supports the notion of distributed leadership and he associates it with an effective team. He describes distributed leadership as when all members of a team contribute helpful task and maintenance behaviours. He further indicates that the concept of distributed leadership in teams makes every member continually responsible for both recognising when a task or maintenance activities are needed and taking actions to provide them. Schermerhorn (2013:445) describes a *task activity* as an action taken by a team member that directly contributes to the group's performance purpose, while a *maintenance activity* is an action taken by a team member that supports the emotional life of the group.

Schermerhorn (2013:445) further posits that leading through task activities involves making an effort to define and solve problems and to advance work towards performance results. On the other hand, leading through maintenance activities, by contrast helps to strengthen the team as a social system. When maintenance activities such as gate keeping, encouraging others, and reducing tensions are performed well, good interpersonal relationships and the ability of the team to stay together over a longer term is ensured (Schermerhorn, 2013:445). Hoy, *et al*. (2013:445) also support Schermerhorn above when they indicate that "distributed leadership embraces leadership by teams and groups". According to these researchers, the basic idea of distributed leadership is straightforward; it is about relying on multiple sources of leadership across the organisation to guide and complete numerous tasks that vary in size, complexity and scope. They claim that distributed leadership is necessary because school organisations are so complex and the tasks are so wide ranging that no single person has the energy and skill to handle all of the leadership functions.

Subsequently, the DoE (2008:62) also indicates that distributed leadership, now recognised as a practice to be encouraged and supported, shows how schools have moved from being centres of autocratic leadership where educators felt intimidated to challenge principals, to where collaboration is becoming more normal, supported by the appropriate policies and procedures. The school has evolved into a new entity. To share the administrative load and to create better teaching and learning overall, there is a need for leadership to become more flexible and in doing so to devolve decision-making across the whole staff. This shows how distributed leadership can make things easier for the implementation and management of CAPS.

Today, there is much more debate about *shared leadership, leadership teams and distributed leadership* (Southworth as cited by Frost & Harris, 2003:480). Research on schools has suggested that leadership is not the sole purview of the school principal; teacher-leaders and other professionals also play important roles in leading instructional innovation (Smylie and Denny in Heller & Firestone 1995 in Spillane, Halverson & Diamond, 2007:6)). In other words, if leadership is an *organisational quality* then investigations of leadership practice that focus exclusively on the work of individual

positional leaders are unlikely to generate comprehensive understandings of the practice of school leadership (Pitner 1988, Ogawa & Bossert 1995 in Spillane, Halverson & Diamond, 2007:6).

Sergiovanni's (2001) as cited in Frost and Harris (2003:487) perceives leadership density as related to distributed leadership. His concept of *leadership density* is definitely pertinent here. He argues that high leadership density means that a larger number of people are involved in the work of others; are trusted with information; are involved in decision making; are exposed to new ideas and participate in knowledge creation and transfer. In such a situation, a larger number of members of the organisation have a stake in the success of the school. Another account of the view about distributed leadership is given in a series of portraits of school leaders striving to become democratic leaders where the following orientations were shared (Blasé & Blasé in Moos, 2010:109):

- They all tried to encourage teachers' involvement in decision-making about instruction and are committed to the principle of sharing power with others;
- They were all child- centred and strongly committed to improving teaching and learning and supporting teachers;
- They all had trust in the teachers' motives; and
- They all had the ability to listen and to communicate openly.

The idea of distributed leadership carries more weight in various schools. It actually binds staff members as one system, with shared responsibilities. We know, for example, that schools with shared visions and norms around instruction, norms of teachers attribute leadership qualities, as well, to colleagues who accept responsibility for their own professional growth, promote the school's mission, and work for the improvement of the school or school system (Leithwood in Frost & Harris, 2003:483). According to Spillane and Orlina (as quoted by Moos, 2010:112), when analysing distributed leadership, it is sensible to apply the categories of different forms:

- *Division of labour* (two or more leaders perform different parts of leadership functions);

- *Co-performance* (two or more leaders collaborate on performing leadership functions;

- *Parallel performance* (two or more leaders perform the same leadership functions); and

- *Opposition* (leaders perform the same leadership functions in order to promote contrary goals).

Distributed leadership is also about SMTs which are responsible for formulating school policies and making sure that they are being implemented. In their quest to implement and manage a new curriculum, SMTs need to develop and engage several policies which will assist them to transcend through their undertakings. Van Wyk and Marumoloa (2012:102) assert that in today's schools, there is a pressing need for every SMT to become a more important policy making and implementation body. Van Wyk and Marumoloa (2012:102) define *school policies* as instruments that give direction to the day-to-day operations of a school by guiding the behaviours of educators, learners and parents while clarifying the school's expectations. School policies provide the basis for the structures and organisation of the school and are effective ways of communicating the core values that are inherent in a school's vision and mission statement.

Van Wyk and Marumoloa (2012:102) indicate that school policies include macro policies such as South African Schools Act (SASA) as well as any other policies that appear in the Induction Guide for School Management Teams (NWP 2007). Mncube (2008) in Van Wyk and Marumoloa (2012:102) mention that the following issues or aspects are usually covered by school policies:

- school budgets;
- developmental priorities;
- school uniforms;
- code of conduct for learners;
- staff and parents;
- broad goals for the educational quality;

- school-community relations; and
- the curriculum programme.

Other important duties of the SMT as discussed by Van Wyk and Marumoloa (2012:102) pertaining to policy formulation and implementation at school are the following:

Firstly, SMTs are involved in policy making because they are the management of the school. On all the policies that are to be done or implemented, they are the first to see to it that the school is having policies and those policies are followed and implemented to the letter. Van Wyk and Marumoloa (2012:102) further clarify that at the school from which their study was conducted, they have a large number of committees that are involved in policy matters and in which SMT members are involved . *Secondly,* SMT coordinates everything that has to do with learners, educators and parents; they organise activities; they support teaching and learning; administer teaching and learning; perform professional functions and decide on the income of an activity, what to buy and ensure quality education. *Thirdly*, SMTs take all stakeholders on board to explain the intentions, aims and objectives of the school policies to them. In this sense, "taking on board" means that SMTs have the responsibility to communicate policies in such a way that these policies are functioning effectively.

In addition to being involved with policies, SMTs have to be engaged in some of these activities on a daily basis as follows:

- Setting up a staff development programme;
- Participating on an appraisal panel;
- Making suggestion to a colleague about planning a lesson
- Assisting colleagues to keep leaner records;
- Visiting classes and conducting follow-up;
- Discussing individual learners' progress with members of staff;
- Looking at learners' work;
- Moderating tests and examinations;
- Discussing educational policy with other educators;

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- Inducting and orienting beginner and new educators at the school;

- Making and keeping contact with officials from the DoE; and

- Entering their school in a science competition (DoE, 2000:10).

3.5 The difference between Leadership and Management

Management and leadership are two concepts which are many times used interchangeably. Therefore, this necessitates the clarification of these two concepts. The fact that the conceptual framework of this study is about instructional leadership and not instructional management, it makes the examination of the distinction between these concepts pertinent. When trying to make a distinction between 'leadership' and 'management', most authors recognise the fact that the two concepts overlap and that both are essential for the success of an organisation. Early and Weindling (2004: 4 in Masuku 2011:91) hold the view that leadership tends to be more formative, proactive, and problem-solving, and deals with such things as values, vision and mission, whereas management is concerned with the execution, planning, organising and organisation of resources or "making things happen".

Daft (2002:17) further outlines the distinction between the two concepts in another version. According to him, management entails organising a structure to accomplish the plan; staffing the structure with employees; developing policies, procedures, and systems to direct employees and monitor implementation of the plan. Managers are thinkers and workers are doers. In the case of leadership, Daft (2002:17) asserts that leadership is concerned with communicating the vision and developing the shared culture and set of core values that can lead to the desired future state. Another difference highlighted by Daft (2002:17) is that management is focused more on providing order and consistency in an organisation, whereas leadership is focused on producing changes and movement.

However, several authors also believe that leadership means the ability of an individual to influence, motivate, and enable others to contribute towards effectiveness and success of the organisation of which they are the members. Hoadley and Ward (2009:6) indicate that

leadership tends to be equated with vision and values, and management with processes and structures. Putting it differently, Hoadley and Ward (2009:6) assert that leadership can be exercised throughout the school, by different people at different levels, while management in contrast, is a structural position, which carries with it specific roles and responsibilities. Davies (as cited by Masuku, 2011:91) provides *four* important distinctions between the two concepts. Firstly, leadership focuses on the future whereas management focuses on the present. Secondly, leadership creates change whereas management maintains the *status quo* and stability. Thirdly, leadership creates a culture based on shared values, whereas management implements policies and procedures. Fourthly, leadership establishes an emotional link with followers whereas management remains aloof to maintain objectivity.

Pozin (2013) illustrates very interesting views on the distinction between managers and leaders as follows:

- Managers give answers; leaders seek answers;
- Managers criticise mistakes; leaders call attention to mistakes indirectly;
- Managers forget to praise; leaders reward even the smallest improvement;
- Managers focus on the bad; leaders emphasize the good; and
- Managers want credit; leaders credit the teams.

Bush (1997:2) highlights that *management* is a process that is concerned with helping the members of an organisation to attain individual as well as organisational objectives within the changing environment of the organisation. Management comprises directing and controlling a group of one or more people or entities for the purpose of coordinating and harmonising that group towards achieving a goal. In support of what has been said about management, Schermerhorn (2013:14) describes managers as people in organisations who directly support, supervise, and help activate the work efforts and performance accomplishments of others. Schermerhorn (2013:14) further asserts that managers are found in all organisations with a variety of job titles like team leaders, department head, supervisor, project manager, president, administrator and more. Schermerhorn (2013:14)

also indicates that it is the manager who determines whether our social institutions serve us well or whether they squander our talents and resources.

In presenting a different view on leadership, Schermerhorn (2013:352) describes *leadership* as a process of inspiring others to work hard to accomplish important tasks. Espousal of this view is by Hoy and Miskel (2013:426), who indicate that leaders and leadership are important because they serve as anchors, provide guidance and enhance the effectiveness of the organisation. Murray in the Wall Street Journal (2013) suggests that the two concepts must go hand in hand, even if they are not the same thing, they are necessarily linked and complement each other.   Murray further indicates that the manager's job is to plan, organise and coordinate while the leader's job is to inspire and motivate. Warren Bennis in the Wall Street Journal (2013) outlines the differences between the two concepts as follows:

- The manager administers; the leader innovates;
- The manager is a copy; the leader is an original;
- The manager relies on control; the leader inspires trust;
- The manager has a short-range view; the leader has a long range perspective;
- The manager has his or her eye always on the bottom line; the leader's eye is on the horizon;
- The manager imitates; the leader originates;
- The manager accepts the status quo; the leader challenges it;
- The manager is the classic good soldier; the leader is his or her own person; and
- The manager does things right; the leader does the right thing.

Alvesteffer (2013) highlights very interesting differences between the role of a manager and the role of a leader. He believes that we manage things (processes, procedures and outcomes), we lead people (employees, customers and others). Here are examples of the tabulated differences between the role of a manager and that of a leader as identified by Alvesteffer (2013).

Table 3.4: Differences between the role of a manager and the role of a leader

A manager	A leader
• Focuses on process and procedure • Administrates • Maintains • Ensures that things are done right • Ensures that the rules are followed (such as law, regulations and policy).	• Focuses on people. • Envisions • Develops • Ensures that the right things are being done. • Empowers and inspires innovation
• Deals in detail. • Magnifies corporate policies, processes and procedures. • Deals in the probable.	• Deals with the possibility • Magnifies the person, their capabilities and their purpose • Deals with the possible.
• Managers are, by design, implementers of rules, organisers of detail, and they ensure compliance.	• Leaders are challengers of rules, casters of vision and they define purpose.

Adapted from Alvesteffer (2013)

The distinction between management and leadership has really attracted the attention of several researchers. Daft (2002:15) asserts that managers and leaders are not inherently different types of people, and according to him, many managers already possess the abilities and qualities needed to be effective leaders in today' s world. Daft (2002:15) embraces a view that leadership does not replace management; instead it should be in addition to management. Daft (2002: 16) further illustrates a good example of a General Electric's Welsh, who is the best known business executive, who is able to combine the two skills. Daft (2002:16) indicates that Welsh practices good management such as controlling costs, establishing goals and plans, providing coordination and monitoring company activities and performance. Yet he is also a master leader, actively

promoting change, communicating a vision, providing a clear sense of direction, energising and inspiring employees.

Several authors complement one another about the difference between leadership and management. Nelly (2008: 9) also shares his views about the two concepts as follows:

Table 3.5: the difference between Leadership and Management

Leadership	Management
Leaders define the vision of their organisation;	Managers make sure that the common vision is decided and adopted
Leaders guide the development of a strategic plan for their organisation;	Managers design and oversee the way plans are carried out and implementation carried out;
Leaders give examples and stimulate members of their organisation;	Managers use their influence and authority to get members of the organisation work productively;
Leaders guide the development of new activities.	Managers ensure that all set objectives are achieved and planned.

Adapted from Nelly (2008:9)

Here is another interesting addition of the difference between Management and Leadership.

Table 3.6: The difference between Management and Leadership

Criteria	Management	Leadership
Direction	Planning and budgeting Keeping an eye on the bottom line	Creating vision and strategy, Keeping eye on horizon
Alignment	Organising and staffing Directing and controlling Create boundaries	Creating shared culture sand values Helping others grow Reduce boundaries
Relationships	Focusing on objects –producing/selling goods and services Base on position power Acting as boss	Focusing on people-inspiring and motivating followers Based on personal power Acting as coach, facilitator
Personal qualities	Emotional distance Expert mind Talking Conformity Insight into organisation	Emotional connections (Heart) Open mind (Mindfulness) Listening (Communication) Nonconformity (Courage) Insight into self (Integrity)
Outcomes	Maintains stability	Creates change, often radical change

Adapted from Kotter in Daft (2002:16)

3.6 Leadership

In his definition of leadership, Daft (2002:5) stresses six key elements which overlap one another. According to him leadership involves *influence*, which occurs among people, those people *intentionally* desire significant *changes*, and the changes reflect *purposes shared* by *leaders* and *followers.* Daft (2002:5) maintains that the people involved in this type of a relationship want substantive changes, which means that leadership involves creating change, not maintaining the status quo.

Figure 3.3: What leadership involves
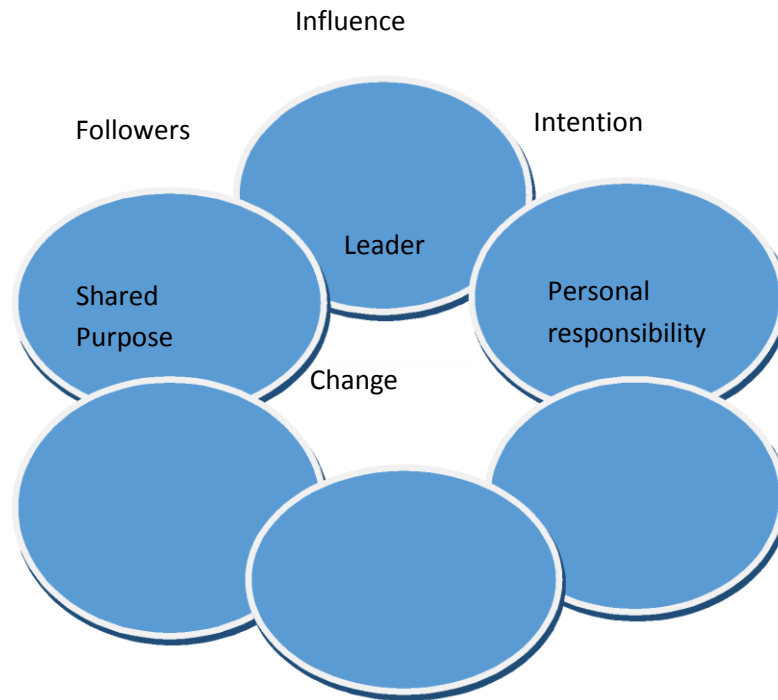
Adapted from Daft, (2002:5)

Wheatley in Daft (2002:13) believes leaders can learn from the new sciences how to lead in today's fast-paced and chaotic world, and she suggest that: *"we can forego the despair created by such common organisation events as change, chaos, information overload, and cyclical behaviours if we believe that organisations are conscious* entities*, possessing many of the properties of living systems"* New Science Wheatley in Draft (2002:13) provides another perspective on leadership. She asserts that the new sciences can influence leaders to:

- nurture relationships and the fields between people with clear vision, statements of   values, expressions of caring, the sharing of information, and freedom from strict rules and controls.
- focus on the whole, not on the parts in isolation.

- Reduce boundaries between departments and organisations to allow new patterns of relationships.

- Become comfortable with uncertainty and recognise that any solutions are only temporary, specific to the immediate context, and developed through the relationship of people and circumstances.

- Recognise the healthy growth of people and organisations found in disequilibrium, not in stability (Wheatley cited in Daft, 2002: 13).

Another interesting development about Leadership is where Neff and Citrin in Daft (2002:46) highlight the important *Traits* and *Principles* of a *leader* as the following:

- *Live with integrity, live by example.* Integrity builds trust and confidence among followers that is necessary for high-performing organisation;

- *Develop a winning strategy.* Neff and Citrin point out that a successful leader has to be able to understand what the company does best and build on it;

- *Build a great management teams.* Great leaders hire people 'whose skills and experiences complement their own, but whose passion, attitudes are one and the same';

- *Inspire employees.* To be effective, leaders communicate constantly and listen carefully. In addition, they encourage risk taking, and even failure, as a learning experience;

- *Create a flexible organisation.* The best leaders get rid of practices that stand on the way of flexibility and customer responsiveness; and

- *Implement relevant systems.* 'Compensation ... must be consistent with and reinforce the values and strategies of the organisation'.

When it comes to good leadership, Schemerhorn (2013:351) values integrity as a powerful tool to prevail in the veins of any leader. He maintains that respect flows toward leaders who behave with integrity. According to this man, if a leader has integrity, he or she will be honest, credible, and consistent in all that he or she does. Schemerhorn's (2013:35) views are supported by his fellow author, CEO coach Kenny Moore who argues that our

personal character gets "revealed by how we treat those with no power'' Moore in Schemerhorn (2013:35) indicates that we should look closely at how people in leadership positions treat everyday workers like servers, technicians, custodians and clerks. Moore asserts that the way people in leadership positions deal with people who are powerless "bring out their real dispositions''.

Concerning this integrity issue, Shermerhorn (2013:351) draws what he calls *"The Integrity line''* which marks the difference between where leaders should and should not be. Below the line are leaders who lie, blame others for personal mistakes, want others to fail, and take credit for others' ideas. They are conceited and they are also selfish. Above the integrity line are honest, consistent, humble and selfless. Below the integrity line, leaders are dishonest, inconsistent, conceited and selfish.

Table 3.7: The integrity line

Honest	Consistent	Humble	Selfless
↑	↑	↑	↑
Where leaders should always be			
I N T E G R I T Y L I N E			
Where leaders don't want to be			
↓	↓	↓	↓
Dishonest	Inconsistent	Conceited	Selfish

Adapted from Shermerhorn (2013:351)

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3.7   Models of leadership

In today's world, leadership is much more significant than before. There is a common notion which indicates that good leadership is a necessity for the success of any organisation. In this study, there are three types of leadership models which promote shared decision making. It is for that reason that I find it befitting for me to clarify the three leadership models as they relate directly to what the values and principles of instructional leadership paradigm stand for. The three models are (i) *The Vroom-Jago Leadership Model of Shared Decision Making (ii) The Hoy-Tarter Model: A Simplified Model of Shared Decision Making (iii) Hersey Blanchard Situational Leadership Model.*

(i) The Vroom-Jago Leadership Model of shared Decision Making

The Vroom-Jago Leadership Model links leadership success with the use of alternative decision-making methods (Schermerhorn, 2013:365). This researcher maintains that leaders are more effective when they make decisions in ways that best fit the problem situation. Voom and Yetton in Hoy and Miskel (2013:366) highlight five decision styles that can be arrayed along a continuum from autocratic to group participation:

- *Autocratic:* The leader using the existing information solves the problem unilaterally.
- *Informed autocratic*: The leader solves the problem unilaterally after obtaining necessary information from subordinates.
- *Individual –Consultative:* The leader shares the problem with subordinates, soliciting their ideas individually, and makes a decision that may not reflect the influence of subordinates.
- *Group-Consultative*: The leader shares the problem with group members, solicits their ideas, and makes the decisions, which may or may not reflect the influence of subordinates.
- *Group Agreement*: The leader shares the problem with subordinates as a group and together generates and evaluates alternatives in an attempt to reach consensus.

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Substantiating about the participation model, Schermerhorn (2013:365) suggests five ways for leaders to make decisions:

- *Decide alone*: This is an authority decision; the manager decides how to solve the problem and communicates the decision to the group.
- *Consult individually*: The manager makes the decision after sharing the problem and consulting individually with group members to get their suggestions.

- *Consult with group*: The manager makes the decision after convening the group, sharing the problem, and consulting with everyone to get their suggestions.
- *Facilitate group*: The manager convenes the group, shares the problem and facilitates the discussion to make a decision.
- *Delegate the group*: The manager convenes the group and delegates authority to define the problem and make decisions.

In this Vroom-Jago Leadership Model, Daft (2002:96) indicates the five leader's decision-making styles in the form of a table below:

Table 3.8: The five leader's decision-making styles

Influence by Leader				Area of freedom for Group
Decide	Consult Individually	Consult group	Facilitate	Delegate
You make decision alone and neither announce or ''ink'' it to the group. You may use your expertise in collecting information that you deem relevant to the problem from the group or others.	You present the problem to the group members individually, get their suggestions, and make the decision.	You present the problem to the group members in a meeting, get their suggestions, and make the decision.	You present the problem to the group in a meeting; You act as facilitator, defining the problem to be solved and the boundaries within which the decision must be made. Your objective is to get concurrence on a decision. Above all, you take care to show that your ideas are not given any greater weight than those of others simply because of your position.	You permit the group to make the decision within prescribed limits. The group undertake the identification and diagnosis of the problem, developing alternative procedures for solving it, and deciding on one or more solutions. While you play no direct role in the group's deliberations, unless explicitly asked, your role is an important one behind the scenes, providing needed resources and encouragement.

Adapted Daft (2002:96)

(ii) The Hoy-Tarter Model: A Simplified Model of Shared Decision Making

This Leadership model also promotes participation by subordinates in decision making. However, Hoy and Miskel (2013:372) insist that the subordinates' zone of acceptance is critical in deciding under which conditions to involve or not to involve them in decision making. These authors maintain that the effectiveness of teacher participation depends on the situation. In their book, they indicate that a careful examination of the theory and research on participation in decision making in business and educational organisation reveals the following conclusions:

- The opportunity to share in formulating policies is an important factor in the morale of teachers and their enthusiasm for the school;
- Participation in decision making is positively related to the individual teacher's satisfaction with the profession of teaching;
- Teachers prefer principals who involve them in decision making;
- Decisions fail because of poor quality or because subordinates do not support them;
- Teachers neither expect nor want to be involved in every decision; in fact, too much involvement can be detrimental as too little; and
- The role and functions of both teachers and administrators in decision making need to be varied according to the nature of the problem.

The works of Barnard (1938), Simon (1957), Chase (1951), Bridges (1967) in Hoy and Miskel (2013:373) advance two propositions about shared decision making as follows:

- As subordinates are involved in making decisions located within their zone of acceptance, participation will be less effective.
- As subordinates are involved in making decisions located outside their zone of acceptance, participation will be more effective.

Table 3.9: Propositions of decision making

		Do subordinates Have a personal stake?	
		Yes	No
Do subordinates Have Expertise?	Yes	Outside Zone of Acceptance (Probably include)	Marginal with Expertise (Occasionally include)
	No	Marginal with Relevance (Occasionally include)	Inside Zone of Acceptance (Definitely Exclude)

Adapted from Barnard (1938), Simon (1957), Chase (1951), Bridges (1967) in Hoy and Miskel (2013:373)

(Iii) Hersey-Blanchard Situational Leadership Model

Hersey-Blanchard Situational Leadership Model suggests that successful leaders adjust to their styles, doing so wisely and based on the task readiness or task maturity of followers (Schermerhorn, 2013:361). By "Readiness'' Schermerhorn refers to how able or willing or confident followers are to perform required tasks. That is when he decided to highlight the four leadership styles related to task readiness or task maturity of followers.

- *Delegating*: Allowing a group to take responsibility for task decisions on task directions; a low task, low relationship style.
- *Participating*: Emphasising shared ideas and participative decisions on task directions; a low task, high relationship style.
- *Selling*: Explaining task directions in a supportive and persuasive way; a high task, high relationship style.
- *Telling*: Giving specific task directions and closely supervising work; high task, low relationship style.

Table 3.10: Leadership styles

HIGH	**Participating** *Share ideas*	**Selling** *Explain decisions*
	Followers able, Unwilling, insecure	Followers unable, Willing, confident
	Delegating Turn over decisions	**Telling** Give instructions
	Followers able, willing, confident	Followers unable, unwilling, unable
LOW		
	Low **Task Behaviour** **High** Guidance required	

(Left axis, vertical: **Relationship behaviour Support required**)

Adapted from Schermerhorn (2013:361)

Leadership implications of the Hersey-Blanchard situational leadership model (Schermerhorn, 2013: 361).

According to Hersey and Blanchard in Schermerhorn (2013: 361), "*delegating style* works in high readiness situations, with able, willing and confident followers". These authors maintain that the *telling style* on the other hand, works better at the extreme of low readiness; where followers are unable and unwilling or insecure. They further indicate that the *participating style* is recommended for low-to moderate followers- able but unwilling, or insecure. The *selling style* is for moderate to high-readiness followers-unable but willing and confident. Hersey and Blanchard in Schermerhorn (2013: 362) believe that leadership should be adjusted as followers change over time. The advantage of the model is that if correct styles are used in lower-readiness situations, followers will "mature" and grow in ability, willingness and confidence.

3.8 The school principal as the instructional leader

(a) The principal's role in promoting teaching and learning

According to Greenfield (1987:60 in Masuku 2011:96), instructional leadership refers to those actions which the principal takes in order to develop a productive and satisfying working environment for teachers and desirable conditions for the students. Kruger (2003:207), sharing the same views as Greenfield above, asserts that instructional leadership occurs when the principal provides direction, resources and support to both educators and learners with the aim of improving teaching and learning at a school. Kruger further maintains that good instructional leadership is the path to good teaching and learning and instructional leaders ensure a sound culture of learning and teaching in their schools at all times. Masuku (2011:33) supports Kruger's views when he indicates that a good instructional leader is expected to provide instructional leadership and nurture it in others, shape the school culture, manage and administer complex organisational processes, build and maintain positive relations with parents, the community, and lead and support school improvement and change.

By means of the principal's instructional leadership task, he/she can influence the organisational culture of the school by emphasising academic aspects such as staff development programmes, involving educators in decision making, providing resources, supervision and provision of instructional time (Kruger, 2003:207). These views are

supported by Yukl (1981 in Spillane, *et al.* 2007:6) when he indicates that personality traits such as self-confidence, sociability, adaptability, and cooperativeness, among others, are thought to enable leaders to inspire others, and thus get others to follow; and empirical work suggests that such leader traits do increase the likelihood of a leader's effectiveness.

The findings of the study conducted by Gurr, Drysdale and Mulford (2010:2) give us another perspective. They promote the view that effective supervision of instruction could improve the quality of teaching and learning in the classroom. The three researchers maintain that the key responsibility of the principal was instructional leadership and curriculum improvement. In their study, which indicate that the main concern about schooling is curriculum improvement, Gurr, *et al.* (2010:2) highlight Murphy's views (1990) where he proposes a framework for viewing instructional leadership which consists of four major dimensions as follows:

- *Developing mission and goals* which included framing and communicating school goals. Effective principals were described as having vision and the ability to develop shared purpose through the way they communicated their vision for their school;
- *Managing the educational production function* which included promoting quality instruction, informally supervising the instruction, evaluating instruction, allocating and protecting instructional time, active involvement in coordinating the curriculum, extending content coverage by developing and enforcing homework policies that require regular homework, and actively monitoring student progress;
- *Promoting an academic learning climate* which included establishing positive expectations and standards, maintaining high visibility in the classroom and around the school, providing incentives for teachers; and

- *Developing a supportive work environment* which included creating a safe and orderly learning environment through emphasising effective discipline programmes, providing opportunities for meaningful student involvement.

Corroborating the above views about instructional leadership, Alimuddin in Abdullah and Kassim (2012:1123) describes an instructional leader as an agent of change and create conducive school environment which has significant impact on the student's achievement. Thus, "the responsibility of the principal as an instructional leader is to ensure that teaching and learning and academic activities are planned and implemented well, conducted in a good and orderly manner and carry out academic management in order to help teachers to teach effectively". Abdullah and Kassim (2012:1123) also stress the fact that "Instructional leader must always show a meaningful interaction with students and use examination data to make decisions related to the teaching and learning process".

However, Horng and Loeb (2010:66) state that the traditional instructional leadership emphasises teaching and learning aspects of school leadership. Their research generally concludes that a strong, directive principal, focused on curriculum and instruction, is essential for effective schools. What they have observed in their study is that writers in this tradition have characterised successful instructional leaders as "hands-on" leaders, engaged with curriculum and instruction issues, unafraid to work directly with teachers, and often present in classrooms.

In another study Sharma (2012:19) echoing Asian Principals' perspectives indicates the following important statements about instructional leadership:

"Principal as an instructional leader not only should lead curricular basis of instructions and learning but also beyond it".

"Instructional leadership of principals should never reflect mere academic achievements. It should also reflect the values inculcated in students and sense of responsibilities." "Sustainable leadership, developing firm national character, emotional intelligence and entrepreneurship that can't be transferred through curriculum transaction and pedagogy, should have a prior place in instructional leadership, of course we don't neglect academic success too".

Sharma (2012:20) highlights the benefits of instructional leadership as the following: students' satisfaction with the outcome, students' high recognition, self-esteem and self-actualisation; teachers' high morale, recognition, self-esteem and actualisation and such fulfilment of needs for principal too. Sharing the same views as Sharma above is Hallinger (2005:223) who gives these important attributes of instructional leaders:

- Instructional leaders were described as *strong, directive leaders* who had been successful at "turning their schools around";
- Instructional leaders were viewed as *culture builders*. They sought to create an "academic press" that fostered high expectations and standards for students, as well as for teachers;
- Instructional leaders were *goal-oriented*. As leaders, they were able to define a clear direction for the school and motivate others to join in its achievement. In schools with effective instructionally leadership, this direction focused primarily on the improvement of *student academic outcomes.* Vision, goals, and mission became strongly situated in the vocabulary of principals who wished to succeed in the evolving environment of school reform;
- The effective instructional leader was able to align the strategies and activities of the school with the school's academic mission. Thus, instructional leaders focused not only on *leading*, but also on *managing.* Their managerial roles included coordinating, controlling, supervising, and developing curriculum and instruction; and
- Instructional leaders led from a combination of expertise and charisma. These were hands-on principals, *hip-deep in curriculum and instruction* (Cuban, 1984) and unafraid of *working directly with teachers* on the improvement of teaching and learning.

Stressing the issue of teaching and learning in schools, the National Association of Elementary School Principals in Australia as cited by in MacNeill, *et al.*,

2003:4) defines instructional leadership by setting out six standards of what principals should know and be able to do. This list included: (i) leading schools in a way that places student and adult learning at the centre; (ii) setting high expectations for academic and social development of all students and the performance of adults; (iii) demanding content and instruction that ensure student achievement of agreed upon academic standards; (iv) creating a culture of continuous learning for adults tied to student learning and other school goals; (v) using multiple sources of data as diagnostic tools to assess, identify and apply instructional improvement; and (vi) actively engaging the community to create a shared responsibility for student and school success.

The following five functions generally typify instructional leadership as it impacts on teaching and learning (Krug, 1992:432-433, Parker & Day, 1997:87 in Kruger, 2003:207):

- *Defining and communicating a clear mission, goals and objectives*: Setting, together with the staff members, a mission, goals and objectives to realise effective teaching and learning.

- *Managing curriculum and instruction*: Managing and coordinating the curriculum in such a way that teaching time can be used optimally. Principals need to support the teaching programme and provide the resources that teachers need to carry out their task.

- *Supervising teaching*: Ensuring that educators receive guidance and support to enable them to teach as effectively as possible. The focus of the instructional leader should be more orientated to staff development than to performance appraisal. This implies implementing programmes that may enrich the teaching experience of educators or motivating them to attend such programmes.

- *Monitoring learner progress*: Monitoring and evaluating the learners' progress by means of tests and examinations. Using the results to provide support to both learners and educators to improve as well as to help parents understand where and why improvement is needed.

- *Promoting instructional climate*: 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 a shared sense of purpose, learning will not be difficult.

Sharma (2012:20) provides us with a model of instructional leadership which elucidates all the aspects of what true leadership should be all about.

Table 3.11: Model of leadership

Model of instructional leadership
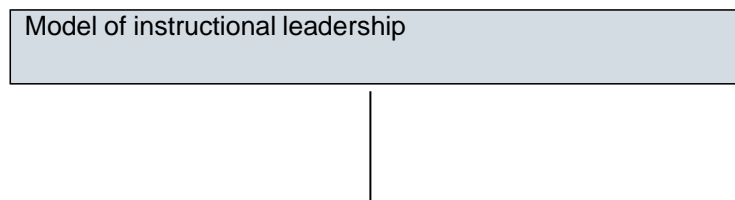
Concept	Role of principal	Outcome
Instructional leadership involves leadership for: • Learning • Developing moral values • Developing	• Commitment for overall • Development of students • Shared leadership • Supervisory leadership • Continuous professional development for all	• Overall development of students • Satisfaction of higher needs of recognition, self-esteem and self-actualisation of all

Adapted from Sharma (2012:20)

 (b) Duties and responsibilities of instructional leaders

Hallinger (2005:225) also supports the outstanding characteristics of a principal as an instructional leader. According to Hallinger (2001) and Hallinger and Murphy (1985 in Hallinger 2005:225), the instructional leadership model, proposes three dimensions for the instructional leadership role of the principal: (i)*Defining the School's Mission*, (ii)*Managing the Instructional Programme, and (iii)Promoting a Positive School Learning Climate.*

The first dimension, *Defining the School's Mission*, concerns the principal's role in determining the central purposes of the school. It focuses on the principal's role in working with staff to ensure that the school has clear, measurable, time-based goals focused on the academic progress of students.

The second dimension, *Managing the Instructional Programme,* focuses on the coordination and control of instruction and curriculum. This dimension incorporates three leadership (or what might be termed management) functions: Supervising and Evaluating Instruction, Coordinating the Curriculum, and Monitoring Student Progress. This dimension requires the principal to be deeply engaged in stimulating, supervising, and monitoring teaching and learning in the school. The third dimension, *Promoting a Positive School Learning Climate,* includes several functions: Protecting Instructional Time, Promoting Professional Development, Maintaining High Visibility, Providing Incentives for Teachers, and Providing Incentives for Learning. It conforms to the notion that effective schools create an "academic press" through the development of high standards and expectations for students and teachers (Bossert *et al.*, 1982; Purkey & Smith as cited by Hallinger (2005:22).

To add to what Hallinger (2005) has indicated about a good instructional leader, Smith and Andrews, (1989:11) state that, "*We are faced with providing leaders who can orchestrate the talents of these professionals so that patients get well, goods are produced, people receive due process, and students learn*". In order to be successful in their work, school managers need to listen, consult, engage in dialogue more and identify the needs of teachers, parents and learners. In complementing McEwan above, Smith and Andrews (1989: i) purport that possessing the key qualities of the resource provider, instructional resource, communicator, and visible presence, strong instructional leaders spend a substantially greater percentage of time on educational programme improvement.

Instructional leadership perspective has let several authors, including Kruger (2003:206) to believe that global changes are taking place in education that are resulting in the

decentralisation of decision-making powers to school management level, which is further reinforcing the role of the principal as a key figure in the provision of effective teaching and learning. Kruger (2003:206) further maintains that principals of South African schools face two major challenges in their day-to-day management duties, namely; *handling a greater variety of school-based decisions than before,* and *creating a sound culture of teaching and learning in which effective education can take place.* However, emerging with some form of elucidation, Burch (2007 in Hoadley & Ward 2009:9) maintains that it is possible to improve teacher quality and instruction by building professional communities of educators and focusing on instructional leadership.

In order to facilitate teaching and learning, the principal has to carry out numerous responsibilities, and the following need to be underlined and carried out responsibly:

- To ensure that the main activity of teaching and learning takes place effectively in the institution;
- To ensure the rule of discipline within the institution;
- To plan and implement strategies for school improvement;
- To ensure the security and safety of all staff and students at school;
- To ensure the maintenance and upkeep of the school building and premises;
- To ensure the security and safety of all assets and equipment at school;
- To manage and supervise the staff working under him, ensuring that they are aware of and abide by official instructions;
- To make optimal use of all resources allocated to the school; and
- To act as the focal point for the school at large, including the close community.

(Adapted from School Management Manual, 2009:5).

In a recent study of over 500 school principals in Illinois (USA), these behaviours/tasks/skills were identified as being most critical to success in the principalship:

- Evaluating staff performance;
- Setting high expectations for students and staff;

- Modelling high professional standards;
- Establishing and maintaining vision, mission, and goals;
- Maintaining positive interpersonal relationships;
- Maintaining a visible presence;
- Establishing a safe and orderly environment;
- Developing a school improvement plan;
- Establishing an internal communications system;
- Interviewing candidate for teaching positions; and
- Complying with mandated educational programmes. (McEwan,

  2000:2).

When addressing instructional leaders about school management, at the graduation ceremony, Sibusiso Manzini, CSIR Group Manager for Strategic Human Capital Development (Gauteng Department of Education, 2007:20) highlighted the following points:

- *Be courageous*
  Management capacity has always been a critical constraint to the
  success of our schools. Principals need to be courageous to act out their
  convictions;
- *Give yourself time to think*
  Force yourself to stand back and give yourself time to think, plan and
  strategise;

- *Engage all your key stakeholders about what could be done to improve the school further;*

- *Hold meetings* or otherwise create other opportunities to gather the
  perspectives of the learners, the teachers, parents, the community members,
  local councillors, churches, business people, community workers, could be

done to improve the school further the district office and other schools about where and how your school could become better;

- *Remember that everything affects everything else*
  You may need to ask yourself what the school could do to alleviate the effects of poverty, crime and disease on school achievement;

- *Value your teachers*
  The teacher is the single most important change agent in learning environment, particularly in the disadvantaged schools;

- *Challenge your learners to dream*
  Schools and classrooms should be places that thrive on sharing new knowledge and ideas. Challenge your learners to get to know about the world of opportunities out there. Create a place of excitement about learning.

In a Training Manual for school managers, where the roles, duties and responsibilities of SMT's are clarified, Nelly (2008:9) gives advice to school managers as the following:

- Know your qualities, weaknesses and strengths;
- Know your school strengths and weaknesses;
- Know your school situation and react according to its context and the surrounding community;
- The vision and mission of the school need to be based on agreed, just and equitable values by the whole school community. Members of the school community set common objectives and ensure their implementation;
- Use the authority entrusted to you in the interest of your school community; and

- Encourage team spirit so that others can participate in the smooth running of the school. You need to participate in the smooth running of the school. You need to be transparent, open, just, accountable and equitable.

Despite a wide acceptance that instructional leadership is useful notion for school improvement, a development of a framework for analysing leadership tasks of managers is important to drive the school towards effectiveness. In this view, Spillane, *et al.* (2007:13) provide a framework for analysing leadership tasks and explore these tasks in relation to instructional innovation:

- constructing and selling an instructional vision;
- developing and managing a school culture conducive to conversations about the core technology of instruction by building norms of trust, collaboration, and academic press among staff;
- procuring and distributing resources, including materials, time, support, and compensation;
- supporting teacher growth and development, both individually and collectively;
- providing both summative and formative monitoring of instruction and innovation; and
- establishing a school climate in which disciplinary issues do not dominate instructional issues.

(c) Staff empowerment

The above-mentioned functions of the school principal contribute to the validation why the role of the principal has changed over the years. The literature on school leadership has undergone a paradigm shift, supporting a view of the primary function of the principal as *instructional leader* instead of a *manager* (Jones 2007; Pollock 2007; Reeves 2006 in Mullen & Jones, 2008:329). This is because principals must focus their efforts not only on student achievement, learning and accountability, but also on facilitating the development of teachers as social justice workers committed to citizenship, ethics, and diversity.

In such schools where the principal epitomises effectiveness; teachers' voices, including those of students, parents, and others, can be heard; democratically accountable teachers are active in decision making and policy making, support diversity and equality, and value creating and sustaining the community (Mullen & Jones, 2008:331).

Byham and Cox (1992) argue that teachers who have a personal stake in an organisation are more likely to commit to improving its performance. Empowering teachers as leaders has been seen as a way to retain good teachers in schools, attract new teachers, and nurture teachers' professional identity as curriculum makers and change agents (Clandinin & Connelly as quoted by Mullen & Jones, 2008:330) Exemplary principals go beyond involving teachers in decision-making processes; they also co-create the conditions for a supportive environment that encourages teachers to examine their teaching and school practices, and experiment with ideas that result from reflective practice (Mullen & Graves 2000; Perie & Baker 1997; Terry in Mullen & Jones, 2008:330).

Schermerhorn (2013:269) indicates boldly that it takes sufficient trust to be comfortable with empowerment – letting others make decisions and exercise discretion in their work. But if the principals are not willing and able to empower others, they may try to do much on their own and end up accomplishing too little. Schermerhorn further maintains that the beauty of organisations *is synergy, which is bringing together the contributions of many people to achieve something that is much greater than what an individual can accomplish alone.* Empowerment gives *synergy* a chance, and it also means joining with others to get things done; allowing and even helping them to do things that you might be very good at doing them as a principal. Schermerhorn (2013:269) highlights the following statement in support of empowerment:

- People make mistakes, but they also learn from them; and
- Many people are ready to take on more work, but are too shy to volunteer.

In line with this, Reading First Newsletter (2005:4) maintains that providing teachers' time for professional growth and personally attending those professional development sessions

reinforce the principal's conviction in the positive aspects of a continuous learning environment. The Newsletter (2005:4) further asserts that effective principals are adept at prioritising, informed about alignment issues, knowledgeable about assessments, and supportive of participants' collaborative efforts to learn and improve. They are the leaders who will open the door to school improvement and increased student achievement.

Heck, Marcoulides and Lang (1991:118) assert that high-performing schools are characterised by having academic goals that are more diverse and clearly articulated, having an emphasis on academic excellence, and fostering the view that the principal's leadership is important. The type of leadership is more democratic, emphasising cooperation between teachers and the principal, and more authority is delegated to teachers. Indisputably, the instructional leadership model is very appropriate for principals who found it challenging to deal with daily tasks that now include negotiating with teacher unions, acknowledging teachers' and learners' democratic rights, sharing power with fellow teachers (principals were teachers before they became principals) or marketing their schools to build their alumni culture (The Teacher, June 2013:7).

Leadership is about empowering the followers. Thus, people in senior management positions should see their role as empowering others to make decisions about the operation of the school, rather than controlling them. This is as Sergiovanni (1984: 5 in Coleman & LaRocque 2009:63) asserts when he suggests that good principals create an atmosphere in which students and teachers "work much harder than can ordinarily be expected."

In another study, Blasé and Blasé (2000:133) maintain that effective principals value dialogue that encourage teachers to critically reflect on their learning and professional practice. This dialogue consists of five primary talking strategies including: making suggestions, giving feedback, modelling, using inquiry and soliciting advice and opinions, and giving praise. They further contend that principals made suggestions to teachers both during post observation conferences and informally, in day-to-day interactions. These suggestions were purposeful, appropriate, and non-threatening, and were characterised by: listening, sharing their experiences, using examples and demonstrations, giving

teachers choice, contradicting outdated or destructive policies, encouraging risk taking, offering professional literature, recognising teachers' strengths, and maintaining a focus on improving instruction.

The results of all these interventions by the principal will automatically motivate educators to work harder than before. Blasé and Blasé (ibid) indicate that teachers reported positive effects on their motivation, satisfaction, self-esteem, efficacy, sense of security, and feelings of support. After having a motivating dialogue with the principal, one teacher said:

> "*The principal's suggestions encouraged me to continually be reflective about my teaching and student responses/outcomes. As I am teaching, I am more conscious of student attention ... I am not afraid to change my strategies*" (Blasé & Blasé 2000:133).

The statement made above is complemented by the Gauteng Education Department (2007:12) when they indicate that school principals also need exposure on how they can continue to energise, inspire and mobilise the entire school community to embark on innovative approaches to educational reform so that they can improve and maintain the quality of teaching and learning. These views are shared by Peterson and Finn (1985:42 in Coleman and LaRocque 2009:63) who assert that "the calibre of institutional leadership powerfully influences the quality of education . . . practically never does one encounter a good school with a bad principal or a high achieving school system with a low-performance superintendent."

 (d) Power sharing

Steyn (2003:256) maintains that responsibility should be shared. He stresses the fact that with the development of teams, responsibility should be at everybody's agenda. In the same breath, Bradshaw and Buckner (1994:79 in Steyn 2003:252) believe that

significant changes demanded of schools can only be attained through shared decision making that encourages people to change and to address educational problems. According to Steyn (2003), where power sharing prevails, the decision-making hierarchy becomes flatter. To reduce problems in a hierarchical system, flatter, more open and more participative structures should be created. This will enhance the flow of information and create an atmosphere where all members experience a sense of 'ownership'.

In the article, the changing principalship in South African Schools, Terry (1999:28 in Steyn 2003:256) indicates that: "Principals should lead rather than instruct. In essence, principals need to rely on the support of staff. Their status will depend on the ability to lead and motivate their team of educators. Effective principals are able to create an ethos that generates motivated and successful educators and stimulated and inspired learners in an effective school setting". Such principals are capable of providing other stakeholders with the required support and motivation, listening to their views and their problems and valuing their effort, support and contribution. Instructional leadership perspective makes it possible for this type of leadership to be within reach.

The current international trend in education reform is the devolution of decision-making powers from the central level to the school level. This reform initiative rests on the assumption that participation of educators, learners and parents can enhance the achievement of the desired transformation (Mosoge & van der Westhuizen, 1998:73 in Steyn, 2003:251). During this era, where teams operate, the principal cannot be blamed since the team works together to solve problems.

The Teacher (2013:7) asserts that investment in good management and leadership skills related to different but relevant areas in the schooling system could enhance professional growth of a teacher. Speaking about circumstances in schools, *The Teacher* (2013) further indicates that the educational leader of today has to be made of stern stuff to overcome the challenges he or she is bound to meet in the execution of daily managerial and administrative tasks in any school. Simply put, principals need to be equipped with a more robust understanding of leadership practices in order to be effective in schools entrusted to them.

3.9 Chapter Summary

This chapter dealt extensively about the instructional leadership model, its prominent features, and its significance in improving teaching and learning in schools. More focus was also given to instructional leadership perspective as a means of instilling SMTs' enthusiasm and zeal in CAPS management and implementation. The distinctions between leadership and management were discussed in detail. The principal as instructional leader was also discussed at length.

The tone set by this chapter elucidates all the perspectives of instructional leadership. The discussions clarified how this model is capable of promoting staff empowerment, power sharing and shared responsibilities in schools. On the other hand, it recommends that the foremost function of education is the transfer of knowledge, skills and values to those who are capable of benefiting from it. This model also indicates how SMT members in schools can improve and maintain the quality of teaching and learning through a well-designed instructional programme. The next chapter deals with the overview of research methodology and explains how the process of empirical research took place.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

The previous chapter dealt with an extensive discussion of the instructional leadership paradigm. This chapter describes the research design, the research sample, data collection instruments, sampling, procedure for data collection and data analysis methods with specific reference to the relevance of the mixed methods research which include both qualitative and qualitative research methods and the case-study method. Triangulation was used as part of the mixed method research to test the reliability and validity. It also illuminated some ways to test or maximise the validity and reliability of a qualitative study. The chapter will also outline the one-to-one interviews as well as the discussion of ethical issues in the study. The research methodology was based on the objectives of the research outlined in Chapter 1. The study aims at providing answers to the following questions:

- What is Curriculum and Assessment Policy Statement (CAPS)?
- What are the SMTs' views and experiences in managing and implementing CAPS?
- What role can be played by SMTs in managing CAPS successfully and efficiently?
- Which monitoring and assessment tools are in place for the management and implementation of CAPS in schools?
- How can SMTs use a model in the management and implementation of CAPS in schools so as to improve teaching and learning?

The main objective of the study is to explore the challenges faced by SMTs in managing and implementing CAPS and how teaching and learning can be improved through the engagement of the instructional leadership model in our schools. In order to achieve the general aim, the specific objectives of this study are:

- To clarify the meaning of Curriculum and Assessment Policy Statement (CAPS) thoroughly;

- To investigate the views of educators and their experiences during the management and implementation of CAPS;
- To explore the role that can be played by SMTs in managing and implementing CAPS successfully and efficiently;
- To shed insight on the monitoring, evaluation and assessment tools that can be put in place for management and implementation of CAPS; and
- To devise a model which the SMTs can use in the management and implementation of CAPS in schools so as to improve teaching and learning.

According to Briggs and Coleman (2007: 19), "methodology provides a rationale for the ways in which the researcher carries out research activities". Masuku and O'Donaghue as quoted by Babane (2007: 12) view research methodology as "the strategy, plan of action, the process or design behind the choice and the use of methods to reach the desired outcomes".   It refers to the ways of discovering knowledge, systems and rules for conducting research. In this study, the mixed method research has therefore been chosen for empirical research.

The advantage of undertaking this research by engaging in mixed method research is that as part of the SMT in the capacity as Deputy Principal, I am already completely immersed in the process. The other motivation is the fact that I am one of the teachers involved in the implementation of CAPS this year (2013) in Grade 11 after having started implementing it in Grade 10 the previous year 2012. I am actually involved in implementation and management of this new curriculum, CAPS. *A case study* research design is chosen because it can offer me the opportunity to collect more data sources for example, conducting *semi-structured, one –to-one interview,* with the six principals from each of the six schools, doing *analysis and interpretation of their existing documents.*

4.2 Mixed research method

Mixed research method is defined as the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of data at one or more stages in the process of research (Creswell, 2003 in Gray, 2011:204) (Section 1.5). While the quantitative design seeks to verify theory, qualitative design seeks to establish it (Gray, 2011:202). Using mixed methods allows researchers to simultaneously generalise from a sample to a population and to gain a richer, understanding of the phenomenon being researched (Hanson, 2005 in Gray, 2011:204).

Generally, both qualitative and quantitative paradigms are designed towards understanding about a particular subject area of interest and both of them have strengths and weaknesses (Hussein, 2009) Thus, when combined together, there is a great possibility of neutralising the flaws of one method and strengthening the benefits of the other for the better research results. In the same vein, Hinds (1989 in Hussein 2009:4) acknowledges that combining both qualitative and quantitative methods "increases the ability to rule out rival explanations of observed change and reduces scepticism of change-related findings".

As the two designs complement each other, in this study, the qualitative method is capable of obtaining a better insight into the phenomenon at hand. On the other hand, the quantitative design shed more light on the relationships between variables. In this study, through the qualitative design, the challenges that are experienced by SMTs in the implementation of CAPS can be surfaced and there will also be an in-depth analysis of the ways in which the instructional leadership model can be engaged in transforming the implementation of the new curriculum. Muijs (2011:2) indicates that quantitative designs are often simplified by making use of a questionnaire to rate the number of statements as 'I strongly agree', 'agree', ''strongly disagree' and give the answers numbers such as 1 for 'disagree strongly'. The quantitative design, as it deals mainly with numerical data, can assist in identifying the relationship between the implementation of a new curriculum and the engagement of the instructional leadership in schools. Since the quantitative design

involves a large number of people, in this study, analysis of the questionnaires can make it easy for me understand the challenges faced by educators when attempting to implement the new curriculum. It is a known fact that the main difference between quantitative and qualitative methods is their flexibility. Generally, quantitative methods are fairly inflexible, meaning that questions cannot be changed during the process of collecting data. In quantitative methods such as surveys and questionnaires, for example, researchers ask all participants the same questions in the same order. The response categories from which participants may choose are "closed-ended" or fixed. The advantage of this inflexibility is that it allows for meaningful comparison of responses across participants and study sites. The distinctions between the two is sometimes made solely on the type of data being collected, such that quantitative researchers gather numerical data while qualitative researchers are concerned with textual data (see, for example, Polit & Hungler 1995, 15 in Rolfe, 2004:306).

  However, most researchers believe that both methods complement one another because they have different advantages which they find it necessary to combine the two in their studies.

The fact that qualitative methods are typically more flexible, that is, they allow greater spontaneity and adaptation of the interaction between the researcher and the participant. For example, qualitative methods ask mostly "open-ended" questions that are not necessarily worded in exactly the same way with each participant. With open-ended questions, participants are free to respond in their own words, and these responses tend to be more complex than simply "yes" or "no." These are advantages attached to the qualitative method.   Conversely, quantitative methods, have their strengths in identifying universalities and making statistical or probabilistic generalisations, or in determining the correlation between two measurable phenomena. Another interesting distinction is that qualitative research is concerned with the many deep layers of detail about a small group while quantitative surveys can easily be distributed to hundreds, possibly thousands of people.

In qualitative method, the relationship between the researcher and the participant is often less formal than in quantitative research. Participants have the opportunity to respond

more elaborately and in greater detail than is typically the case with quantitative methods. To add to that, Hartley and Muhit (2003: 111) reckon that qualitative research methods can contribute to improving the validity and ethics of research in general and at the same time offer a method of investigating topics, which are difficult to research using a more quantitative approach.

4.3   Qualitative research design

Spencer, Ritchie, Lewis and Dillon (2003:3) state that "qualitative research aims to provide an in-depth understanding of people's experiences, perspectives and histories in the context of their personal circumstances or settings". Among many distinctive features, Spencer, *et al.*, (2003:3) maintain that it is characterised by a concern with exploring phenomena from the perspective of those being studied; with the use of unstructured methods which are sensitive to the social context of the study; the capturing of data which are detailed, rich and complex; a mainly inductive rather than deductive analytic process; developing explanations at the level of meaning or micro-social processes rather than context-free laws; and answering 'what is', 'how' and 'why' questions. Spencer, *et al.*, (2003:3) further contend that it employs a variety of methods, including: exploratory interviews; focus groups; observation; conversation, discourse and narrative analysis; and documentary and video analysis.

Qualitative research is commonly used because it seeks to illuminate and understand social phenomena (for example, issues, problems). It enables the researcher to explore the phenomena from an insider's perspective. It is done through establishing relationships with people, places and performances (Ezzy, 2011: xii). Thus, Ezzy (2011:xii) maintains that the best qualitative researchers do not separate their lives from the research, as if people could understand distancing ourselves from them.

Adding to a range of advantages of qualitative methodologies, Mason (2009:1) maintains that qualitative methodology can contribute towards exploring a wide array of dimensions of the global world, including the weave and texture of everyday life; the understandings, experiences and imaginings of our research participants; the way that social processes,

institutions, discourses and relationships work; and the significance and the meanings that they generate. Some more reasons for using qualitative research:

- To explore a phenomenon that has not been studied before (and that may be subsequently developed quantitatively);
- To add rich detail and nuance that illustrates or documents existing knowledge of a phenomenon, generated quantitatively;
- To better understand a topic by studying it simultaneously (triangulation) or concurrently with both methods (mixing quantitative and qualitative methods at the same time or in cycles, depending on the problem);
- To advance a novel perspective of a phenomenon well studied quantitatively, but not well understood because of the narrow perspectives used before;
- To try to "understand" any social phenomenon from the perspective of the actors involved, rather than explaining it (unsuccessfully) from the outside;
- To understand complex phenomena that are difficult or impossible to approach or to capture quantitatively; and
- To understand any phenomenon in its complexity, or one that has been dismissed by mainstream research because of the difficulties to study it, or that has been discarded as irrelevant, or that has been studied as if only one point of view about it was real (Ospina, 2004:9).

The above characteristics of qualitative data illuminates what this methodology entails, however, Marshall and Rossman (2011:3) also mirror some of the attributes of both the *Qualitative Research* and *Qualitative Researchers* as follows:

Qualitative research
- takes place in the natural world.
- Uses multiple methods that are interactive and humanistic.
- focuses on context.
- is emergent rather than tightly prefigured.
- is fundamentally interpretive.

The qualitative research

- views social phenomena holistically.
- systematically reflects on who she is in the inquiry.
- is sensitive to his personal biography and how it shapes the study.
- uses complex reasoning that is multifaceted and iterative.

Other advantages of qualitative research design (Rubistein, 2009: 2) are
as follows:

- To gain a complex understanding of a problem or issue, especially the 'what', 'how'
  or 'why';
- To develop a more complete picture of the context or setting of a problem or issue;
- To develop theories;
- To empower people to share their experiences; and
- To assist quantitative inquiry.

Conger (1998; Bryman *et al.*, 1988; Alvesson, 1996 in Ospira, 2004: 4) highlight the
advantages of doing qualitative research on leadership including flexibility as follows:

- sensitivity to contextual factors;
- ability to study symbolic dimensions and social meaning;
- increased opportunities;
- to develop empirically supported new ideas and theories;
- for in-depth and longitudinal explorations of leadership phenomena; and
- for more relevance and interest for practitioners.

Most researchers value the significance of *epistemology* and *ontology* in qualitative
research. Rubeinstein (200:4) indicates that doing research involves assumptions about
human knowledge and reality (Epistemology –the study of knowledge). It is underpinned
by philosophical assumptions about how to look at the world and make sense of it.
Sharing Rubeinstein's views, Mason (2009:64) is of the opinion that if a researcher has
chosen to use qualitative interviewing, he or she should have an epistemological position
which allows that a legitimate or meaningful way to generate data on the ontological

properties is to talk interactively with people, to ask them questions, to listen to them, to gain access to their accounts and articulations, or to analyse their use of language and construction of discourse. Mason (2009) further maintains that the ontological position of the researcher suggests that people's knowledge, views, understanding, interpretations, experiences, and interactions are meaningful properties of the social reality which his or her research questions are designed to explore.

4.3   Quantitative research design

Quantitative research design uses objective research methods to uncover the truth. This implies that as a researcher I was detached from the research, and normally used methods that maximise objectivity and minimise the involvement of the researcher in the research. It is for this reason that Charles (1995 in Golafshani 2003:598) adheres to the notions that the consistency with which questionnaire [test] items are answered or individual's scores remain relatively the same can be determined through the test-retest method at two different times. This attribute of the instrument is actually referred to as stability. If we are dealing with a stable measure, then the results should be similar. A high degree of stability indicates a high degree of reliability, which means the results are repeatable (Golafshani, 2003:599).

Generally, quantitative research "… supported by the positivist or scientific paradigm, leads us to regard the world as made up of observable, measurable facts" (Glesne & Peshkin, 1992: 6 in Golafshani, 2003:598). According to positivism, the world works according to fixed laws of cause and effect (Muisj, 2011:4). Positivism is also referred to as realist meaning that research is capable of uncovering an existing reality. In essence, the researcher uses objective methods that maximise objectivity and minimise the involvement of the researcher in the research (Muisj, 2011:3). The analysis of data collected using this research method entails using mathematically based methods. Using mathematically based methods, implies that data have to be in numerical form. What is interesting about this method is that today, computers are used for counting frequencies

and percentages; as a result, it becomes easier for researchers to analyse data. In this study, computer software was used to generate tables and percentages.

4.5 Case study

To fully understand the phenomenon under study, this research uses a case study design. A case study is a story about something unique, special, or interesting—stories can be about individuals, organisations, processes, programmes, neighbourhoods, institutions, and even events. It gives the story behind the result by capturing what happened to bring it about, and can be a good opportunity to highlight a project's success, or to bring attention to a particular challenge or difficulty in a project (Neale, Thapa & Boyce, 2006: 3). Similarly, Johnson and Christensen (2000:327) agree with the above researchers when they define case study research as research that provides a detailed account and analysis of one or more cases.

Yin (2009:93) maintains that a case study is an empirical inquiry;
- that investigates a contemporary phenomenon in depth and within its real-life context, especially when;
- the boundaries between phenomenon and context are not clearly evident.

In light of the above, three types of case studies are *intrinsic, instrumental* and *collective case studies*. In this study, the type of case study research design which is relevant is the *collective case study.* Engaging the collective case study in this study, as a researcher, I have gained greater insight into a research topic by concurrently studying multiple cases in one overall research study. This stems from the fact that there are six schools involved in the research and an in-depth analysis of each case at the end of the whole process will yield a better understanding of this study. Gray (2009: 252) maintains that each of the case studies is regarded as a study in its own right, and the findings of each needs to produce converging evidence, so that the data from one case replicate the data from another. However, Yin (2009:93) maintains that single case studies are relevant for

critical cases in order to test theory, or to analyze cases that may be extreme, typical, revelatory

or longitudinal. Multiple case designs have an advantage in constructing a framework in which either literal replication predicts similar results across multiple cases or it aims at theoretical replication whereby different results are likely for theoretical reasons.

A comparative type of study can be conducted in which several cases are compared for similarities and differences. In this study, data from two primary schools will be compared with data from four secondary schools in terms of their similarities and differences, and also a comparison of data between a primary school and another, and also between four secondary schools. Yin (2003b:13 in Gray 2009:247) maintains that a case study is an empirical enquiry that investigates a contemporary phenomenon within real-life context, especially when the boundaries between phenomenon and context are not clearly evident. As a researcher, I am quite aware that in terms of data collection, the case study method requires the use of multiple sources of evidence, such as *questionnaires, semi-structured interviews, and document analysis.*

Rubenstein (2009:5) has this to indicate about case study:

- Uses one or more cases to explore an issue;
- The case can involve one individual, several individuals, a group, a programme, an activity; and
- Sources of information: observations, interviews, documents, audio-visual materials.

In this study, the case study involves six schools, two primary schools and four secondary schools. The participants and respondents are principals, HoDs, senior teachers and teachers. Principals are to be engaged in one-to-one interviews while the rest of the staff members are engaged in the filling of questionnaires.

4.6   Rigour in qualitative research

Rigour is the means of demonstrating the plausibility, credibility and integrity of the qualitative and quantitative research process. The rigour or trustworthiness of a study may be established if the reader is able to audit the actions and developments of the researcher (Koch. 2006 in Ryan, *et al.* 2007:742). The challenge to alternative paradigms or qualitative approaches is to produce plausible, robust research and to demonstrate rigour.   Therefore, rigour is the means by which   we   demonstrate integrity and competence, and a way of demonstrating the legitimacy of the research process (Aroni, *et al.*, 1999 in Tobin & Begkey, 2004:390). Without rigour, there is a danger that research may become fictional journalism and worthless as contributing to knowledge (Morse, *et al.*, 2002 in Tobin & Begley, 2004:390).

The natural science model of rigour in qualitative research is as follows:
- *Theory-* The development of substantive and formal theory (internal validity);
- *Novelty-* Research should provide new insight;
- *Empirical consistency-*Theoretical claims should be demonstrably consistent with empirical observations (external validity);
- *Credibility-* Readers and participants should find the account credible (objectivity);
- *Transferability-* Findings should be transferable to other settings (reliability); and
- *Reflexivity-* The effect of the research method on the results should be clear (objectivity).

Qualitative research should be systematically and *rigorously* conducted (Mason, 2009:7). There must never be excuses for a casual or *ad hoc* approach to qualitative research. Ezzy (2011:51) asserts that the model of rigour emphasises terms such as validity, reliability and objectivity as central methodological criteria. With regard to validity, Ezzy (2011:51) states that validity refers to a scientific theory that is internally coherent, and to whether it accurately reflects this external world. Reliability refers to the ability to repeat the research and find the same results, while objective research is research that has been uninfluenced by the values, interests and hopes of the researcher, which are subjective and not scientific (Ezzy, 2011:52).

Reliability and *validity* are ways of demonstrating and communicating the rigour of research processes and the trustworthiness of research findings. If research is to be helpful, it should avoid misleading those who use it (Silverman, 1997:383). This notion is supported by Ryan, *et al.* (2007:742) who maintain that quantitative studies are concerned with the generalisability and reproducibility of the findings; it is the reason why the concepts of reliability and validity are seen as the appropriate criteria to use when evaluating the adequacy or robustness of quantitative research.

When looking at the two concepts closely, Joppe (2000:1 in Golafshani 2003:598) indicates that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others. On the other side, Joppe (2000:1 in Golafshani 2003:598) defines reliability as: "*The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under similar methodology, then the research instrument is considered to be reliable''.* In their research, Kirk and Miller's (1986:41-42 in Golafshani 2003:598), e m p l o y e d three types of reliability. These types relate to (1) the degree to which a measurement, given repeatedly , remains the same (2) the stability of a measurement over time; and (3) the similarity of measurements within a given time period .

Golafshani (2003:599) asserts that definitions of reliability and validity in quantitative research reveal two strands. Firstly, with regards to reliability, whether the result is replicable. Secondly, with regards to validity, whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure. Rigour is also reflected in the credibility and reflexivity of research. "A qualitative study is *credible* when it presents such faithful descriptions or interpretations of a human experience that the people having that experience would immediately recognise it from those descriptions or interpretations as their own. A study is also credible when other

people (other researchers or readers) can recognise the experience when confronted with it after having only read about it in a study'' (Mckay & Marshall, 3).

Reflexivity is another significant attribute of a rigorous research. Mays and Pope (2000:51) contend that reflexivity means sensitivity to the ways in which the researcher and the research process have shaped the collected data, including the role of prior assumptions and experience, which can influence even the most avowedly inductive inquiries. On this point, Ezzy (2011: xiii) asserts that rigorously conducted qualitative research listens attentively to "the data'' or to the "other'' and as consequence reveals new understandings and builds new theory. According to Ezzy (2011), rigorously conducted research does not pretend to be uninfluenced by pre-existing understandings, rather it actively engages these pre-existing understandings, theories and assumptions, allowing them to be transformed and changed so that new theory can be developed.

4.7 Sampling

In qualitative research, participants are usually recruited to a study because of their exposure to or their experience of the phenomenon in question. This type of sample tends to ensure richness of the data gathered and is known as purposive or purposeful sampling (Ryan, *et al.*, 2007:741). Samples can also be selected as a result of themes that emerge from the data analysis. In this study, the sample consists of educators in the school, including principals, members of school management teams such as HoDs and senior teachers. According to Marshall and Rossman (2011:107), researchers' site selection and sampling begin with accessible sites (convenience sampling) and build on insights and connections from the early data collection (snowball sampling). Samples in qualitative research are usually purposive as alluded earlier. This means participants are selected because they are likely to generate useful data for the project. In the case of snowball sampling, it means the principal of each of the participating schools is obviously the first part of the initial sample and he or she will be in a good position to forward other members of the SMT and the staff.

This notion is supported by Gray (2009:153) who indicates that with snowballing the researcher identifies a small number of subjects, who in turn, identifies others in the population. To ensure that this sample is credible, and covers the main groups I am interested in, one strategy is a maximum variation sample (Einstein, 2002:9). This involves selecting key demographic variables that are likely to have an impact on sampling strategies and should therefore always be determined by the purpose of the research (Einstein, 2002:9). Qualitative samples are often small (Fossey *et al.*, 2002 in Ryan, Coughlan & Cronin, 2007:741), but this is not usually a problem as the researcher is not attempting to generalize the findings. What is of immense importance is that data gathered from participants build on the information from previous subjects and the accumulated data can offer a significant depth of information on the phenomenon. The study's research objectives and the characteristics of the study population (such as size and diversity) determine which and how many people to select.

Since this study used mixed methods research, the researcher engaged the SMT members of the six schools as well as all educators in the quantitative method. They were asked to fill in questionnaires which assisted in analysing the challenges that are faced by schools in the implementation of the new curriculum and to understand how the instructional leadership can impact on the implementation of this curriculum.

4.8 Triangulation

Triangulation is one method for increasing validity of findings, through deliberately seeking evidence from a wide range of sources and comparing findings from those different sources (Einstein, 2002:26). It compares the results from either two or more different methods of data collection (for example, interviews and observation) or, more simply, two or more data sources (for example, interviews with members of different interest groups). The researcher looks for patterns of convergence to develop or corroborate an overall interpretation (Mays & Pope, 2000:51). In the same breath, Appleton (1995 in Cutliffe & McKenna 1999:378) argues that the process of triangulation increases the accuracy of research findings in the data from different sources to confirm the truth. If triangulation of data produces inconsistent, conflicting or contrary findings, then this only adds to the

researcher's confusion (Cutliffe & McKenna, 1999:378). Triangulation as used in quantitative research to test the reliability and validity can also illuminate some ways to test or maximise the validity and reliability of a qualitative study. In the same breath, Rubistein (2009:7) sheds more light on the concept. He maintains that triangulation uses more than one approach; it strengthens a study and can provide a sharper focus:

- Triangulation of methods (uses diverse techniques to collect data);
- Data triangulation (use diverse sources of data);
- Investigator triangulation (use of different observers); and
- Theoretical/methodological triangulation (use of multiple theories /methodologies).

Aims of triangulation:

- To address possible biases that comes from one perspective;
- To cross-check data;

- To confirm the findings;

- To obtain deeper insights from apparent inconsistencies; and
- To add depth to the study and a richer understanding.

In addition, Smith and Biley (1997 in Cutliffe & McKenna 1999:379) assert that establishing truth value or representativeness can be attained using three types of triangulation:

- Triangulation by means of constant comparative methods. If a label appears repeatedly, then the researcher can be satisfied with the existence;
- Triangulation regarding the variety of data collection methods. If each method produces the same, then the truth value is increased; and
- Triangulation regarding the variety of participants- the more people assert the importance of an issue, the more they can be trusted.

4.9   Ethical considerations

In qualitative research, the most common tools used for data collection are interviews and participant observation. The participants are known to the researcher and

anonymity is not possible. The researcher assured participants that their identities will not be revealed to the reader and the raw data collected will not be released to any third party (Parahoo 2006 in Ryan, *et al*., 2007:741). Both interviews and observations in qualitative research can give rise to ethical dilemmas (Ryan, *et al*., 2007:741). Johnson and Christensen (2000:69) highlight the important guidelines which as a researcher, I considered to ensure that my study was ethically acceptable and that participants were treated ethically. Here follows the guidelines:

- I got the informed consent of the participants before engaging them.
- Any deception was to be justified by the study's scientific, educational, or applied value.

- The research participants knew in advance that they were free to withdraw from the study at any time and shall not be without prejudiced for doing so.
- The research participants were protected from physical and mental discomfort, harm and danger that could have arose from research procedures.
- The research participants had the right to remain anonymous and the confidentiality of the participants and the data were protected.

Furthermore, when conducting in-depth interviews, participants were told about following ethical issues:

- The purpose of the research;
- What is expected of a research participant, including the amount of time likely to be required for participation;
- Expected risks and benefits, including psychological and social;
- The fact that participation is voluntary and that one can withdraw at any time with no negative repercussions;
- How confidentiality will be protected;

- The name and contact information of the local lead investigator to be contacted for questions or problems related to the research;
- The name and contact information of an appropriate person to contact with questions about one's rights as a research participant (usually the chair of the local ethics committee overseeing the research).

4.10 Interviews

Interviews resemble everyday conversations, although they are focused (to a greater or lesser extent) on the researcher's needs for data. They also differ from everyday conversation because we are supposed to conduct them in the most rigorous way we can in order to ensure *reliability* and *validity* (that is, 'trustworthiness'). This means that both the researchers and the users of the findings can be as confident as possible that the findings reflect what the research set out to answer, rather than reflecting the bias of the researcher, or a very atypical (Einstein, 2002:11).

The advantage of interviews is that they are flexible and adaptable and can be used with many different types of problems and also with different personalities. As qualitative studies rely on collecting data from participants in their natural settings and most of the data are usually non-numeric, unstructured textual data, a high level of linguistic skills are required (Hatley & Muhit, 2003:110). Quality and relevance of interview and focus group data largely depends on the linguistic skill of the researcher. Excellent verbal and written communication skill are required to collect qualitative data and disseminate the results of a qualitative study (Hatley & Muhit, 2003:110). Another important role of the interviewer is to encourage participants to 'open up' and discuss their experiences of the phenomenon. In this study, participants were encouraged to open up and share their experiences of instructional leadership in their schools.

Another skill which is very significant to a good qualitative researcher is the ability to listen carefully to better understand other people's views. Qualitative researchers need to learn not to judge people as that can create a communication barrier between researcher and

the participants (Hatley & Muhit, 2003:110). Mason (2009:62) suggests the core features of qualitative interviews which I considered during the process of interviewing:

- Qualitative interviews may involve one-to-one interaction, larger group interviews or focus group, face-to-face or over the telephone or the internet.

- A relatively informal style, with the appearance in face-to-face of a conversation rather than a formal question and answer format.

- A thematic, topic-centred, biographical or narrative approach, for example, where the researcher has a number of topics, themes or issues which they wish to cover, or a set of starting points for the discussion, or specific 'stories' which they wish the interviewee to tell.

- Most qualitative researchers operate from the perspective that knowledge is situated and contextual, and therefore, the job of the interview is to ensure that the relevant contexts are brought into focus so that situated knowledge can be produced.

- Qualitative interviewing therefore tends to be seen as involving the construction or reconstruction of knowledge more than the excavation of it.

In this study, one-to-one interviews with the principals of each of the six schools in the same village were conducted. In addition, there will be 26 questions based on both *CAPS* and the *Instructional leadership paradigm*. The questions based on CAPS included the following concepts: Concept CAPS; challenges experienced in CAPS implementation; monitoring, evaluation and assessment tools in CAPS implementation; skills, values and knowledge; professional education programmes; power sharing. Questions that are based on the instructional leadership model included concepts such as curriculum knowledge, power sharing, distributed leadership, professional development programmes.

4.11 Questionnaires

Questionnaires are research tools through which people are asked to respond to the same set of questions in a predetermined order (Gray, 2011:337). However, Gray maintains that questionnaires are one of the most popular data gathering tools, probably because they

are thought by many researchers to be easy to design. Gilham (2000 in Gray 2011:339) advises that the questionnaires should be limited in length to four, to six pages; otherwise the return rate may be adversely affected. Gilham (2000 in Gray 2011:338) highlights the advantages of questionnaires as the following:

- They are low cost in terms of both time and money;
- The inflow of data is quick and from many people;
- Respondents can complete the questionnaires at a time and place that suits them;
- Data analysis of closed questions is relatively simple, and questions can be coded quickly;
- Respondents' anonymity can be assured; and
- There is a lack of interviewer bias.

In this study, questionnaires were used in quantitative study and all educators in the six schools will be engaged in order to ultimately obtain a better understanding of the phenomena at hand.

4.12 Geographical area of study

The study was conducted in Limpopo Province, Capricorn District, Zebediela Cluster/Area, where six schools involved in research came from. These are two primary schools and four secondary schools, and the criteria for selection of the schools are proximity to a school where I am a teacher. One of the secondary schools is the one I am plying my service at as the Deputy Principal of the institution. Regarding the setting, Marshall and Rossman (2011:101) highlight concerns that are associated with access to the research setting. As a researcher, I was very careful of these concerns, namely; the expectations of the researcher based on familiarity within the setting, ethical and political dilemmas, the risk of uncovering potentially damaging knowledge, and struggles with closeness and closure.

Marshall and Rossman (2011:101) uncover other supporting rationale used for the selection of the sites selected as: positive aspects such as relatively easy access to participants and respondents; reduced time expenditure for certain aspects of data

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collection; a feasible location for research and the potential to build relationships. Marshall and Rossman (2011:101) further maintain that a realistic site is where (a) entry is possible; (b) there is a high probability that a mix of the processes, people, programmes, interactions and structures of interest is present; (c) the researcher is likely to be able to be able to build trusting relationships with the participants in the study; (d) the study can be conducted and reported ethically; and (e) data quality and credibility are reasonably assured.

4.13   Chapter Summary

This chapter dealt with an overview of the research methodology. The research was done by means of mixed methods research underpinned by case study methods, which included one to one interviews with the six school principals. Questionnaires were distributed to six schools during the third term; more time was given to schools so that educators do not fill them haphazardly. The findings will be discussed in the next chapter (Chapter 5).

CHAPTER 5

DATA PRESENTATION, ANALYSES AND DESCRIPTIONS

5.1 Introduction

This chapter will examine the data collected from selected sampled schools in order to assess the implementation of CAPS. As a form of field work, ample data had been collected by engaging mixed methods research and it is going to be presented, analysed and related to the main research question. In an attempt to answer the main research question, the findings will shed light about the concept CAPS and the challenges faced by SMTs in implementing and managing CAPS, as well as engaging the instructional leadership paradigm in managing and implementing CAPS.

Both questionnaires and questions for interviews focused on the educators' biographical data, information about the management and implementation of CAPS, as well as the engagement of the instructional leadership model in the management and implementation of CAPS. The results obtained from the questionnaires and interviews will be compared with those of other studies as presented in the literature review in Chapter 2 and 3. The qualitative study was undertaken at a later stage in order to verify, confirm or refute the findings of the quantitative study; determine and describe the participants' conceptualisation and understanding of the challenges experienced by SMTs when implementing CAPS.

Important information to consider using the mixed method in this study is to strive for reliability and validity of the results. Reliability is the extent to which results are consistent over time, and an accurate representation of the total population under study displays reliability if the results of a study can be reproduced under similar methodology (Joppe, 2000:1 in Golafshani 2003:598) (section 4.6). According Joppe (2000:1, in Golafshani 2003:598) in section 4.5, validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. It is about whether the means of measurement are accurate and whether they are actually

measuring what they are intended to measure. In this study, the instrument is intended among other objectives to detect the challenges experienced by SMTs when managing and implementing CAPS and also to investigate the views of SMTs and educators and their experiences during the management and implementation of CAPS.

To a certain extent, triangulation was used in this study as it compared the results from the two different methods of data collection. In this case, the interviews and questionnaires are used and their results will be analysed and the findings compared. However, Smith and Biley(1997 in Cutliffe and McKenna 1999:379) assert that if each of the two methods (qualitative and quantitative) generates the same results, then the truth value is increased. Thus, when combined together, there is a great possibility of neutralising the flaws of one method and strengthening the benefits of the other for the better research results (Section 4.2).

The statement above is supported by Rubistein (2009:7) in section 4.8 when he maintains that triangulation uses more than one approach; it strengthens a study and can provide a sharper focus. Besides two types of research methods that were used in this study, two types of data were also used. The two types of data were used with an attempt to validate the findings of primary schools and secondary schools. This has been indicated in section
4.8 where it is indicated that triangulation is engaged for increasing validity of findings, through deliberately seeking evidence from a wide range of sources and comparing findings from those different sources (Einstein, 2002:26).

5.2   Findings from interviews

An interview schedule containing open-ended questions was used as a guide in all the interview sessions. The participants were given the latitude to choose suitable venues as well as times for their interviews. All principals of the six schools selected to participate in the research, managed to take part in interviews, five of them were interviewed at their schools and one was interviewed at her home. The six principals were labelled as Principal A; B; C; D; E, and F according to the order in which they were interviewed.

Questions for interviews are based on the challenges experienced by different schools during the implementation of CAPS (question 1). They also focused on the assessment, evaluation and monitoring tools engaged in schools in the management and implementation of CAPS (q. 2). The perspectives about implementation and management of CAPS are captured by questions 3 to 6 which includes continuous assessment of learners (q. 3), policies used at school (q. 4), the role played by SMTs in offering professional expertise in terms of curriculum knowledge (q. 5), the differences between management and leadership (q. 6).

I also wanted to know if the dynamics of the instructional leadership model are being engaged by school principals in running their schools, even if they were not aware that they are using them.   Questions related to the model are captured in Question 7-10 of the interview schedule and they are about the importance of enhancing educators' knowledge, skills and attitude for principals (q. 7) Ways in which to make everything in the classroom beneficial to the learners (q. 8) leading versus instructing (q. 9), ways of promoting power sharing at school (q. 10).

During the interviews, principals were requested to 'open up' and to be free to discuss their experiences of the phenomenon (section 4.10). The aim was to get as much information as possible. I had to learn to become a very good listener since comparatively speaking, participants in the qualitative method had the opportunity to respond more elaborately and in greater detail than is typically the case with quantitative methods (section 4.2).

5.3 Discussions of the results from interviews

5.3.1 The challenges experienced in schools when implementing CAPS

The principals in this investigation are complaining about quite a number of challenges in their endeavour to manage and implement CAPS. Schools are in rural areas and they are all beset with huge challenges on a daily basis. The results from interviews can be regarded as being reliable due to their being

replicable. Empirical data indicated that the six principals are experiencing almost the same challenges. The most common challenges which emerged from this study as inhibiting the implementation of CAPS encompassed a shortage of books, poor infrastructure, lack of funds, overcrowding in classes, lack of facilities and teachers who are not trained for the new curriculum. Both primary schools and secondary school principals were echoing the same sentiments when deliberating about challenges in their schools. These corroborate the literature elucidated in 2.2.4 which indicated that we still find most schools in rural schools under-resourced, without necessities like classrooms, laboratories, libraries, school grounds to name but a few.

When it comes to the question of books, there is a clear indication that all schools which have participated in the study have a serious problem of *shortage of books* in the area. All principals are in contention that shortage of books in their schools is really affecting learners' achievement in a negative way. Thus, Principal A complained that "*At this school, lack of resources, shortage of textbooks as well as lack of training for the implementation of CAPS are the main challenges hampering good performance".* Furthermore, he indicated that available textbooks are not in line with the pace-setters. From the empirical data collected in this study, the issue of non-delivery of books in Limpopo Province is a reality and has actually affected many schools than imagined. This has been proven with these few sampled schools in this district (Zebediela District).

This statement is supported by Nkosi in Mail & Guardian (2013), who indicates that the Grade 11 learners in Limpopo are among the worst hit by textbook shortages this year (2013) - and they are the same learners who were not supplied with books when they were in Grade 10 the previous year (2012) (section 2.2.5). This study has managed to reveal that in most schools in Zebediela District, teachers are struggling to implement curriculum due to the shortage of textbooks. Empirically gathered data from principals has managed to demonstrate that the problem is far from being over. According to those school principals, the problem related to the shortage of textbooks and workbooks is topping their lists of all challenges. Principals are really lamenting about

implementing curriculum without the necessary books and this is impacting negatively on the performance of learners. In this issue, the most severe negative aspect related to shortage of books, is that teachers spend more time making photocopies instead of being in classes teaching.

If all the six principals of schools interviewed concurred about shortage of books in their schools, there is likelihood that most schools in the Limpopo Province are affected by this problem. It can now be concluded that the poor results in the National Senior Certificate as well as the Annual National Examination can partly be attributed to the shortage of books in almost all grades. Paradoxically, in our country, most schools without textbooks are in rural areas where the poverty level is at its maximum, and this district where this investigation was conducted is no exception. During interviews, Principal E indicated that in her school they never received textbooks in Grade 10 and 11 in key subjects such as Mathematics, Economics and Accounting. How do we expect to obtain good results in all the affected Grades if learners are without textbooks? This is a very sad situation when considering the fact that most learners who were not provided with textbooks are from poor families with a background of illiterate, unemployed parents. The poor performance of the same learners in classes exacerbates trends of high unemployment rates even in the generations to come.

The other setback is that in some instances the same learners who were not being supplied with books in Grade 10 could not receive books in Grade 11. This is definitely going to affect their performance in Grade 12, the following year. Overcrowding in classes has also been mentioned by most principals. This is also a very serious factor affecting implementation and management of CAPS in the schools in the province. In responding to the question based on challenges in schools, in this connotation, Principal D said that "*There is also shortage of textbooks as in most cases learners are forced to share textbooks. The other problem is about lack of resources coupled with lack of finances to purchase some important facilities for the school.*" He also complained about overcrowding by indicating that it is very difficult for learners to receive individual attention under such circumstances. He said:

We are encountering a serious problem of poor infrastructure at our school. There is also shortage of buildings which cannot cater for the number of learners we are having. We are also faced with a problem of having big classes. Learners are overcrowded in their classrooms and it is difficult for them to receive individual attention.

It comes without any surprise that most schools in rural areas have overcrowded learners due to shortage of classrooms. This seems to be one of the reasons why the performance in most rural schools is always below the required standard. This notion is supported by Shoba (2009:25) when she indicates that overcrowded classrooms make it difficult to teach. In addition, the SMTs and SGBs cannot employ extra teachers in order to reduce the learner teacher ratio in the classrooms because of inadequate school finances.

Some principals are also complaining about the lack of training for curriculum implementation. Principal C indicated that the only training teachers received for CAPS is in the form of workshops. She said: "*Curriculum advisors only run workshops, and after that they do not make follow-ups in schools to offer more support during implementation of policy.*" These seem to have a serious negative impact on the implementation of CAPS as not all aspects are covered in these workshops. Moreover, the curriculum advisors who conduct these one-day workshops do not make follow-ups in schools to offer more support during implementation of curriculum. Principal F offers what could be the reason for the lack of support from the curriculum advisors. He claims that " *… the lack of support from curriculum specialists is an indication that they also do not know the type of support they should give to schools.*" These are some of the reasons why most teachers are not confident about implementation of curriculum. In situations like this, performance in most schools is constantly being compromised. Principal E highlights that "*… the same educators who are not well trained are faced with learners who are overcrowded in their classes on a daily basis due to shortage of classrooms.*"

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Principal C also raised the issue of schools experiencing problems such as lack of learner teacher support material (LTSM); negative attitudes of educators towards change, and lack of support from the department. In this issue, Principal F complained about a shortage of textbooks in Grade 10 in subjects such as Life Sciences, Civil Technology and Tourism, inadequate training of educators, HoDs and principals of schools. He indicated that educators are trained for one week and they are expected to implement curriculum with precision. He further clarified that the SMTs are not taken through the proper steps to assist them on how best this curriculum can be managed.

This is another cause for concern as lack of the necessary skills in teaching leads to poor performance by learners. Principal F highlights that most learners in the senior phase are not ready to be in their current grades. This problem spills over to the FET band where there are still learners who cannot read and write properly. Teachers struggle to teach such learners without any success. I presume it is the reason why the morale of some educators has deteriorated over the years, and it is also promoting educators to have a negative attitude towards any form of change. This perception of resistance to change has been well captured by Module 7 (2005:7) in section 2.3.7 which gives us reasons for resistance to change as the following: People resist because they do not understand; if they do not have the competencies to cope with the changes; if there is a lack of incentives or benefits; if they do not have the time to engage with the change.

Lack of finances to purchase the required facilities is another problem spelled out. Elucidating on this issue, Principal D stated that *"In this school, there is a lack of resources which is exacerbated by lack of finances to purchase some important facilities for the school."* It is challenging for principals to run schools successfully when the parents do not have the financial means as well as cultural capital (Msila, 2011: 444). Most of these problems are happening in schools in rural areas. The entire group of participants spelled out a combination of all factors such as overcrowding in classes, shortage of textbooks, low educator morale, insufficient training of educators as typical features of the previously

disadvantaged area such as Zebediela. Generally, all over the world, teachers in historically disadvantaged schools are not able to implement the new curriculum due to constraints such as large class sizes, lack of learning materials, and lack of financial backing to initiate further training as well as historical factors such as discrimination, poverty and perceptions of inferiority (section 2.2.4).

5.3.2 Assessment, evaluation and monitoring tools which are in place for the management of CAPS

Assessment tools are materials that enable teachers to collect evidence using their chosen assessment method (DoE, Western Australia, 2008:3). Tools such as oral presentations, poster presentations, peer review, portfolios, written reports, exams, tests, rubrics, and so on, are used when assessing learners. In this instance, some principals only talked about assessment tools such as tests, class works, homeworks, assignments, examination as well as ANA (Annual National Assessment). Principal F talked about record sheets, schedules, report cards and educators and learners' portfolios. He said:

> *"At our school we use record sheets, schedules, reports cards and educators and learners' portfolios for assessment, evaluation and moderation. In every task written there is pre moderation as well as post moderation of the task which are handled by HoDs."*

In this question, I expected to hear more about other forms of assessment such as formal and informal assessment, peer, group and teacher assessment. There are other forms such as formative, summative and systemic assessments as well, which could have been mentioned. I believe that lack of training is the reason why some principals could not recall any forms of assessments. Furthermore, when it comes to evaluation tools, principals mentioned tools used in Continuous Assessment (CASS) for evaluating teachers' and learners' portfolios. There has been a mix-up of the concepts, and other principals seemed to have forgotten the tools that they normally use, which is a sign of lack of training. Only Principal C did

mention the Academic Performance Improvement Plan (APIP) and Integrated Quality Management System (IQMS) as important tools engaged in the evaluation of teachers in his school. It is possible that most schools might not be involved in the implementation of the most significant components of instructional leadership paradigm such as WSE (Whole School Evaluation) and SSE (School Self-Evaluation).

After conducting interviews with the six principals, I became sceptical about the implementation of evaluation tools in schools. The perception I had was that most schools in rural areas are struggling to implement some vital evaluation tools. During the interviews, principals were open about not being well trained in CAPS implementation. I think that is the reason why evaluation tools such as WSE, SSE and IQMS were not even mentioned. I could feel that more work still has to be done to make SMTs more conversant with these evaluation tools. Under normal circumstances, evaluation tools are supposed to be engaged in the school as their main purpose is to identify areas of strength and areas requiring development in order to enable the school to improve the overall quality of its provision (section 3.2.5).

If principals could not directly speak about IQMS as one way in which teachers can be evaluated for reasons such as to determine their competence, then it means its implementation is uncertain in most schools. It is also very strange for people to forget this evaluation tool as it is being implemented in schools for the purposes of pay progression. Insufficient information about this very essential tool by almost all principals during the interviews is a sign that it might not be playing any significant role in their schools. I believe that important tools for evaluation such as IQMS, SSE, WSE and APIP (Academic Improvement Plan) need proper training. Inadequate training is the most common cause of their poor implementation in most schools. As APIP is only meant for underperforming schools, I therefore conclude that most principals cannot be conversant with it since none of the schools engaged in the research is underperforming.

Principal A indicated that there is National Protocol for Assessment as the tool for assessment, evaluation and monitoring. He further highlighted that they use moderation tools for teachers' and learners' portfolios; scripts of learners and teachers' mark sheets. These are tools used when moderating teachers' and learners' portfolios. Teachers and learners portfolios encompass a record of all formal written work of subject teachers for a specific subject in a particular term or throughout the year. Principal D talked about monitoring tools which are in the form of lesson coverage sheets to check as to whether teachers have covered content that needs to be covered.

5.3.3   Reasons for continuously assessment of learners in schools

Stassen, Doherty and Poe (2001:5) are of the opinion that assessment is the systematic collection and analysis of information to improve student learning. This statement has been supported by all the five principals during the interviews. They all indicated that assessment improves the performance of learners in the sense that it helps in detecting problem areas. Thus, Principal E highlights that "… *educators can use assessment to detect what to stress, what to repeat and also how to strategize when imparting knowledge*." She adds that *"Assessment can assist learners to diagnose themselves, while the educator can use assessment to group his or her learners according to their abilities."* Accordingly, Principal F offers several reasons why learners must be assessed on a continuous basis:

- Assessment informs future learning and teaching; it enables the teacher to identify very early whether learners understand what is being taught.
- Information derived from continuous assessment determines teacher development and/or a change in change in strategy for the teacher; and
- The results of continuous assessment assist the learner or parent to change the subject stream he or she is following.

Literature review chapter affirms the way the participants are rating assessment in their schools. There is a global acknowledgement that educators need to assess learners so as to be able to improve their teaching strategies and methods. On the other side, principals in this study agree that assessment provides learners with feedback, giving them an opportunity to evaluate their own achievement and weaknesses. This is in line with Ramalepe's (2010) findings that one of the merits of continuous assessment (CASS) is to provide feedback to both teachers and learners about the performance of learners. Principal C adds that CASS does not only provide feedback to teachers and learners, but to other stakeholders as well. She avers that *"Assessment assists in improving performance of learners as well as providing an opportunity to report on the performance of learners to the parents."* Her statements are supported by Principal D who maintained that teachers must always assess learners in order to monitor their progress. He concluded by indicating that assessments also serve as the basis for promoting learners to the next grades. The results from an empirical investigation revealed that CASS is receiving much attention in schools. Principal B asserts that in CASS, a small portion of work is assessed, problem areas can be detected and identified and thus be remedied or addressed in time. Accordingly, Ramalepe and Zengele (2014) state that a noteworthy benefit of CASS is that it promotes frequent interactions between teachers and learners enabling teachers to identify the weaknesses and strengths of learners. As a result, learners who need revision and remediation can be identified. Therefore, Principal B's views are that assessment is a way of ensuring that parents are regularly being informed about their children's progress at school. This is affirmed in section 2.4.3 which indicates that assessment should be used to give feedback to learners and their parents about learners' progress and achievements; to evaluate the teaching-learning process in order to inform teachers of problems that would ensure compensatory teaching; as well as for promotion purposes.

These findings affirm Stassen, *et al.*'s (2001:2) assertion that assessment works best when it is on-going, not episodic. Principals of selected schools generally contend that when learners are being continuously assessed, they may

not lose track of their learning content. Furthermore, Sethusha (2012:3) succinctly asserts that teachers are required to use CASS and to identify, assess and provide learning support to learners who might experience barriers to learning and development. It also allows teachers to identify such learners early in the year. Therefore, this study has corroborated literature on CASS which widely acknowledges that the merits of CASS through its informal daily activities and formal tasks is used to: develop knowledge, skills and values, assess learners' weaknesses and strengths, provide additional support to learners with learning problems, allows teachers to revisit and revise certain part of the curriculum and inform remedial programme (Nitko as cited in Adebowale & Alao, 2008:4; DoE, 2008; Ramalepe, 2010; Ramalepe & Zengele, 2014).

5.3.4 Policies which are in place to ensure the effective functioning of schools

Policies in all selected schools play a major role in regulating the activities of the school. The impression I gathered from principals interviewed is that they all value the importance of policies in carrying out their managerial duties. This idea is supported by Van Wyk and Marumoloa (2012:102) when they assert that school policies are instruments that give direction to the day-to-day operations of a school by guiding the behaviours of educators, learners and parents while clarifying the school's expectations (section 3.4). The findings confirm Ramalepe's (2014) study findings which recognise the important role played by SMTs in reinforcing the policies, procedures and rules in schools. In their cyclic model, Ramalepe and Msila (2014) argue that schools need well-thought-out policies to be transformed into excellent learning centres. These are schools in which the SMTs take responsibility for policy making regarding professional tasks such as day-to-day administration and the organisation of teaching and learning, assessment and determining the school timetable (Ramalepe, 2014).

In order to improve teaching and learning in their schools, principals interviewed indicated they consistently implement policies such as attendance policy, assessment and language policies, code of conduct for learners, HIV/AIDS

policy and cell phone policy. These are the same type of policies Ramalepe's (2014) study advocated for school improvement agenda in Limpopo Province. In addition, Principal A indicated that schools need policies such as safety and security policy, admission, religious, learner attendance, finance, language, excursion and touring as well as subjects' policies to function effectively. In each and every school, SMTs are responsible for formulating policies and making sure that those policies are followed and implemented. Principals interviewed asserted that the engagement of SMTs in policy formulation enhances its successful implementation in their schools. In line with the above view, Ramalepe (2014) argues that there is a need to equip the SMTs for policy building, communication and implementation.

However, Ramalepe (2014) observed that only few SMTs are able to formulate their own policies. He observed that most of the policies in most schools are either downloaded from the internet or are verbatim copies of other schools' policies from other circuits or districts. The implications are that, "This tendency will hamper the implementation of such policies because it is hard to implement and communicate something you did not contribute to construct" (Ramalepe, 2014:175). The principals interviewed thus argue that the engagement of SMTs in policy formulation enhances its successful implementation in their schools.

Policies in schools can cover more issues and aspects such as school budgets, school uniform, staff and parents, development priorities and curriculum programme. This is as Van Wyk and Marumoloa (2012:102) have highlighted in sec 3.4. Principal D emphasised three policies which are of great importance in his school. Those are the subject policies, assessment policy, as well as attendance policy. He is of the opinion that subject policies are very essential in ensuring that the teachers follow a certain routine in executing their duties in the classroom. He also regards assessment policies are of great significance for all teachers to check as to whether learners understood what is being taught. Attendance policy is used to regulate school attendance by both teachers and learners. Principal F highlighted the significance of assessment policy as the one which directs and guide educators about the dates for assessment, content and skills to be

assessed, what will happen if a learner fails to submit an assessment task. He also mentioned other policies used at his school as the moderation policy, policies in progression and policies on reporting.

All interviewed principals hold the view that schools cannot operate properly without engaging fully with the policies formulated at school. What they are aware of is that all policies formulated at school must always be in line with the constitution of the country. However, it is upon the SMTs to take all stakeholders on board to explain the intentions, aims and objectives of the school policies to them. In this sense "taking on board" means that SMTs have the responsibility to communicate policies in such a way that these policies are functioning effectively(Van Wyk & Marumoloa 2012:102) (section 3.4).

5.3.5 The role of SMT in offering professional expertise in terms of Curriculum Knowledge

From the interviews, the general view of the principals is that SMT members should have the capacity to guide and support educators in curriculum implementation. This role is widely accepted as instructional leadership role in the literature. According to Mason (2004:21), an instructional leader provides curricular direction for the team. Therefore, school principals are of the view that curricular direction is given to teachers by the SMTs that perform functions such as inspiring and energising the team of educators, motivating and mediating educational policies to the team, mentoring and supporting the team of educators and monitoring the curriculum implementation. In providing instructional support to educators, the school principals and SMTs should also oversee curriculum planning process, develop and manage assessment strategies and develop and manage learning and teaching resources (Ramalepe & Zengele, 2014). This is a role that requires that all members of the SMT perform it together. However, Principal E maintains that only the HoD has to be able to empower teachers with skills, knowledge and values by organising seminars and workshops for them. He adds that "*It is the reason why HoDs are regarded as subject specialists. They*

really need to be masters in their fields of specialisation in order to be able to lead other educators."

In contrast, Principal A also agreed with Principal E when he indicated that SMT members are expected to be experts in their fields and they therefore need more training in order to acquire more skills and knowledge. He also maintained that at his school, the SMT is composed of subject specialists who are capable of giving other educators guidance with regard to curriculum implementation. The views of Principal A are complemented by Principal F when he asserts that the SMT is responsible for assistance to the educators regarding curriculum knowledge. He further indicated that it is the reason why HoDs are appointed according to the subject knowledge of the department they are managing. It is the SMT through the HoD that sees to it that teachers who are weak in certain subjects/sections are internally workshopped in order to be on top of all the problems that bedevilled him or her before. Principal F in this issue also highlighted that the SMT has to ensure that teachers are referred to curriculum advisors to uplift themselves where necessary. In some cases, a budget may also be allocated to purchase books or study guides that will enable them to understand complex chapters.

This perception is supported by the DoE (2000:12) which indicates that as instructional leaders, it is the responsibility of SMT members to encourage teachers to integrate content, values and skills, both within and between learning programmes. On that note, Principal D asserts that SMT plays a very important role in creating a climate conducive for teaching and learning. This argument is in accord with Kruger, Witziers and Sleegers (2007:1-20) that the tasks played by instructional leaders include the provision of an orderly atmosphere and a positive learning climate and supervising and supporting teachers. This means that school principals and SMTs are faced with a huge responsibility of supporting educators by equipping them with knowledge and skills related to curriculum implementation. Therefore, it could be argued that one of the reasons why CAPS implementation seems to be repressed in schools is that there is a paucity of knowledge resources related to curriculum in schools.

According to Principal B, SMT members are assigned departments where each looks specifically into a small number of teachers. In these small groups, the HoD can organise meetings where they share ideas, and identify loopholes in their respective subjects. The group can take decisions and help each other into how to implement them. The HoD can also monitor and control the work of the group assigned to him or to her. After monitoring, the HoD can sit down with individual teachers and discuss more about problem areas and see how to overcome the challenges related to the particular issue. In the same vein, Principal C highlighted that it is the duty of SMTs to ensure that educators entrusted to them are equipped with the necessary teaching and learning materials such as textbooks, pace-setters and teachers' guides. She confidently claimed that the SMT members at her school have the capacity to guide and support educators in curriculum implementation.

According to Principal C, it is the reason why SMT members must always be in a position to keep abreast with the new developments in the areas of specialisation. She concluded by indicating that SMTs must at all times be engaged in professional development studies, workshops and seminars as some other principals have indicated. In addition to commitment to professional development of educators, principals need to create and share school vision to legitimate stakeholders. There is an increasingly awareness of the importance for leaders to have a tangible and compelling school-wide vision (Ramalepe, 2014). According to Ramalepe and Msila (2014), effective leaders have their visions tied to schools' core business which is teaching and learning. According to Leithwood in Frost and Harris (2003:483), schools with shared visions have teachers who accept responsibility for their own professional growth, promote the school's mission and work for the improvement of the school or school system.

5.3.6 The difference between management and leadership

Principals are in contention about the distinction between the two concepts. They all agree that management is about doing things right, which simply means implementing policy, while leadership is about doing the right things as Principal A has indicated. In his own words, Principal A indicated that "*A manager ensures that things are planned and organised according to policies while leadership is about the vision of the leader, about where the leader wants to take the organisation to.*" Principal B asserted that "*One can only manage physical resources rather than human resources.*" On the other hand, she maintained that a leader can only lead people and not things. Principals here had more facts about the two concepts which is a sign that schools are being run by managers with a wealth of experience. Principal B even indicated that there is a thin line between the two as they are both of great importance in the implementation of curriculum.

In her view, Principal C defines management as a process of guiding and controlling a group of people to get the job done while leadership deals with influencing, inspiring as well as developing employees to ensure that the work is done well. These views are captured in section 3.4 where there is an indication that leadership means the ability of an individual to influence, motivate, and enable others to contribute towards effectiveness and success of the organisation of which they are the members. Principal D states that "*Management is a process whereby a leader ensures that things are planned and organised according to policies.*" On the other hand, leadership is about the vision of the leader, where the leader wants to take the organisation to. These views of leadership by Principal D are complemented by Daft (2002:17) in section 3.4 when he asserts that leadership is concerned with communicating the vision and developing the shared culture and a set of core values that can lead to the desired future state. More information about the differences between management and leadership has been thoroughly dealt with in section 3.4 of literature review. It is interesting to discover that principals are able to give clear distinction between

the two. Principal E has revealed a new version of leadership to me when she indicates that it is about taking people's differences and utterances and gearing them towards the attainment of the vision of the institution. On the other hand, Principal F (See Annexure B) indicated that management is about maintaining the agreed upon ways of doing things in the education system; it is concerned with procedural issues. According to him, leadership is about coming up with new methods to solve problems or to address challenging matters. In complementing the views of the principals interviewed, Nelly (2008:9) maintains that leaders guide the development of a strategic plan for their organisation, while managers design and oversee the way plans are carried out and implementation carried out. He further highlights that leaders give examples and stimulate while managers use their influence and authority to get members of the organisation to work productively.

Several authors encourage the principals of schools to be both managers and leaders at the same time. This is what instructional leadership is all about. Thus, Hallinger (2005:223) in section 3.8 (a) asserted that instructional leaders focused not only on leading, but also on managing. Their managerial roles included coordinating, controlling, supervising, and developing curriculum and instruction. In the same vein, Nelly (2008:9) on the other hand, stresses that leadership and management go together. He maintains that good leadership in a school involves good management, which (good management) involves good leadership. School managers need both leadership and management skills and positive attitudes. From the interviews, I can detect that the participants are able to engage the two (leadership and management) in their day-to-day managerial duties of their school.

5.3.7 The importance of enhancing educators' knowledge, skills and attitudes

The need to enhance educators' knowledge, skills and attitudes can no longer be undermined in schools if CAPS is to succeed. This is in line with King and Newman's 2001: 86 assertion in Steyn 2005:258) that since educators have the most direct contact

with learners, and considerable control over what is taught and how it is taught, it is reasonably assumed that enhancing educators' knowledge, skills and attitudes is a critical step towards improving school quality and learner performance. From the results of the interviews, it is very clear that all principals' wish is to have dedicated teachers with positive attitudes towards their work. They all contend that enhancing skills, knowledge and positive attitudes are of great value for learner performance. They talk about motivating teachers, encouraging them to acquire more skills and knowledge. Principal A emphasises the issue of growing as teachers, in skills development, knowledge development and in developing a positive attitude towards their work enhances performance. He indicated that at his school, teachers are always encouraged to be prepared in acquiring more knowledge and skills in order to enhance a positive attitude towards their work. According to him, as a staff they even agreed to emulate certain practices of other schools that are producing good results and not the other way round.

Principal E (See Annexure B) goes to an extent of encouraging teachers to take one aspect of management and lead it for three years, after that take another one until they have exhausted all aspects. According to her, this is a method they use to enhance teachers' knowledge and skills. She is also encouraging educators to be engaged in managerial duties. In her view, if attitudes of teachers are negative, those teachers will be pessimistic; they will negate whatever a leader comes with, because as a leader you have to be initiative, you have to be innovative. On the other hand, Principal E indicated that it is the duty of the school principal to work on their attitude of educators through influence and motivation. Furthermore, Principal C believes that it is all about motivating educators, changing their mind-set about accepting the new curriculum, instilling the positive attitude towards learners as well as encouraging them to acquire more skills and knowledge. In the same vein, Principal B also talked about trusting people with positive attitude. She said with confidence that it is easier to work with people whom you can trust. According to her, a person with the right attitude, knowledge and skills can be trusted to do the right job which benefits learners.

Principal F, who is a principal of a secondary school, maintains that educators who have knowledge of their subject matter and who are also skilful in imparting it to the learners will remain asserts to the school. They will ensure that learners in their classroom benefit more from their teaching. This will also enable them to help their learners achieve greatly as they (learners) will also want to model their excellent educators. As for Principal D, who is managing a primary school, is of the opinion that as a principal, he is capable of making sure that everything in the school works in an organised manner. In his view, if teachers are skilled, knowledgeable and have positive attitudes towards their work, they will always be organised. According to him, teachers must have positive attitudes towards the learners, towards the school and towards the learning area with which they are involved.

The views of Principal D are supported by Neff and Citrin in Daft (2002:46) when they purport that great leaders hire people 'whose skills and experiences complement their own, but whose passion, attitudes are one and the same'. This is only possible in private sectors where the manager has the mandate to hire workers of their choice. It is unfortunate that in the education field, principals are not at liberty to hire their own teachers. It is the competency of the DoE to do so. Nevertheless, the school managers are expected to ensure that educators receive guidance and support to enable them to teach as effectively as possible. The focus of the instructional leader should be more oriented to staff development than to performance appraisal. This implies implementing programmes that may enrich the teaching experience of educators or motivating them to attend such programmes. The instructional leadership model puts more emphasis on empowering principals in making them capable of providing other stakeholders with the required support and motivation, listening to their views and their problems and valuing their effort, support and contribution.

5.3.8 Ways of making classroom practices beneficial to learners

The six principals interviewed came up with various ways in which activities in the classrooms can be beneficial to the learners. For instance, some mention the engagement of strategies like CASS, commitment by teachers to their work, monitoring and evaluation of teachers, providing teachers with the necessary tools like textbooks, pace-setters, time-tables, and et cetera. It is very interesting to learn that all principals are positive about doing everything in their power for the sake of learners. This commitment is reflected in their practice of regular monitoring of learners' performance, class visits, observation as well as assessment of learners as the key points to consider in ensuring that everything is beneficial to them in class (Principal A). Principal B who is a principal at a primary school stated that *"I even paste charts with pictures on the walls in the classroom to create a real learning environment for learners."* According to her, the aim is to situate learners in a proper learning atmosphere when they are in their classrooms.

Principals C highlighted the importance of regular class visits, monitoring the administration of both formal and informal assessment tasks. She also prefers to have regular monitoring of attendance and absenteeism of both learners and educators to ensure high-quality performance of learners in the class. In his study of the role of school managers in the implementation of CASS, Ramalepe (2010) recommended that a system need to be set up in every school to monitor classroom practices. One of the school principals of one of the higher performing schools presented the most comprehensive monitoring system which encompasses announced and unannounced class visits as well as quarterly checking of lesson preparation file and minutes of the subjects meetings. According to this successful principal, their check system is informed by the rephrase "In God we trust, but on man we check" (Ramalepe, 2014:119).

In addition, Principal D emphasises commitment of teachers to their work. He insists that all teachers must be committed to their work. According to him, if teachers are committed to their work, learners will be motivated to work hard. On

ensuring that everything in the classroom is beneficial to the learners, Principal E mentioned the following factors: (i) Teachers have to prepare their lessons before going to class. (ii) Work schedules and pace-setters are to be followed. (iii) Assessments are quality assured before and after writing, (iv) Programmes of assessment are followed and be adhered to because it will help the teacher to know when to give a particular task. (v) Code of conduct for learners and class rules are of great importance because if the class is not disciplined, by the end of the period, the teacher might not achieve his teaching and learning outcomes.

As for Principal F, the following strategies are crucial to ensure that everything done in the classroom and at school benefit the learners: (i) By ensuring that teachers prepare for their lessons and that the prepared lessons are delivered as prepared (ii) Visiting subject teachers during presentation of lessons in order to give them support where they might be experiencing problems (iii) Assessing learners formally and informally on a regular basis (iv) Giving feedback to learners on written work that is given to them (v) Managing attendance of lessons by learners. The strategies elucidated find support from the DoE (2000:5) which states that school principals need to oversee curriculum planning in the school; help to develop learning activities – inside and outside the school; develop and manage learning 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 and develop and manage learning resources.

To further support the statement that everything in the classroom must be directed at benefiting the learners, the DoE (2000:13) stipulates that learning areas should be related to learners' everyday lives; the classroom should be comfortable and conducive to learning, and should stimulate learners' desire to learn; and learning activities and materials should make learning fun and exciting. This is what Principal C claim to be doing at her school. She really takes pride about pasting charts with pictures, and timetables on the walls to make learning an enjoyable experience for the learners. What I can deduce from the data from interviews is that principals in selected schools seem to care about learners' performance in

several ways. They seem to be trying to improve performance although they have many challenges at their schools. The problems they are experiencing when implementing CAPS as indicated by empirical data are really hampering the performance of learners in the class.

5.3.9 Principals should "lead" rather than "instruct"

There is awareness in many school principals that giving instructions to educators is no longer an effective way of leading the school today. The general view emerging in this study is that principals as leaders believe in collective decision-making, sharing the vision of the school, leading a team and not forcing them to do anything without engaging them in discussions. Seemingly, what emerged in this study is that the interviewed principals are aware of the danger that may be caused by coercion. This was evident in the participative leadership model they have adopted in their schools. Underpinning this notion is the element of negotiation which the principals seem to use in order to eliminate the obstacles of participative leadership. According to Tyala (2004), without negotiation, sharing of leadership roles will be a myth. Ramalepe (2014) adds that for teamwork to thrive, negotiating needs to be coupled with an emphasis on participative decision-making. The emphasis on participative decision-making is based on the assumption that participation will increase school effectiveness and that in the context of site-based management, school principals are open to the views of others. In the same vein, Principal A says: *"As principals we must value the views of other people."* He asserted that imposing things which are not palatable to the staff can result in chaos in the school. In his view, involving more people in decision making promotes cooperation and harmony among the staff members.

Principal B talked about being focused towards defining clear direction for the school and encouraging other staff members to work towards improving learners' performance. According to her, a good leader is able to produce other leaders while someone whose word is final will produce rigid and stereotyped followers who will ultimately become stagnant. The production and development of other leaders is only possible in an environment that fosters teamwork. Thus, Principal

C states that *"I prefer to encourage teachers to work as a team and as a principal I had to concentrate on leading the team instead of giving members of the team some instructions."* She maintained that working as a team enhances cooperation. This means that teams must "integrate, synthesise and share information, and they need to coordinate and cooperate as task demands shift throughout a performance episode to accomplish the mission" (Salas, Cooke & Rosen, 2008:541). It would appear from this elucidation that the SMT is called a "team" because its members are expected to make sound decisions together and implement those decisions to achieve the common goal (Ramalepe, 2014).

On the other hand, Principal D's views coincide with those of Principal B. He insisted that a leader must have vision and share that vision with other teachers. He elaborated further by indicating that the vision must be communicated in such a way that it must encourage other teachers to buy it. This corroborates with Ramalepe and Msila's (2014) assertion that

any vision that is effectively communicated becomes an engine that drives the SMT and other role-players within the school to set their own goals that assist them to achieve more. This means that effective school management practices such as strategy formulation and policy making, all of which are irrevocably interconnected, can only go a long way towards increasing productivity if driven by the school-wide vision. Therefore, principal who relies on giving instruction may isolate teachers and they might feel that they are being forced to implement something which has not being agreed upon. Principal D is supported by section 3.8 (a) in literature review which highlights the fact that effective principals are described as having vision and the ability to develop a shared purpose through the way they communicate their vision for their school.

Regarding this issue, Principal E indicated that leaders must also be engaged in activities so as to encourage subordinates to work towards a common goal. This is the same as leading by example. A good leader can never force people to perform tasks with which he or she is not willing to be involved. That is why Principal E maintains that when you instruct, you force people to do what you do not do. When you lead followers or subordinates lead them by working with them.

Principal F highlighted the following facts on this issue (i) In leading the principal influences the educators to take the decisions as a school; (ii) He sells his proposals to the educators; (iii) He does not command them, but solicit their views on matters regarding the school; (iv) He takes them along and encourages them to reach consensus on issues at hand; and (v) There is no instruction at all.

The views of principals coincide with most aspects of the instructional leadership model in various ways. In essence, principals need to rely on the support of staff. Their status will depend on the ability to lead and motivate their team of educators (section 3.8 (d)).

5.3.10 Ways in which principals can promote power sharing in schools

The results from Principal A-E indicate clearly that most schools in Limpopo Province are run in accordance with the findings of authors such as Steyn (2003:252) presented in the literature review. He indicates that power sharing enhances the flow of information and creates an atmosphere where all members experience a sense of 'ownership' (section 3.8). When going through all the responses from principals interviewed, I discovered that they all value the significance of power sharing. All principals interviewed have embraced the idea of delegation of work among SMT and staff members. Principal A said: *"SMT members are heading different grades as Principals of smaller schools."* He indicated that his school is divided into smaller schools managed by different managers. According to him, smaller schools are Grade 8-12 (five Grades) being run by SMT members and him being responsible for Grade 11. As the workload is shared among all SMT members, this enhances effective supervision and control of work. It becomes easier to attend to managerial aspects such as planning, control, supervision, leading, organising, delegation and staffing.

Principal B regarded power sharing as having to do with delegation of work, having smaller committees that deal with different aspects of management of the school. Van Deventer and Kruger (2003:118) expressed a support of this notion and reinforced that "Unless work responsibilities, authority and power are shared

among the staff members, the staff will lack creativity and adaptability." It becomes clear that among other duties, the SMT members are expected to increase the creativity of the staff through effective delegation. Principal C stated that, *"Committees are given powers to take decisions, although they are not autonomous or divorced from the entire school community."* Although her school has the smallest enrolment, she was confident to talk about how delegation of work is yielding good results. Power sharing can be achieved through delegation of work among the SMT members. Principal C claimed that *"Managerial duties such as discipline, drawing of timetables, and control of registers, et cetera are shared among SMT."* She asserted that the principal becomes the overseer of all activities. In this way, the principal will be more focused and be able to attend to duties which cannot easily be delegated.

Principal D associates power sharing with distributed leadership as brought to the fore by Frost and Harris (2003:480). These authors indicate that central to the idea of distributed leadership is the view that leadership is not the sole preserve of the individual at the top (section 3.4) Principal D maintained that leadership needs to be distributed so that teachers might feel that they are leaders in their own rights. In his view, teachers must enjoy being principals of their classes. He further asserted that if leadership is shared, teachers enjoy being part of the decision making body at the school, they will be motivated to implement whatever

plan they are part of. This view is supported by Clandinin and Connelly (1992 in Mullen & Jones, 2008:330) (section 3.8.c) when they indicate that empowering teachers as leaders has been seen as a way of retaining good teachers in schools, attract new teachers, and nurture teachers' professional identity as curriculum makers and change agents.

Principal E insisted that she can promote power sharing by making everyone a leader in his or her own dominion. She was very confident to indicate that she normally allocates duties and responsibilities for educators, which will encourage them to become leaders. According to her, most people enjoy being given responsibilities by management and by so doing, power is shared among the

staff. Principal F indicated that he will promote power sharing by allocating certain managerial duties to SMT members such as time-tabling, leave registers, cultural activities and sporting activities. He further maintains that even if these duties are allocated to certain members of the SMT, the head of the school remains accountable and accountability cannot be shared.

What all principals are saying about power sharing is also supported by Mulford (2005 in Moos 2010:106) in section 3.4 under literature review. He highlights that teachers should be involved in leadership in order to feel cared for and valued and be given opportunities to learn from each other and to be involved in decision-making. On the other hand, Principal E supports the idea of giving educators some responsibilities in trying to promote power sharing. This perspective is shared by Steyn (2003:256) when he maintains that responsibility should be shared. He stresses the fact that with the development of teams, responsibility should be on everybody's agenda. According to him, where power sharing prevails, and decision-making hierarchy become flatter. This notion is supported by Fullan (2002:20) when he purports that an organisation cannot flourish-at least, not for long- on the actions of the top leader alone. Schools and districts need many leaders at many levels.

5.3. 11 Principal's general views

The interviewed principals seem to be trying everything in their power to implement CAPS in the best possible way. When looking at the management and implementation of CAPS from the results of the interviews, principals seem to be shifting from being school managers to being instructional leaders. During the interviews, it became apparent that some principals have been engaging with the instructional leadership approach even though some were not realising they were doing so. It is very true that their schools are inundated with so many challenges that are hampering teaching and learning in many ways. Despite those challenges, participants are positive about their work as school managers. From the biographical data, it came to my notice that the few CAPS and NCS training they have undergone really made a positive impact on the way these managers

are handling school activities. Participants were very positive about several aspects of management which are the real attributes of the instructional leadership model.

The results of the empirical investigation reveal the following significant attributes that enhance instructional leadership: Ensuring that everything in the classroom is beneficial to the learner; promotion of power sharing; preference of 'leading' to 'instructing'; engaging policies in regulating school activities; enhancing educators' knowledge, skills and attitudes. With proper training and more provision of resources and textbooks to learners in the rural area, schools in our area can also improve their performance. Principals expressed eagerness and enthusiasm about management in general; but the heavy weight of these challenges definitely makes the activities of their schools unsuccessful in promoting the culture of teaching and learning.

Although principals are optimistic about managing and implementing this curriculum; it is quite a complex experience of them in this region. The fact that more than half of the principals never attended CAPS training is making things difficult concerning management and implementation of the curriculum. The good thing about it is that principals are positive about CAPS even though the majority also implicates their schools' underperformance to a number of aspects such as overcrowded classes, lack of training, and shortage of textbooks. However, challenges experienced in schools have really demoralised more educators in the system. As a result, this led to the collapse of the culture of learning and teaching (COLT) in many schools which in the process has eroded the confidence of education managers. In many instances, in the selected schools, the school leaders and managers operate in climates that are far from being conducive to learning and teaching. Msila (2011:437) concurs that the majority of school leaders operate in an unfamiliar and

unfavourable environment. In reality, it has appeared that it is not always easy to create a healthy and positive school climate. Usually, the discontent and conflicts in the staff room create an untenable and toxic climate in a school. This

environment may be characterised by a sense of hopelessness and teacher pessimism. All these are recipes for disaster and school failure. To change this kind of climate, the SMT should dedicate itself to combating teacher isolation by enabling healthy communication and focusing on building a good sense of community (Ramalepe, 2014; Ramalepe & Msila, 2014).

Triangulation is also used for comparing the challenges experienced in primary and secondary schools. From the responses of the interviews, I have discovered that there is no difference with regard to the challenges encountered in primary schools and secondary schools. All principals complain about common problems such as shortage of books, overcrowded classrooms, and lack of facilities.

5.4 Analysis of data from questionnaires

5.4.1 Biographical information

Table 5.1: Biographical information

VARIABLE	FREQUENCIES	%
GENDER		
Male	38	37,6
Female	63	62,4
REQ-Level		
M+2	6	5,9
M+3	24	23,7
M+4 and above	71	70,3
POST LEVEL		
Educator	79	78,2
HoD	15	12,6
Deputy Principal	5	4,95
Principal	2	1,98
NQF BAND TEACHING		
Foundation phase	15	14,9
Intermediate phase	13	12,9
Senior phase	13	12,9
GET FET	28	27,7
Management	53	52,5
	7	6,9
TEACHING EXPERIENCE IN THE CURRENT POST LEVEL		
0-5 years		
6-10 years	11	10,9
11-15 years	13	12,9
16-20 years	6	5,9
	15	14,9

21+ years	56	55,4
WORKLOAD(PERIODS PER WORK LOAD (NUMBER OF PERIODS PER WEEK)		
0-15	6	5,9
16-25	57	56,4
26-35	25	24,8
36+	11	10,9
NUMBER OF WORKSHOPS (TRAINING) ATTENDED OVER THE LAST 3 YEARS		
0 Workshop		
1 Workshop	17	18,8
2 Workshops	30	29,7
3 Workshops	17	18,8
4+ Workshops	13	12,9
	24	23,8
LANGUAGE USED IN SCHOOL MEETING SESSIONS		
English		
Sepedi	83	82,1
	10	9,9
English and Sepedi	8	7,9
SCHOOL LOCALITY		
Township	0	0
Town/City	0	0
Village	101	100
Farm	0	0

Table 5.2: The biographical data of schools

SCHOOL	TYPE	ENROLMENT	NUMBER OF EDUCATORS
A	SECONDARY	652	24
B	PRIMARY	347	11
C	SECONDARY	680	21
D	PRIMARY	1005	27
E	SECONDARY	478	16
F	SECONDARY	1004	34

5.4.2   Analysis of biographical information

This section will focus on the results obtained from the completed questionnaires, as well as an analysis of those results. Educators and SMTs from six schools participated in the survey. Of the six schools, two are primary schools and four are secondary schools. Questionnaires were distributed to schools a week prior the date of collecting them giving schools ample time to fill them.

5.4.2.1   *Gender*

Of the 101 respondents, 63 were female and 38 male. Gender is extremely unbalanced with male teachers nearly half the number of female teachers. The obvious trend is that there are more female teachers than male teachers in most schools. The survey has also proven that hypothesis. The speculation can be the fact that teaching is about caring for children; and women are more comfortable with children than men, especially in primary schools where learners are still very young.

5.4.2.2 REQ level

When coming to teachers' qualifications, the statistics also show that a whopping 70,3% of the respondents have a matric plus four years (and above) education qualifications, while 23,7% of them have a matric certificate plus three years education qualifications and only 5,9% have a matric plus 2 years qualifications. There is no doubt that in terms of experience and qualifications, the educators possess all that is needed to teach efficiently.

5.4.2.3 Post-Level

The biographical data indicate that out of 132 expected questionnaires, 101 were returned. In this number, 79 are educators, 15 HoDs, 5 deputy principals and 2 principals.

5.4.2.4 NQF Band Teaching

When it comes to the NQF band teachers engaged in, it came as no surprise when a large number of educators are engaged in GET and FET band. The reason for that is because out of the six schools involved in the survey, four of them are secondary schools and only two are primary schools. The statistics indicate that the foundation phase is taught by 14,9% of respondents, intermediate phase has 12,9%, senior phase has 12,9%,GET band has 27,7%, while FET has 52,5%. However, what is prevailing in most schools, especially secondary schools, are that most teachers are involved in more than one band hence these large percentages.

5.4.2.5 Teaching experience in the current post level

The teaching experience of most of the educators in their present post is quite interesting. Only about 10,9 % of the educators had less than 5 years of experience in their current

teaching post, and 12,9% have between 6-10 years of experience, 5,9% have 11-15 years experienced, 14,9% have 16-20 experience and a whopping 55,4% have 21 + years teaching experience in the post they are presently occupying. As far as the experience of educators in their present post is concerned, there is a clear indication that the majority of educators have become stagnant in their post; promotions are very much limited signifying the fact that there is literally very little movement in this field.

5.4.2.6 Workload

The issue of workload has a bearing on curriculum implementation. Overloaded teachers may not in any way be able to implement curriculum to the best of their abilities. In this survey, only 5,9 % of educators have between 0-15 periods per week, about 56,4 have 16-25 periods per week, 28,8% of them have 26-36 periods and 10,9% have more than 36 periods per week which is about seven periods per day.   Generally, educators are overloaded considering the fact that they still have paperwork to attend to, extramural activities, feeding scheme, have to attend meetings and workshops, and many more activities (section 2.2.3).

5.4.2.7 Number of workshops attended

From the empirical data, it has been indicated that 18, 8% of respondents never attended any workshop, 29, 7 % attended 1 CAPS training, 18,8% attended 2 CAPS training, 12,9% attended 3 CAPS training and 23,8% attended more than 4 CAPS training. The fact that there are some teachers who never attended any workshop, but implementing curriculum, indicates that the education of our children is really compromised. Those who have attended one workshop are also having some unanswered questions concerning CAPS implementation.

5.4.2.8 Language used in school meeting sessions

The most common language used by educators during meeting sessions is English as it is the medium of instruction in schools. About 82, 1% indicates that they use English in their meetings, while 9, 9% are using Northern Sotho. There are also about 7, 9% who are using both English and Vernacular. For those using Vernacular, the reason might be that they are not conversant with English as they might be teaching Northern Sotho in their classes and also those who are teaching in the Foundation Phase where the medium of instruction is their mother tongue.

5.4.2.9 School locality

All the 101 have indicated that their schools are in villages which are rural areas where the standard of living is low. Some learners are from poor family background with limited parental support in their school activities.

5.5 Analysis of statistical data

Statistical data has been depicted by means of tables and bar graphs to highlight frequencies as well as percentages. The ''Count if" application was used on the Spread Sheets to determine the frequencies, and the Electronic Calculator was used to determine the percentages. Despite my request prior to the administration of the questionnaires that respondents should try to answer all the questions, I later discovered that some questions were not fully answered, especially in Section C. Even if some questions were left unanswered, the number is not significant to compromise the reliability of the study.

Questionnaires were focused on the experiences and challenges faced by SMTs and educators when implementing CAPS. Triangulation is engaged here to check as to whether same answers from interviews can also be generated with questionnaires. The following subsections were addressed: (i) the attitudes of both educators and school management teams towards curriculum implementation (ii) the role of SMTs in CAPS

management (iii) assessment, evaluation and monitoring (iv) shared leadership (v) the principal as an instructional leader.

Table 5.3 Teachers' attitudes towards curriculum implementation

Question	ITEM		Strongly agree (SA)	Agree (A)	Not sure (NS)	Disagree (D)	Strongly disagreed (SD)
1	Curriculum change means more responsibilities for educators.	F	34	46	11	8	1
		%	33,7	45,5	10,9	7,9	0,9
2	Educators are overloaded at this school.	F	44	37	6	10	4
		%	43,6	36,6	5,9	9,9	3,96
3	Educators are confident about knowledge of the curriculum.	F	8	35	31	26	1
		%	7,9	34,7	30,7	25,7	0,9
4	Educators care more about learners than before.	F	14	33	29	17	8
		%	13,9	32,6	28,7	16,8	7,9
5	Educators have sufficient knowledge of the subject content.	F	12	41	27	16	4
		%	11,9	40,6	26,7	15,8	3,9
6	Promotion of learner achievement is everybody's priority.	F	21	55	5	16	17
		%	20,8	54,5	4,9	15,8	16,8
7	Offering quality education is our core business.	F	37	53	2	5	4
		%	36,6	52,5	1,98	4,9	3,9
8	Educators are capable of managing discipline at school.	F	11	31	22	28	9
		%	10,9	30,7	21,8	27,7	8,9
9	The implementation of (CAPS) is embraced by most teachers.	F	9	37	28	24	3
		%	8,9	36,6	27,7	23,8	2,97
10	CAPS has added more work on educators.	F	26	39	9	20	7
		%	25,7	38,6	8,9	19,8	6,9

Figure 5.1 Teachers attitudes towards curriculum implementation

Fig 5.1 Teachers attitudes towards curriculum implementation
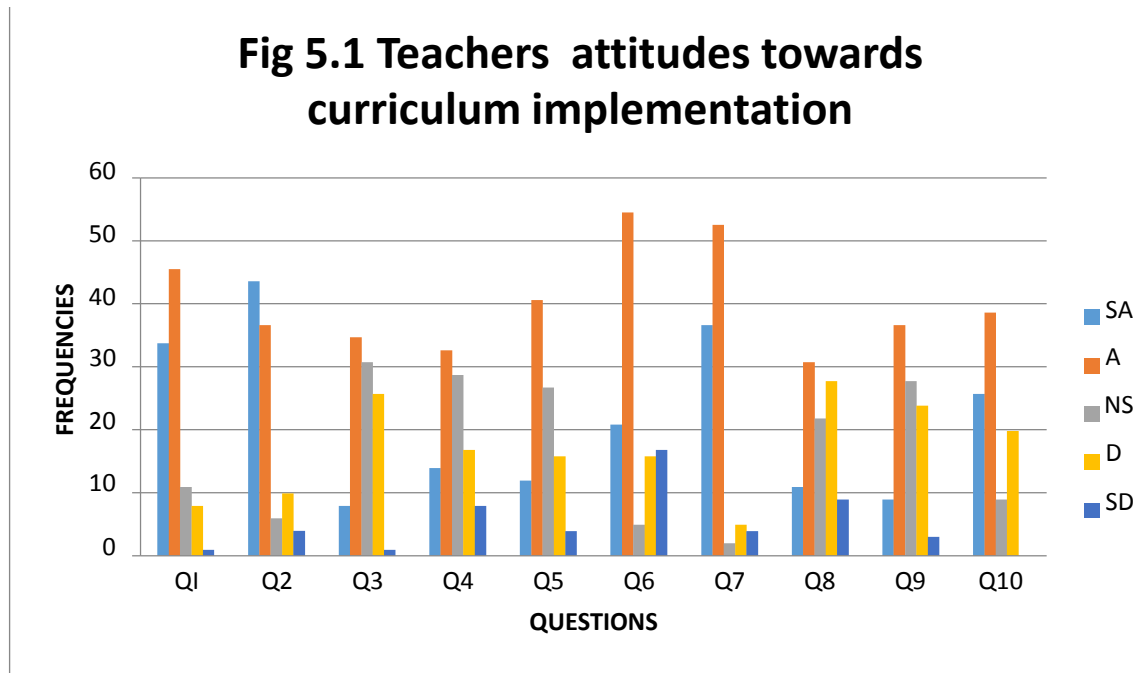
Q1. Curriculum change means more responsibilities for educators

On this question, the majority of respondents did agree that curriculum change means more responsibilities for educators. About 45, 5% agreed, with 33, 7% of them having agreed strongly. The total of those who agreed was 79, 2%. Only 10, 9% were not sure about the statement while 7, 9 % did not agree and 0, 9% disagreed strongly. The issue of teachers' overload is in line with section 2.2.3 which indicates that besides class teaching, there is also continuous assessment (CASS); also to attend to educator and learners' portfolios; compilation of quarterly schedules and reports; they have to attend to meetings and workshops; are obliged to attend to sporting activities, cultural activities, and debate; go out for games with learners; and arrange educational tours and go out to such trips with them.

Q.2. Educators are overloaded at this school

The empirical data, which is shown by means of tables and bar graphs, has been affirmed by the majority of educators. For instance, 43, 6 % agreed strongly and 36, 6% (Total=80.2%) agreed depicted in the table as well as the bar graph. This issue of overloaded teachers is supported in section 2.2.3, which indicates that besides class teaching; there is also continuous assessment (CASS); also to attend to educator and learners' portfolios; compilation of quarterly schedules and reports; they have to attend to meetings and workshops; are obliged to attend to sporting activities; cultural activities; and debate; go out for games with learners; and arrange educational tours and go out to such trips with them.

Q3. Educators are confident about knowledge of the curriculum

From the empirical data indicated by the table and the bar graph, a significant number of educators (30, 7%) were not really sure about the knowledge of the curriculum while 25, 7% disagreed about having knowledge of the curriculum. The speculation may be because of not being well trained in curriculum implementation as the biographical data indicates that 18, 8% of respondents never attended any workshop, and 29, 7 % attended only one training.

Q4. Educators care more about learners than before

Here we still find a significant number of those who are not sure about caring more for learners. With 28,7% of educators not being sure of issues dealing with taking care of learners, it means there is something wrong. However, 32, 9% and 13, 9% agreed and agreed strongly about caring about learners than before. This statement is supported by Eisner (2002 in Chong & Cheah 2009:4) who suggests that teaching is a caring exercise. Teachers have the responsibility of involving pupils in purposeful academic learning, supporting and caring for them.

Q5. Educators have sufficient knowledge of the subject content

The majority of respondents were positive about sufficient knowledge of the subject content. About 11, 9% of the respondents agreed strongly, and 40, 6% agreed with the statement. The biographical information indicates that about 70, 3% of educators have qualifications of m +4 and above and this clearly indicates that knowledge of the subject content is one of the most vital attributes of the respondents in this study.

Q6. Promotion of learner achievement is everybody's priority

It is promising to learn from this study that there is a considerable number of educators who prioritise the promotion of learner achievement in their practice. The empirical data depicted by the bar graph and the table indicates that 20, 8% agreed strongly agreed with the statement while 54, 5% agreed about the promotion of learner achievement. This should be all what this livelihood of teaching should entail.

Q7. Offering quality education is our core business

The majority of the respondents seem to be ambitious about offering quality education to their learners. About 36,6% of them strongly agreed with the statement while 52,5% also did agree with this notion. The total percentage of the respondents who are positive is well above 80%. This is a positive move towards quality education for learners in this disadvantaged area.

Q8. Educators are capable of managing discipline at school

The responses from empirical data demonstrated a situation where 21, 8% of the respondents were not sure about being capable of maintaining discipline, 27, 7% disagreed about being capable of managing discipline, and 8,9% strongly disagreed that educators were capable of managing discipline at school. On the other hand, 10, 9% were

those who agreed strongly and 30, 7% agreed about being capable of managing discipline at school.

The issue of discipline really differs from one educator to another and it is affected by a number of factors such as being well prepared for a lesson, lack of parental involvement in schools, learners with emotional problems, type of principal, et cetera. This issue can be quite a headache for some educators. It is more prevalent in secondary than in primary schools. In secondary schools, male educators are experiencing fewer disciplinary problems, while some female educators express frustration over the energy they spend in controlling learners in the classroom, trying to normalise their teaching activities.

Q9.The implementation of (CAPS) is embraced by most teachers

Even with challenges hampering the implementation of CAPS in schools, we still find a considerable number of respondents embracing the implementation of this curriculum. From the empirical data, 8, 9% of the respondents strongly embraced the implementation,
36, 6% also embraced CAPS implementation. However, we did have 27, 7% who were not sure about the statement while 23, 8% did not embrace the CAPS implementation at all.

Q10. CAPS has added more work on educators

The majority of educators agreed with this statement which highlights that CAPS has added work to them. About 25, 7% strongly agreed, while 38, 6% agreed that CAPS has indeed added more work on them. This is because of increased paperwork in IQMS, in the assessment of learners work and moderation of CASS and other various forms of evaluation.

Table 5.4: The role of SMT in CAPS management and implementation

Questio	ITEM		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
11	CAPS documents are sound and user-friendly.	F	12	37	25	19	6
		%	11,9	36,6	24,8	18,8	5,9
12	Learners performed well in Annual National Assessments (ANA).	F	2	5	18	48	28
		%	1,98	4,9	17,8	47,5	27,7
13	SMT plays a very important role in creating a climate conducive for teaching and learning at our school.	F	13	49	14	25	4
		%	12,9	48,5	13,9	24,8	3,96
14	SMT members are capable of offering support.	F	9	49	14	25	4
		%	8,9	48,5	13,9	24,8	3,96
15	HoDs are given greater responsibility to manage their departments.	F	15	55	10	17	4
		%	14,9	54,5	9,9	16,8	3,96
16	CAPS training went well in our Province.	F	3	14	30	37	17
		%	2,97	13,9	29,7	36,6	16,8
17	The learner is the central figure in the curriculum implementation process.	F	13	57	16	12	2
		%	12,9	56,4	15,9	11,9	1,98
18	SMTs strive for quality education at all times.	F	13	51	15	20	2
		%	12,9	50,5	14,9	19,8	1,98
19	The textbooks that we are using are organised according to the teaching plan.	F	11	39	24	21	6
		%	10,9	38,6	23,8	20,8	5,9
20	There is an effective curriculum implementation at school	F	7	44	25	22	3
		%	6,9	43,6	24,8	21,8	2,97

Figure 5.2 Role of SMT in CAPS management and implementation

Fig 5.2 Role of SMT in CAPS management and implementation
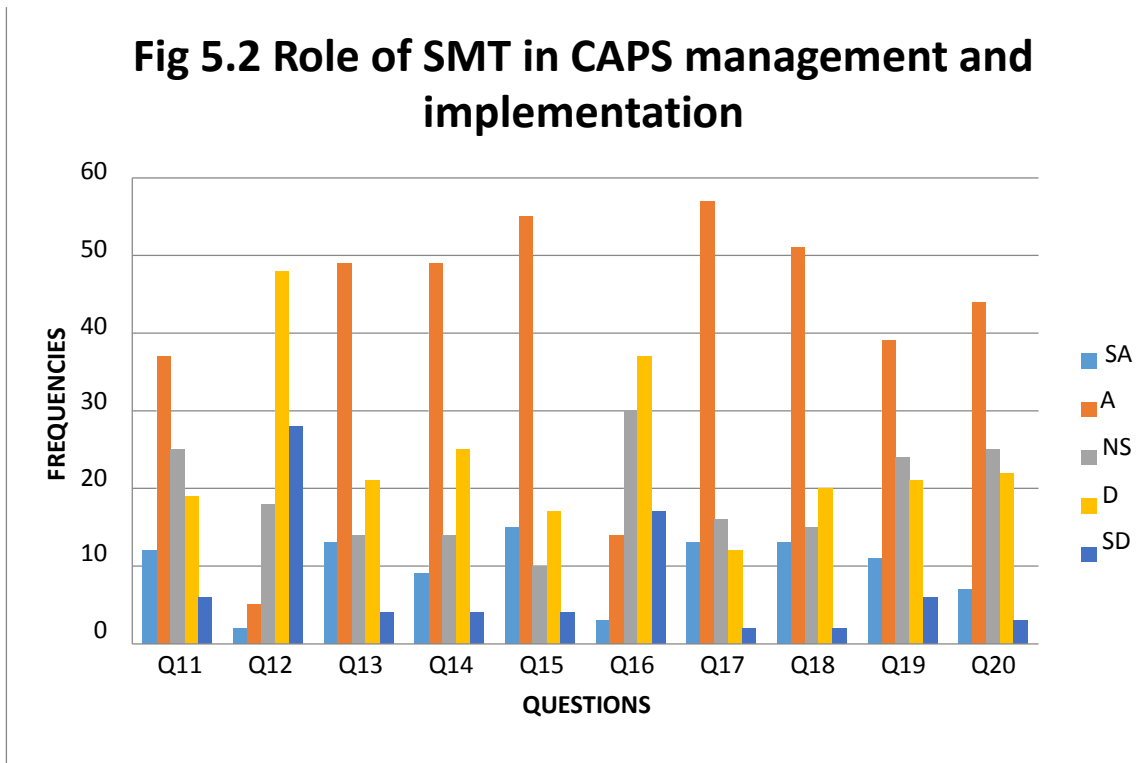
Q.11 CAPS documents are sound and user friendly

The findings from empirical data above, from the table and the graph indicate that a considerable number of respondents agreed that documents prepared for CAPS are user friendly. There were 11, 9% of respondents who strongly agreed while 36,9% agreed. This is a step in the right direction, considering the fact that the conditions under which these teachers were operating are somewhat appalling, but they could still embrace documents prepared by other people elsewhere.

Q.12 Learners performed well in Annual National Assessments (ANA)

When we add the percentages of respondents who strongly disagreed and those who disagreed (47,7%;agreed, plus 27,7% disagreed), it gives us an overwhelming majority of educators (75,4%) who confirmed that the largest percentage of learners were not doing well in ANA. This is a real cause for concern for all educators as ANA is meant

to benchmark the standard of education of our learner nationwide. It means all stakeholders have to roll up their sleeves and try to come up with strategies of improving the standard of education in our area. One of the objectives of ANA is indicated in section 2.1 and is to provide each school with the objective picture of their learners' competency levels with respect to these two areas using nationally benchmarked tests that are aligned to the curriculum.

Q.13 SMT plays a very important role in creating a climate conducive for teaching and learning at our school

More than 60% of respondents were in contention that at their respective schools, SMTs were playing a very important role in creating a climate conducive for teaching and learning. This is an indication that we still have a significant number of educators who still have confidence in SMTs. However, there were also about 30% of educators who did not believe that SMTs were doing enough job of creating the culture of learning and teaching in schools. It shows us that SMTs in selected schools had to work hard and lead by example. SMTs' duties had to be in line with what is emphasised in section 2.3.8 where it states that it is the duty of the SMTs to ensure that the school climate becomes the heart and soul of a school; the attribute of a school that motivates pupils, teachers and the principal to love the school and desire to be there on each school day.

Q.14 SMT members are capable of offering support

Just like in the previous statement, a substantive number of respondents agreed that SMT members are capable of offering support. About 8, 9% strongly agreed and 48, 5% agreed. The total here is well above 50%. This is a sign that some schools in this part of South Africa are run by SMT members who are capable of demonstrating good leadership qualities to their followers. In any ideal situation, the SMT must also be able to enlist the support and capture the imagination of all those people, diverse in both background and

personality, who must work together to evolve and develop the curriculum, both overt and covert, that we deliver to our children (section 2.3.1).

Educators in all schools everywhere need support from SMTs. If members of SMT have the necessary skills and knowledge on how to interact with other members of the staff, the possibility is that proper teaching and learning will take place. However, in this study, we still find educators who maintain that SMTs are not capable of offering support. This finding suggests that SMTs have to correct some of the mistakes they are committing when managing curriculum. Those respondents' voices are telling us something which is not properly done.

Q.15 HoDs are given greater responsibility to manage their departments

This statement is about the workload for SMT members, which has increased with time. Close to 70% (54, 5% +9, 9%) of the respondents agreed and strongly agreed that SMTs have been given more responsibilities than before. Their perception was that CAPS has brought more paperwork than before. When we talk of evaluation tools, monitoring tools, and moderation tools we are referring to duties added for SMTs. Not forgetting that these SMT members are also responsible for assessment and other activities in their own classes.

Q.16 CAPS training went well in our Province

Here the majority of respondents disagreed with the statement. The results from empirical data depicted in the table and the graph indicate clearly that most teachers in this province are not well trained in CAPS implementation. About 36, 6% disagreed while 16, 8% strongly disagreed that CAPS training went well in our province. We do have about 29, 7% who were not sure about the whole issue of training. The presumption is that the ones who were not sure about being trained, the possibility is that they also had not been trained. If they were trained, they would not be doubtful about the whole thing. However, 2, 9% and 13,9% agreed that training went well. But these percentages are so small and insignificant that they can make any impact on the implementation of CAPS in schools. If only about 15% of the population were positive about being well trained, it means there is still more work to be done.

Q.17 The learner is the central figure in the curriculum implementation process

It is interesting to note that about 69% of educators put learners at the centre of curriculum implementation. About 12, 9%strongly agreed while 56, 4% agreed that the learner is the central figure in the curriculum implementation process. The empirical data affirmed that teachers in this district are positive about learner achievement in the implementation process.

Q.18   SMTs strive for quality education at all times

The empirical data on the table, supported by the bar graph, indicated that educators in this area seem to have the love of learners at heart. If about 12, 9% of respondents strongly believed in quality education and a further 50,5% also believed in striving for quality education, it means there is hope for the children's education.

Q.19   Textbooks that we are using are organised according to the teaching plan.

There are a considerable number of respondents who believe in the quality of the CAPS textbooks we are using. About 38, 6% of them agreed with the statement while 10, 9% strongly agreed that the textbooks we are using are organised according to the teaching plan. The percentages give us a total of 49, 5%, which is relatively significant to make an impact on teaching. However, more than 50% of the respondents did not have confidence in the textbooks we are using. This really tells us about the negativity attached to CAPS documents and how this may be detrimental on teaching and learning.

Q.20 There is an effective curriculum implementation at school.

The findings from empirical data show that about half of the respondents are hopeful about curriculum implementation. This is 6, 9% of those who agreed with the statement plus 43, 6%. It is not easy for people to accept change; hence the other group of the respondents (21, 8% and 2, 9%) did not agree that curriculum implementation is on the right track. There were also those who were not sure about curriculum implementation (24, 8%), which signifies that they were also not positive about it. It is very true that some people do not feel comfortable when things change because changing the way of doing things can be very stressful and challenging. Most people resist change because it is threatening and

uncomfortable, especially when the outcomes of change are unknown or unfavourable; that is why it has to be managed carefully (section 2.3.7)

Table 5.5: Assessment, evaluation and monitoring

	ITEM		Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
21	Tests, tasks and examination papers set by the District and the Province in our area are of the required standard.	F	14	39	16	24	8
		%	13,9	38,6	15,8	23,8	7,9
22	There are well organised monitoring tools designed specifically for classroom observations.	F	6	35	21	32	6
		%	5,9	34,7	20,8	31,7	5,9
23	IQMS is used frequently to provide support and opportunities for development	F	7	39	16	34	5
		%	6,9	38,6	15,8	33,7	4,9
24	The school is constantly engaged in evaluation of educators	F	5	47	16	28	5
		%	4,9	46,5	15,8	27,7	4,9
25	School Self-evaluation (SSE) is conducted at our school on an annual basis.	F	7	55	14	19	6
		%	6,9	54,5	13,9	18,8	5,9
26	Whole School Evaluation (WSE) improves learner performance	F	10	46	21	22	2
		%	9,9	45,5	20,8	21,8	1,98
27	Classroom activities are learner-paced	F	17	55	11	14	4
		%	16,8	54,5	10,9	13,9	3,96
28	After administering tasks, feedback is done to ensure effective learning	F	25	59	7	7	2
		%	24,8	58,4	6,9	6,9	1,98
29	All educators are committed towards assessing learners regularly.	F	17	49	14	18	3
		%	16,8	48,5	13,9	17,8	2,97
30	The curriculum is learner centred.	F	12	57	17	10	5
		%	11,9	56,4	16,8	9,9	4,9
31	Almost all educators are engaged in continuous learning in order to maintain professional effectiveness.	F	14	43	27	14	3
		%	13,9	42,6	26,7	13,9	2,97
32	Teachers are given the opportunity to apply their creative skills.	F	13	48	19	18	3
		%	12,9	47,5	18,8	17,8	2,97

Figure 5.3: Assessment, evaluation and monitoring
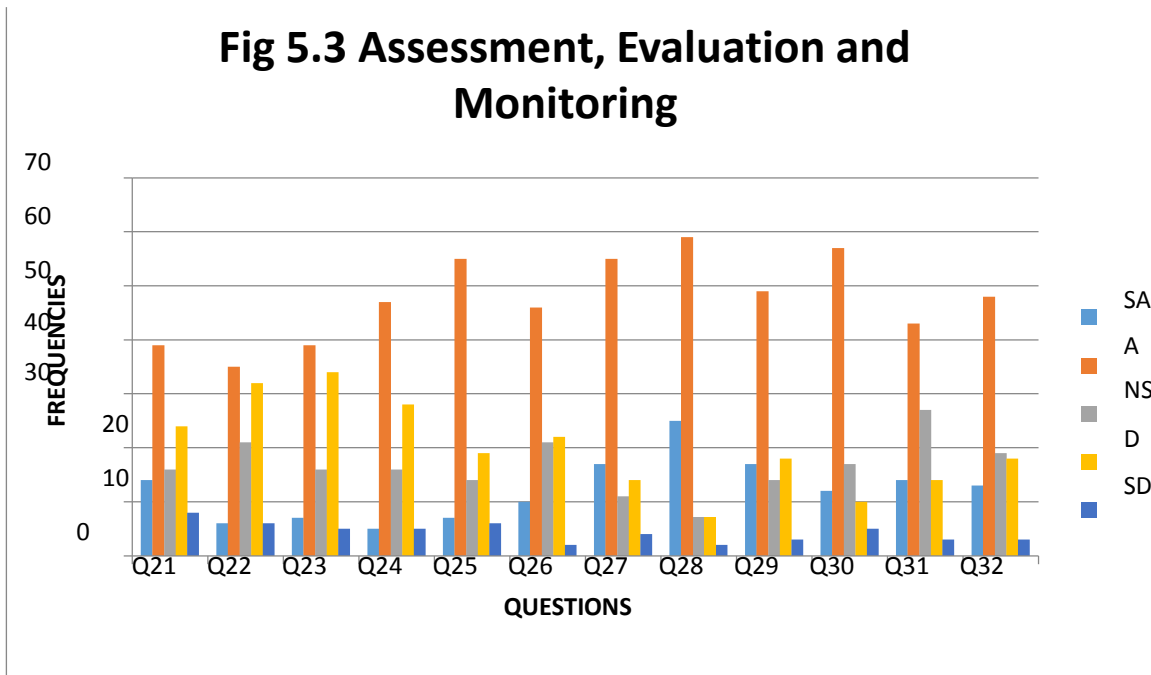
Q.21 *Tests, tasks and examination papers set by the District and the Province in our area are of the required standard*

The table and the graph above illustrate a mixed reaction in this item. About half of the respondents were for the notion that tests, tasks and examination papers set by the District and the Province in our area are of the required standard. That is 13, 9% of those who strongly agreed plus 38, 6% of those who agreed. The other half of the population did not agree or are not sure. It is a fact that our District as well as our Provincial Education Department is responsible for setting common tests, tasks and examinations for schools in almost all subjects and all grades. This is very creditable as learners of similar grades are exposed to the same type of assessments. This encourages educators to follow the pace-setters throughout the year in order to be on par with other schools in the province.

The challenges encountered in this form of assessments relate to question papers which are not well moderated. There is also a common problem of leakages in cases where question papers are sent to schools in electronic devices or as master copies. But as for mid-year examinations, trial examinations and final examinations for all grades, question papers are always of high acceptable standard and also well moderated. In these examinations, there are normally no leakages because question papers are printed in advance at reputable places and distributed to circuit offices and schools in their ready- made state to ensure their credibility.

Q.22 There are well organised monitoring tools designed specifically for classroom observations.

In this item, respondents have also demonstrated some mixed reactions. The issue of engagement of tools is determined by the extent of training undertaken by educators and SMTs. Those educators who are well trained will definitely understand the concepts of moderation tools, assessment tools and monitoring tools. It is interesting that this item correlates with item 16 which indicates that only a small percentage (about 15%) of the respondents have undergone CAPS training. About 5,9% and 34, 7% confirmed that there were well organised monitoring tools designed specifically for classroom observations. What I can deduce is that more than half of educators are not conversant with various types of essential tools needed for CAPS implementation.

Q.23 IQMS is used frequently to provide support and opportunities for development

The results from the survey depicted on the bar graph and on the table tell a vital information about the engagement of IQMS in schools. About 45% of the respondents agreed with the statement while 38% did not agree. This clearly indicates that IQMS is not as highly valued as it is supposed to. If schools are not ranking IQMS highly, it means some of its purposes are highly compromised. Among the objectives of IQMS, some of them are that teachers have to be aware that it is there in order to assess strengths and areas for development for teachers; and to provide support and opportunities for development to assure continued growth. These two objectives are very significant for the development and growth of teachers.

Q.24 The school is constantly engaged in evaluation of educator

In this statement, empirical data indicates that a considerable number of educators concurred on the issue of teacher evaluation. About 4, 9% plus 46, 5% did agree that their schools are constantly engaged in evaluation of educators. The implication is that about 50% of respondents comprehend the significance of evaluation of teachers. This has been captured in section 3.2.5 which indicates that the main purpose of the evaluation is to identify areas of strength and areas requiring development in order to enable the school to improve the overall quality of its provision.

However, 15, 8% of respondents were not sure as to whether their schools are engaged with the evaluation or not while 27, 7% and 4, 9% did not agree that their schools are engaged in evaluation. That issue of training is chipping in again, demonstrating a serious backlog in important areas of CAPS implementation.

Q.25 School Self-evaluation (SSE) is conducted at our school on an annual basis.

 From the table and the bar graph above, the majority of respondents agreed that SSE is conducted annually in their schools. About 54, 5% of respondents plus 6, 9% agreed to conduct SSE on an annual basis in their schools. This is a positive move as it is through SSE that various activities of the school can be evaluated to ensure the development of all aspects of the school with the aim of providing quality education to learners.

Q.26. Whole School Evaluation (WSE) improves learner performance.

Just like with SSE, WSE is embraced by a considerable number of educators at their schools. About 9,9% plus 45,5% of respondents did agree that WSE improves learner performance. This is affirmed by the DoE (2002:1) when they describe the significance of Whole School Evaluation profoundly as a policy aimed at improving the overall quality of education in South African schools (section 3.2.5). Its main purpose is to facilitate improvement of school performance through approaches characterised by partnership, collaboration, mentoring and guidance.

Q.27 Classroom activities are learner-paced
Empirical data indicates that more than 70% of respondents agreed that all activities in the classroom are learner paced. It is made up of the 16, 8% of those who strongly agreed plus 54, 5% of those who agreed. This tells us that most educators care about learners and in their teaching they consider the pace at which learners are grasping the content. This statement is supported by Eisner (2002 in Chong & Cheah 2009:4) when he suggests that teaching is a caring exercise. Teachers have the responsibility of involving pupils in purposeful academic learning, supporting and caring for them (section 3.2.1).

Q.28 After administering tasks, feedback is done to ensure effective learning.

This is the most integral part of assessment, giving feedback to the learners. Fortunately, in this case, about 82, 2% (24, 8% plus 58, 4%) did agree with the statement about doing feedback after administering tasks. Assessment should be used to give feedback to learners and their parents of progress and achievements; to evaluate the teaching-learning process in order to inform teachers of problems that would ensure compensatory teaching; as well as for promotion purposes (section 2.4.3).

Q.29 All educators are committed towards assessing learners regularly.

From the statistics shown in the tables and graphs, 16, 8% of respondents strongly agreed while 48, 5% did agree with the statement. At least there are some educators who understand the importance of assessment. The total percentage of those who agreed is

64, 3%, which is quiet significant to can make an impact on the achievement of learners.

Q.30 The curriculum is learner centred

Most respondents agree with the notion above where 11,9% strongly agreed, while 56,4% agreed that that the curriculum is definitely learner centred. The total for respondents who were positive about learners as being the central components of the curriculum is 68,3%.

To assert the notion above, the DoE (2000:13) in section 3.2.3 indicates that the content of learning areas should be related to learners' everyday lives; the classroom should be comfortable and conducive to learning, and should stimulate learners' desire to learn; and learning activities and materials should be making learning fun and exciting.

In the same vein, Chikumbu and Makamure (2000: 50) maintain that it is important to note that curriculum implementation cannot take place without the learner. T h e r e f o r e , the learner is the central figure in the curriculum implementation process (Section 2.3.4).

Q.31 Almost all educators are engaged in continuous learning in order to maintain professional effectiveness.

From empirical data shown by means of tables and graphs, it is evident that some respondents, particularly those who are engaged in furthering their studies agreed and strongly agreed (42, 6% and 13, 9%) with the statement above. In order to be effective in their profession, teachers must always keep abreast with the new developments in their careers, and this can be achieved through further studies. It is vital that principals assist teachers in remaking the educational profession and establishing a culture in which the latter are empowered (Mullen & Jones, 2008:330).

Q.32 Teachers are given the opportunity to apply their creative skills.

From the empirical data, about 60, 2% of respondents agreed with the statement that is, 12, 9% strongly agreed and 47, 5% agreed. Teachers need to be free to utilise their creativity in teaching and learning activities. In all situations where teachers are free to use their talents and skills without some form of hindering, learners are the ones who benefit.

Table 5.6: Shared leadership

Question	ITEM		Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
33	Distributed leadership is promoted at our school.	F	22	34	14	22	8
		%	21,8	33,7	13,9	21,8	7,9
34	Teachers feel cared for and valued in important decision making of the school.	F	13	40	14	25	9
		%	12,9	39,6	13,9	24,8	8,9
35	There are few conflicts among staff members due to shared decision making.	F	15	46	18	17	5
		%	14,9	45,5	17,8	16,8	4,9
36	Sharing responsibilities enhances Performances.	F	18	66	5	9	3
		%	17,8	65,3	4,9	8,9	2,97
37	All teachers have the potential to contribute to school development.	F	21	49	11	16	4
		%	20,8	48,5	10,9	15,8	3,96
38	Distributed leadership embraces leadership by teams.	F	16	51	14	17	3
		%	15,8	50,5	13,9	16,8	2,97
39	All teachers have an interest in the success of the school.	F	17	44	24	14	2
		%	16,8	43,6	23,8	13,9	1,98
40	Leadership is exercised by everybody in the school.	F	11	42	10	23	15
		%	10,9	41,6	9,9	22,8	14,9

Figure 5.4 Shared leadership

Fig 5.4. Shared Leadership
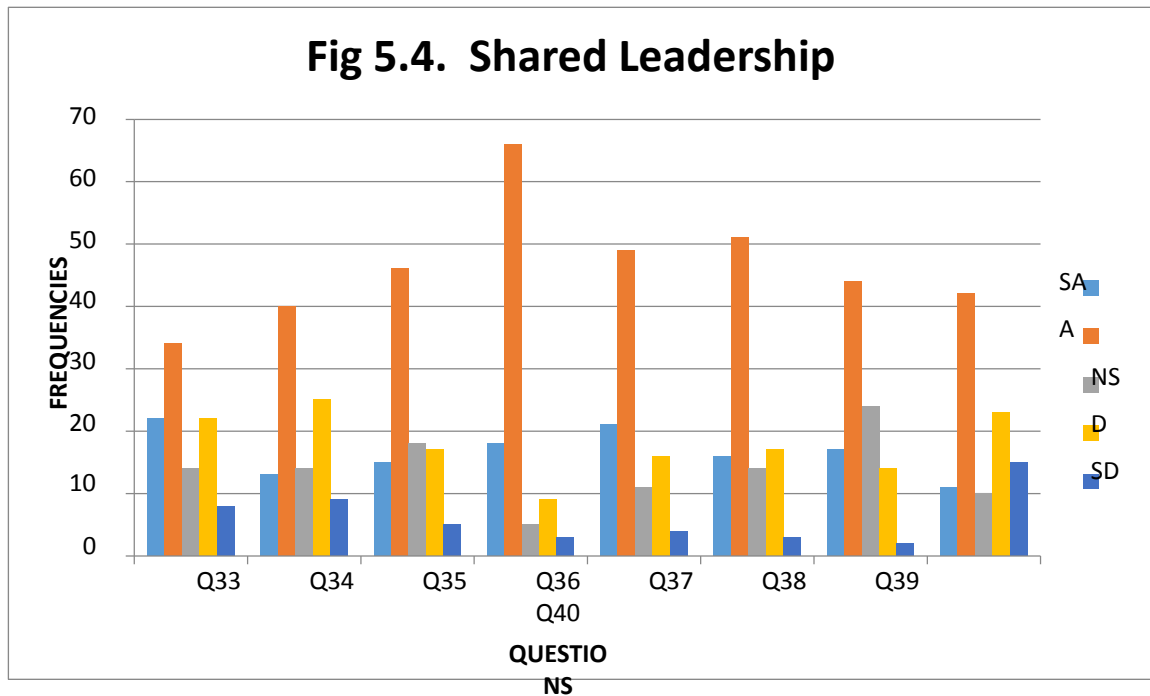
Q.33 Distributed leadership is promoted at our school

From the bar graph and the table, 54, 5% agreed that distributed leadership is promoted at their schools (section 3.4). In their study Frost and Harris (2003:480) indicate that central to the idea of distributed leadership is the view that leadership is not the sole preserve of the individual at the top, but that it may be exercised by anybody within the organisation. These were the views of those 54, 5% in relation to what is prevailing at their schools. They believed that leadership is not supposed to be exercised by an individual; instead it is supposed to be distributed to everybody in the organisation. Distributed leadership places an emphasis upon maximising intellectual and social capital and building capacity within the organisation (Hargreaves, 2001 in Frost & Harris, 2003:480) (section 3.4).

However, in this survey, there were a considerable percentage of respondents who maintained that distributed leadership was not prevailing at their schools. The implication is that educators who are not given the latitude to exercise any form of leadership in the school, become unmotivated and demoralised, and end up losing a

sense of belonging to the organisation. Such teachers demonstrate a negative attitude towards everybody in the school.

Q.34 Teachers feel cared for and valued in important decision making of the school.

Almost 50, 5%% of the respondents did feel cared for and valued in their respective schools; that is, 12, 9% strongly agreed and 39, 6% agreed. Having a feeling of being valued at school is a motivation for teachers. Where educators are valued and cared for, their perception towards the school demonstrates a sense of belonging. They are encouraged to contribute towards the improvement of the standard of education in their schools. Teachers will always feel motivated if they know that they have a say in the running of the school.

Therefore, it is the duty of school principals to provide all stakeholders with the required support and motivation, listening to their views and their problems and valuing their effort, support and contribution (Section 3.7). In the same vein, Byham and Cox (1992) and Fullan (2001 in Mullen & Jones, 2008:330) maintain that teachers who have a personal stake in an organisation are more likely to commit to improving its performance (section 3.8). In a study done by Sharma (2012:19) when talking about the role of instructional leaders, one principal concluded that "Teachers do their best when their views are valued. We involve them in every process right from planning to outcome through process."

Conversely, there are those who felt that they were not cared for and valued in important decision making of the school. In this survey, it was about 33, 7%. This type of situation might create problems for school management. Some may even take it upon themselves to ensure that the performance of learners is compromised in many ways. In some schools, disgruntled educators may deliberately decide not to carry out their duties as required. That can be signalled by coming late to school, bunking of classes, late submission of important documents such as mark sheets.

Q.35 There is few conflicts among staff members due to shared decision making.

It is a fact that engaging staff members in decision making minimises conflicts among staff members. In this study, 60, 4% of the respondents agreed that at their schools, there is minimal conflict due to shared decision making. Conflicts always arise in situations where teachers do not have a say in the important decision making of the school.

Q.36 Sharing responsibilities enhances performance.

From the results of the empirical survey, about 83, 1% of the respondents agreed that at their schools, sharing responsibilities enhances performance. This is quite a huge percentage which demonstrates an atmosphere where cooperation reigns among educators in different schools. This statement is supported by Steyn (2003:256) when he maintains that responsibility should be shared within any organisation. He stresses the fact that with the development of teams, responsibility should be on everybody's agenda (Section 3.8). On this note, Mullen and Jones (2008:337) assert that principals must strive to establish trust with their teachers before they can begin to extend leadership responsibilities as a strategy for supporting the professional development of teacher leaders and leadership teams within their schools.

Q.37 All teachers have the potential to contribute to school development

It is very much noticeable from the empirical data that a staggering 68, 3% of the respondents believed that all teachers at their respective schools have the potential to contribute to school development. On the other side, 20, 8% of those respondents strongly agreed and 48, 5%   agreed. This indicates that most educators are confident about their abilities to contribute to the school. Teachers have to attribute leadership qualities, as well, to colleagues who accept responsibility for their own professional growth, promote the school's mission, and work for the improvement of the school or school system (Leithwood in Frost & Harris, 2003:483) (section 3.4).

Q.38 Distributed leadership embraces leadership by teams

In this issue, the majority of respondents agree and are positive about distributed leadership.

About 66, 6% of the respondents agreed that distributed leadership embraces leadership by teams. This notion is supported in a study done by Mullen and Jones (2008:337) where one principal was quoted as saying: '*There is no way I can do this job by myself. I rely on the expertise of the leadership team and teachers in order to make our school the best it can be*', and '*Running a school is much like that familiar proverb "It takes a village to raise a child." I believe it takes all of us to educate a child*'.

Q.39 All teachers have an interest in the success of the school

The empirical data indicate that 60,4% of the respondents agreed with the statement above. What this implies is that most teachers are positive about their schools and they want their schools to be successful in many ways.

Q.40 Leadership is exercised by everybody in the school

This item indicates the views of educators regarding their leadership status in their respective schools. It is remarkable to learn that 52, 5% of the respondents believed that leadership is exercised by all members of staff at their schools (10, 9% plus 41, 6%). Instructional leadership model promotes the idea of power sharing. I believe it is high time that SMTs in schools should start focusing on empowering teachers. Section 3.4 in literature review highlights the fact that teachers should be involved in leadership in order to feel cared for and valued and be given opportunities to learn from each other and to be involved in decision-making.

Table 5.7: The principal as an instructional leader

Question	ITEM		Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
41	The principals and teachers work together to shape policy, create curriculum and enhance instructional practice.	F	16	53	10	15	7
		%	15,8	52,5	9,9	14,9	6,9
42	The principal relies on the support of staff.	F	14	53	14	13	7
		%	13,9	52,5	13,9	12,9	6,9
43	Effective supervision of instruction improves the quality of teaching and learning.	F	17	67	8	7	2
		%	16,8	66,3	7,9	6,9	1,98
44	The principal dictates policies and procedures and directs all activities at school.	F	7	33	9	39	12
		%	6,9	32,6	8,9	38,6	11,9
45	The principal is equipped with a clear understanding of leadership practices.	F	13	55	13	19	1
		%	12,9	54,5	12,9	18,8	0,99
46	The principal encourages team work at all times.	F	23	51	7	14	6
		%	22,8	50,5	6,9	13,9	5,9
47	The principal ensures the effective delivery of high quality teaching.	F	17	57	11	10	6
		%	16,8	56,4	10,9	9,9	5,9
48	Teachers' contributions are highly valued.	F	16	51	7	18	8
		%	15,8	50,5	6,9	17,8	7,9
49	The principal maintains positive relations with educators, parents and the community.	F	24	55	6	10	6
		%	23,8	54,5	5,9	9,9	5,9
50	The principal is able to inspire and energise the entire school community	F	16	54	10	17	4
		%	15,8	53,5	9,9	16,8	3,96

Figure 5.5: The principal as an instructional leader

Fig 5.5 The principal as instructional leader
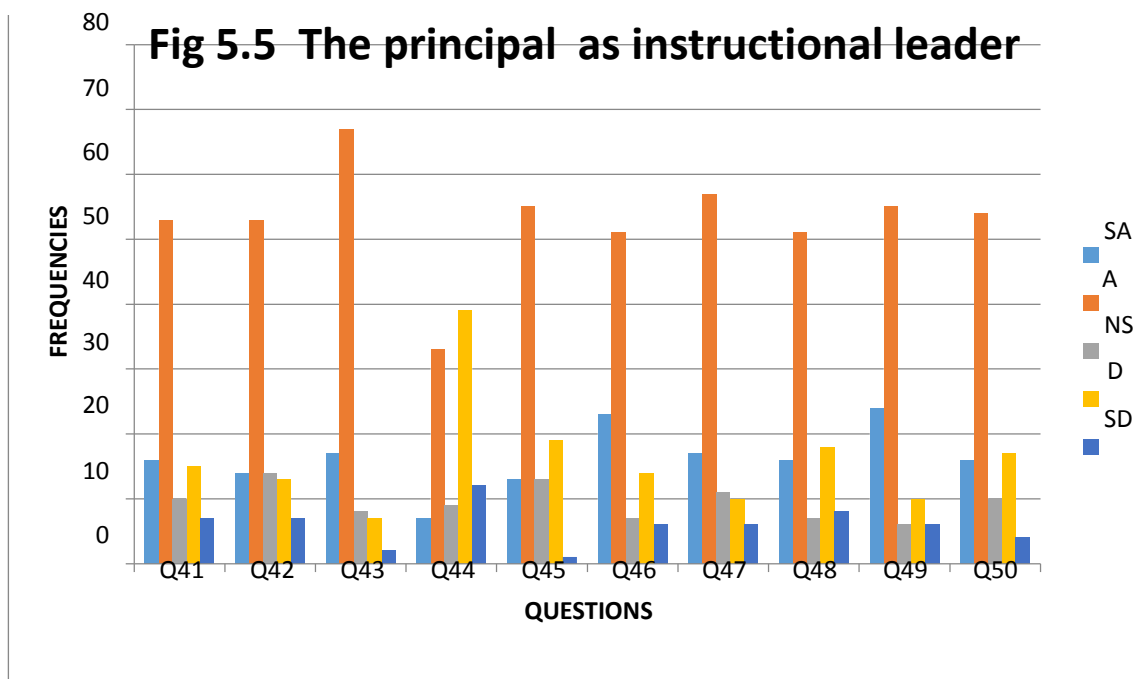
Q.41 *The principal and teachers work together to shape policy, create curriculum and enhance instructional practice*

Most respondents (about 68, 3%) did agree with the concept above. This means that at their schools, there is cooperation between members of staff on matters related to policy and instructional practice. This is what is required in a school situation for quality teaching and learning. The teacher is the instructional leader in the classroom with the full and knowledgeable support of the principal in a school which prioritises teaching and learning for all members through mutual sharing and respect (section 3.3).

Q.42 *The principal relies on the support of staff*

From the empirical data, 66, 4 % of the respondents did agree with the fact that the principal relies on the support of the staff. This survey has detected that this considerable number of educators acknowledge that the school needs a strong collaboration between the principal and the staff. Any principal who believes in his own

abilities to run the activities of the school will never be successful. Running a school is supposed to be a joint effort.

Q.43 Effective supervision of instruction improves the quality of teaching and learning

The majority of respondents concur with the idea put forward with 66, 3% having agreed while 16, 8% strongly agreed. The total of 83, 1% from the respondents agreed that effective supervision of instruction improves the quality of teaching and learning. This has been supported by Hallinger (2005:223) when he indicates that instructional leaders were described as strong, directive leaders who had been successful at "turning their schools around."

Q.44 The principal dictates policies and procedures and directs all activities at school

Here most educators have disagreed with the statement. A total of 50,5% disputed the fact that their principals are dictating policies and procedures and also directs all activities of the school. These will be teachers who confirmed that power sharing is being exercised without any form of dominion by the principal.

Q.45 The principal is equipped with a clear understanding of leadership practices

The majority of respondents have demonstrated confidence in their principals. From empirical data depicted by a bar graph, about 67, 4% believed that their principals are well equipped with a clear understanding of leadership practices. Skilled principals are capable of providing other stakeholders with the required support and motivation, listening to their views and their problems and valuing their effort, support and contribution.

Q.46 The principal encourages teamwork at all times

The empirical data indicates that 73, 3% believed that their principals promote teamwork at all times. This is what instructional leadership is all about. It is a fact that teamwork enhances the effectiveness of all the members of such a community. Working together as a team brings out the creativity in individuals. Teams of people have greater resources because each person brings something different to the team, but they all contribute to achieving a common goal.

Q.47 The principal ensures the effective delivery of high quality teaching

The empirical data indicates that a total of 73, 2% of the respondents believed that their principals are ensuring that effective quality teaching is promoted at their schools. This is exactly what instructional leadership is all about. This is supported by Kruger (2003:207) when he asserts that instructional leadership occurs when the principal provides direction, resources and support to both educators and learners with the aim of improving teaching and learning at a school (section 3.8).

Q.48 Teachers 'contributions are highly valued.

A total of 65, 3% agreed that teachers' contributions are highly valued by the principals. There is notion that indicates that teachers perform better in situations where their opinions are valued and appreciated.

Q.49 The principal maintains positive relations with educators, parents and the community

In this item, a total of 78,3% of the respondents agreed that their principals are maintaining positive relations with educators and the community. This statement sought to test as to whether principals adhere to the attributes of instructional leadership paradigm. The empirical data indicates that 23,8% plus 54,5% (78,3%) of the respondents confirmed that their principals are demonstrating the attributes of instructional leaders by maintaining positive links with other stakeholders.

Q.50 The principal is able to inspire, energise the entire school community

From empirical data, a total of 69, 3% (15,8% of those who strongly agreed and 53,5% of those who agree) did believe that their principals are able to inspire and energise the entire school. This can only be achieved by a skilled principal who is passionate about the school entrusted on him or her.

5.6 SECTION C OR GENERAL: Open-ended questions

This last section of the questionnaire consisted of three open-ended questions where the respondents were supposed to indicate their point of view in the form of discussions. This section has made me to realise the real challenges educators and SMTs are facing in schools. The challenges were taken directly as they are from the questionnaires and is the direct information coming from educators from the six selected schools in Zebediela District in Limpopo. The questionnaires were 101 in number with a few respondents having not filled that last section. Section C had three questions.

- The first question was about the challenges experienced by educators during the implementation of CAPS.
- The second one dealt with curriculum implementation support from curriculum specialists/ SMT/Principal.
- The third question was about the attitude of teachers towards the implementation of the new curriculum.

5.6.1 Which challenges are you experiencing when implementing CAPS?

- Shortage of text books and work books

Most respondents expressed a serious concern about shortage of textbooks in high schools and workbooks in primary schools. Some educators mentioned the fact that there was no delivery of Mathematics and Physical Science textbooks in Grade 10 in 2012 and Grade 11 in 2013. The teachers are worried that teaching without textbooks makes their work impossible. Others complained about lacking CAPS. Some primary school educators

complained about textbooks which are not enough for learners; forcing learners to share them. They indicated that lack of workbooks is a serious challenge because individual learners have to do exercises in those workbooks and scarcity of them means making copies for some learners. This promotes giving insufficient work to learners, which leads to assessment activities being compromised.

There are some respondents who complained about pace-setters and workbooks which do not correlate. While on the other side, some respondents indicated that in certain subjects and learning areas, learners' text books are without teachers' guide, thus making it difficult for teachers to administer assessment from those textbooks. The teacher can only give assessment based on what he or she understands.

- **Overcrowded classes**

A majority of respondents complained about classes which are overcrowded, making it impossible for educators to give learners individual attention. According to those educators, overcrowding is impacting negatively on effective teaching and learning, and causing some learners not to cope in class.

- **Some learners are not coping in the new curriculum**

Educators pointed out that some learners are passive in class, and their level of understanding is very slow. As a result, they are lacking behind in grasping content, also showing little interest in acquiring knowledge, demonstrating difficulty in acclimatising with curriculum, and not submitting their tasks as required. Others mentioned the fact that learners need spoon feeding; some cannot read and write; hence experiencing problems related to language barriers; and not able to express themselves in reading and in writing. Respondents further highlighted that content to be taught to learners is above their level of comprehension. According to most respondents, all these problems are exacerbated by challenges such overcrowding, shortage of the learning material as well as shortage of facilities in their schools.

Other respondents cited problems such as lack of parental support and child-headed families as the causes of poor performance by learners. They maintain that some parents do not show any interest in their children's education which is indicated by learners who do not perform their homework tasks.

- **Overloaded teachers**

Respondents expressed a serious concern about being overloaded with administrative work. They indicated that more paper work added to them is making it difficult for them to concentrate on teaching and learning. Respondents also raised concern about lessons being disrupted unnecessarily due to more paper work and numerous submissions required urgently to circuit offices.

- **Lack of training and support for curriculum implementation**

This challenge has been highlighted by a large number of respondents, citing lack of required skills to implement curriculum. Some of them expressed dissatisfaction regarding the ability of curriculum advisors in curriculum issues, citing inadequate training as a result of their incompetency. There are some who indicated that they do not get any support from curriculum advisors. They are saying that curriculum advisors only come at the beginning of the year, and come back later during the year to demand CASS.

There are teachers who have a problem with an ever- changing curriculum which is contributing towards inadequacy in acquiring the necessary skills in teaching.

- **Lack of resources**

There have been quite a number of respondents who complained bitterly about the lack of resources at their schools. They mention a serious dearth of facilities such as sports fields, libraries, classrooms, overhead projectors, laboratories, science equipments, furniture, and computers. Some have indicated that buildings at their schools are dilapidated, and not conducive for proper teaching and learning.

- **Disciplinary problems**

Some respondents, possibly from secondary schools, have complained about learners who display some form of deviant behaviour in class making teaching and learning difficult. Lack of discipline in schools makes it impossible for educators to impart knowledge to the best of their abilities. The respondents assert that disciplinary problems cause disruption of classes and contribute towards poor performance in class.

5.6.2 What form of curriculum implementation support does your school receive from curriculum specialists/ SMT/Principal?

- In this question, respondents expressed some mixed reactions. About 50% of them were indicating that they do not receive any form of support in curriculum implementation. They maintained that teachers have to fend for themselves in implementing the new curriculum. They also indicated that there is no support from curriculum advisors, as they (curriculum advisors) are stationed far from schools.
- Some have mentioned the fact that the curriculum advisors only supply them with the pace-setters at the beginning of the year and resurface towards the end of the year when they are in demand of CASS.
- It was interesting to learn from the responses of some respondents that curriculum advisors are there to overload teachers with more paper work which end up distracting them from engaging in teaching and learning.

- It has also been indicated by some respondents that some subjects and learning areas do not have curriculum advisors and the teachers who are offering them are implementing curriculum without any form of guidance.

Some positive findings

- The other 50% of the respondents have confirmed that they do receive guidance from the curriculum advisors, principals and SMTs. They highlight the fact that curriculum advisors monitor the implementation of curriculum and where there are challenges, they tender professional advice.
- Some respondents confirmed that SMTs provide counselling and discipline learners with deviant behaviour, assist with parental involvement, encourage team teaching and several departmental meetings within the schools.
- Others also mentioned the fact that their SMTs conduct class visits with the aim of giving support to educators, do analysis of results as schools to evaluate the performance of educators with the aim of improving the results in various subjects.
- Some commended the department for delivering question papers and memoranda on time, for having provided them with pre-and post-moderation tools for various forms of assessment.

5.6.3 Express your attitude towards the implementation of the new curriculum

Educators have also demonstrated mixed feelings when answering this question. About 50% of the respondents are positive about CAPS while the other 50% are negative about it. Of the respondents who are negative towards CAPS implementation had the following to say:

- More work load for teachers at the expense of contact time with learners;
- More paper work;
- Lack of technological facilities in rural school makes it difficult to implement curriculum;
- Few days of workshopping teachers;
- Shortage of textbooks make it difficult to implement curriculum;
- Good curriculum overloaded educators;

- Teachers are tired of changing curriculum from time to time;
- A good curriculum but poor conditions in schools makes it difficult to implement;
- Learners are more passive than before;
- New curriculum retarding progress, harder and difficult;
- Waste of money for purchasing new books for new curriculum;
- Teachers attribute negative attitude towards the implementation because of hastened training leaving them with little knowledge;

Some of those who were positive about the need to implement CAPS in schools indicated that:

- Well revised curriculum which is there to maintain a good standard of education in South Africa;
- Best curriculum, learner centred, does not encourage rote learning, but develops the entire learner;
- Curriculum easy to implement, because textbooks have lesson preparations, assessments and guidance on how to administer those assessments;
- It is good as it focuses on topics which are more relevant to learners;
- It is going to produce better results; South African learners are going to be able to read;
- Provide opportunities for learners;
- It will produce the type of learner who will work independently, disciplined and responsible;
- Change is good and challenging;
- It is a good curriculum, but need more time, more training, dedicated teachers and learners;
- A positive step towards effective teaching and learning and teaching;
- Exploring new things is good for development;
- Positive about curriculum, workload has been reduced;
- CAPS is a user- friendly curriculum as it exposes learners to new and higher knowledge of the content taught;

- Most of CAPS activities are life experiential learning; and
- It is good as it prepares learners to work even on their own in future.

5.7 Chapter Summary

This study has managed to elucidate the conditions under which educators are implementing CAPS in schools in the Zebediela District in Limpopo Province. Empirically gathered data made it easy for me to learn about the attitude of educators towards curriculum implementation, the challenges they are faced with during the process as well as tools they use for monitoring, evaluation and moderation in their various schools.

CHAPTER 6

OVERVIEW, RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

This study was based on curriculum development in South Africa and the way SMTs and educators are experiencing curriculum management and implementation still in its prime stages. Chapter 1 clarified the concept CAPS, its background and objectives of the study. Chapter 2 was about the SMT's views and role in curriculum implementation; Chapter 3 was based on the theoretical framework- the instructional leadership model; Chapter 4 focused on research methodology-the mixed methods research; Chapter 5 was about analysis of research findings. Chapter 6, this one has to present the main findings of the research; give some recommendations; highlight a number of limitations and present conclusions from the findings.

In the previous chapter, I presented the results of my study concentrating on the role played by that are experienced by SMT when implementing CAPS. The six schools which participated in the study have a total of 134 educators. Out of that number, 101 completed the questionnaires. When it comes to interviews, all the principals of the six schools participated in the survey by being interviewed. The empirical results indicate that out of six principals, only two of them managed to fill in the questionnaire. The use of mixed methods research has managed to answer all the questions about curriculum implementation in the six schools. In this survey, triangulation was engaged to validate all the answers generated.

6.2 Empirical findings

The findings from empirical data have indicated a mixed reaction with regard to the attitude of SMTs and teachers towards CAPS management and implementation. Several positive results and negative ones pertaining to all issues related to curriculum management and implementation have emerged through interviews and questionnaires. From the empirical evidence gathered in this area, the standard and quality of CAPS management implementation is just in between, a fifty-fifty situation, where half of the

educators are positive about CAPS implementation, while another half is negative. Empirically gathered data also revealed quite a myriad challenges in schools which are impacting negatively on the management and implementation of curriculum. One of the negative revelations was the confession made by educators about the poor performance in ANA in all grades that are involved. That was a highlight of the drawback of CAPS in this area.

As prompted by the objectives of this study, the meaning of CAPS was illuminated in literature review and also from the empirical findings. In addition, ample information about the views of educators and their experiences during the management and implementation of CAPS was gathered from the research findings. Thirdly, the role played by SMTs in managing and implementing CAPS was also brought to light through the interviews and questionnaires. The fourth objective of this study was to shed light on monitoring, assessment and evaluation tools which can be put in place for the purposes of managing and implementing this curriculum at hand and this, too, was achieved by the literature review which was dealt with thoroughly (section 2.4). The fifth and the final objective was to devise a model which the SMTs can use in the management and implementation of CAPS in schools so as to improve teaching and learning. The model was successfully engaged in the study and from empirically gathered data; a reasonable number of SMT members are engaging it at their schools although they maybe not be aware that they are employing it.

Triangulation has also assisted in validating the findings. Two types of research methods were involved in research to foster validity and reliability of findings. The questionnaires have revealed different views concerning the implementation of CAPS, including the role played by SMTs in managing and implementing CAPS.

I went through the findings of the questionnaires and look for all the highly upbeat points and negative attributes of CAPS, that is, those points affirmed or negated by the majority of educators, and in the case of interviews, the general views of participants were considered in order to highlight the most significant parts of the findings. In some cases, I picked up the lowest scores of respondents to highlight the good side and bad side of curriculum implementation.

Here are the highlights of the findings:

6.2.1. Positive aspects of managing and implementing CAPS in Zebediela area

6.2.1.1 Teachers and SMTs are positive about offering quality education to learners

There have been an overwhelming percentage of educators who are positive about offering quality education to learners. The general mood that I gathered when collecting data and synthesising it, is that teachers in this small part of the country are really caring about the learners. Educators concur in large numbers that their core business is to offer quality education. They also assent that the learner is the central figure in the curriculum implementation process.

The responses from the principals during the interviews were also showing me that there is a great aspiration for quality teaching and learning at their schools. Principals are regarded as the most "information rich" participants, and they were more vocal to indicate ways in which they will make sure that everything in the school is beneficial to the learners. The verbal and non-verbal gestures also reflected their aspirations about learners with which they are entrusted.

6.2.1.2 Shared leadership

A crucial lesson learned from the interviews is that all principals believe in sharing leadership with the members of SMT. This is a positive sign towards curriculum implementation and it is one of the fundamental attributes of instructional leadership. It has also been confirmed in Question 36 of the questionnaires were at least 83, 1% of the participants agreed that sharing responsibilities enhances performance. This type of leadership is embraced by all principals interviewed and they also believe that power sharing has to do with delegation of work by having smaller committees that deal with different aspects of the school. The committees are given powers to take decisions, although they are not autonomous or divorced from the entire school community (Principal B).

This perception is supported by Sergiovanni's (2001 in Frost & Harris 2003:487) who argues that high leadership density means that a larger number of people are involved in the work of others, are trusted with information, are involved in decision making, are exposed to new ideas and participate in knowledge creation and transfer.

6.2.1.3 The principal as an instructional leader

This section of the questionnaires attracted the majority of the participants highlighting that principals are running schools as instructional leaders. The graphs are showing that in long red bars. The exception is Question 44 in which most respondents are against the idea that the principal is engaging dictatorship (autocratic) method.

The implications are that the schools in this area are led by principals who attempt to be "good instructional leader[s] who are expected to provide instructional leadership and nurture it in others, shape the school culture, manage administer complex organisational processes, build and maintain positive relations with parents, the community and lead and support school improvement and change" (Masuku, 2011; 33)

As this study was informed by instructional leadership paradigm, it came as no surprise when the questions from 41-50 are indicating an overwhelming majority of educators supporting this theoretical framework at their schools. The following are some of the features of that model supported by many educators and SMTs as indicated by empirical data:

- A large number of respondents agreed that the principals and teachers work together to shape policy, create curriculum and enhance instructional practice.
- Another large percentage believed that the principal relies on the support of staff.
- There has also been an agreement by the majority of educators that effective supervision of instruction improves the quality of teaching and learning.
- However, the respondents were against the idea that the principal dictates policies and procedures and directs all activities at school, because they know that their principals cannot succeed in directing all the activities of the school.

- "The principal is equipped with a clear understanding of leadership practices" They agreed in large numbers in this statement, showing a sense of confidence in their leaders.

- Most participants agreed that the principal encourages teamwork at all times. This is the most important characteristic of the instructional leadership model and fortunately most educators in Zebediela District agree that the principal ensures the effective delivery of high quality teaching.

- A large number also concurred that teachers' contributions are highly valued.

- The principal maintains positive relations with educators, parents and the community; it is exactly what is needed in our schools.

- They also agree in large numbers that their principals are able to inspire, energize the entire school community.

6.2.2 The negative aspects of managing and implementing CAPS in Zebediela area

6.2.2.1 Shortage of textbooks and workbooks

This can be regarded as the most serious challenge in the implementation of CAPS in this area. It has been highlighted on questionnaires in Section C by a significant number of participants. This section consisted of open-ended questions and participants were very open about the way this shortage of books is negatively affecting their classroom activities.

It has been evident all over the country that the problem of shortage of books is affecting most schools in Limpopo Province. Section 2.3.5 of literature review indicates that: ''Mail and Guardian has travelled through some schools in Botlokoa which is about 50km North of Polokwane, and discovered that in about four schools in that area books were not yet delivered in Grade 11 in February 2013''.

On the same note, the principals, the most ''information rich'' participants have reiterated this problem. Some even mentioned the subjects which have been most hardly hit by the problem. '*It is just impossible to implement curriculum without textbooks'*. Some of them were echoing such statements. The sad part of it is that learners who are affected by

this problem are from disadvantaged area where most of the parents are unemployed, illiterate and not even able to make sense of what is happening.

6.2.2.2 Lack of resources

Since all the schools are in rural areas, they do not have adequate facilities like schools in affluent suburbs. They all fall under no-fee school, meaning that the government is funding them. It is a well-known reality that norms and standards funds are never sufficient for schools. Those funds usually arrive late in schools, putting schools in difficult situations for most part of the year. It is a stern challenge to run schools in situations such as these. For school principals and the rest of SMTs, it is not enough to worry about teaching and learning. There is also another aspect to worry about which is of lack of funds for maintenance of essential facilities such as photocopies, and computers. In most cases, facilities such as sports fields, libraries, classrooms, overhead projectors, laboratories, science equipments, furniture, and computers are not there. All these have been indicated by empirical data.

Schools are so poor that at some stage, teachers use their own transport for rendering services for the schools without any form of compensation. Empirical data, especially Section C of the questionnaire, is beset by many teachers expressing themselves about the fact that there are literally no funds for maintenance of buildings and other facilities; hence buildings in most schools are dilapidated. Participants indicated that the conditions under which learners and teachers find themselves do not promote any form of teaching and learning.

The appalling conditions above are similar to the ones witnessed by Netshitahame and Vollenhoven (2002:314) when they indicate that of most schools they surveyed in rural areas do not have enough classrooms to accommodate all learners. They assert that "where classrooms are available, the conditions of these classrooms are not safe for the learners". The walls are cracked, windows are broken, and floors are in complete disrepair and need renovations. Some schools have built flimsy additional classrooms made of planks, and apply cow dung to the floors (Section 2.2.2).

6.2.2.3 Overloaded teachers

From the questionnaire, I have learnt that most educators agree that curriculum change means more responsibilities for educators. Educators feel that they are overloaded at their schools, even on Section C of the questionnaires, the majority of them have highlighted this problem as one of their main challenges when implementing CAPS. There they talk about more administration work which takes much of their teaching time. Their main concern regarding this problem is that they do not have enough time to teach learners because of the large workload introduced with this curriculum.

Recently, in our area, the instruments used in IQMS for evaluating teachers, were seen to taking much of teachers' time. After being evaluated in their classes, teachers have to spend the whole day filling the same information over and over on several IQMS forms, wasting the valuable time which can be used for teaching and learning.   After that exhausting exercise, the IQMS committee members have to sit down, maybe on the second day, bunking their classes again, to compile schedules using the information filled by teachers. From there they will be another day lost for verification of scores maybe at a central venue, by a number of schools. People involved in all those exercises are the same teachers missing their teaching time again and again. The whole process of evaluation end up losing its meaning because of more paper work attached to it.

This is just but one example of why teachers are frustrated about the lack of ample time for teaching. There are many more commitments which are compromising the time for teaching and learning in our schools. Teachers have indicated that the performance of learners in classes is going down because of several disturbances and disruptions of lessons on a daily basis. Evaluation is a good thing, but if it takes more time than necessary, compromising time for teaching and learning then it is no longer a good exercise.

6.2.2.4 Learners' poor performance in Annual National Assessments (ANA)

Educators believe that learners are not doing well in these nationally benchmarked assessments. They blame large workloads as the causes of poor achievements in ANA. They complain about not having enough contact time with learners, concentrating more on paper work demanded by the bureaucracy. An example of IQMS evaluation process has been indicated above. If we can continue with these types of disruptions, I am afraid that there will be a collapse of the standard of education in our country for a very long time.

The poor performance of learners in ANA is the direct opposite of Question 6 on the questionnaires (Promotion of learner achievement is everybody's priority). If about 75, 3% agree that the promotion of learner achievement is everybody's priority, and they also agree that learners are not performing well in ANA, and then it indicates that things are really not going well here.

The irony here is that the majority of educators' aspirations were to see learners doing well, but the same majority agrees in large numbers that learners are not doing well in ANA. The speculations that we may give about this type of discrepancies of ideas is that learners are not performing well because of the challenges associated with factors already mentioned such as large workload for educators, lack of resources, lack of parental support, shortage of textbooks. These challenges actually surpass teachers' aspirations and efforts to educate learners.

6.2.2.5 Lack of training for curriculum implementation

This issue has also been raised as a very serious concern by the majority of respondents and principals. The biographic information of principals indicates that some principals have attended training only once, and others have never attended any training. When I was interviewing those principals, I could feel that there was a serious dearth of training in the district. I knew principals to be the 'information rich' participants, but when it comes to the question based on assessment, evaluation and monitoring tools, they seemed not to be having enough information on those issues. They had very little information about the tools which to me signalled a serious dearth of training. I was not surprised because

their biographical information indicated clearly that most of them never received adequate training and others did not even one.

Section C, Question 2 of the questionnaires also revealed very important information about training in our area. More than half of the educators indicated that they never received any training. Some were complaining about lack of support from the department on this issue of training. Some talked of being visited by curriculum advisors at the beginning of the year and then they disappeared for a long time only to resurface when they are demanding CASS towards the end of the year. Some principals indicated that they suspected that curriculum advisors seem not to know the type of support they can give to schools.

6.2.2.6 The attitude of teachers towards curriculum implementation

The attitude of teachers has a bearing on successful implementation of the curriculum and it is also affected by a number of factors. In this case, the conditions of the schools, the facilities, availability of books, and the large workload are some of the factors discouraging educators. The last question of Section C of questionnaires has been captured very well by the majority of respondents. The general notion of having teachers with negative attitude towards CAPS was surfaced by responses obtained from 50% of participants. This means that half of the participants were positive about the implementation of CASS while another half is negative. Some participants were citing all these challenges already mentioned as reasons why they feel that CAPS will not be a successful curriculum.

Others do not like change because it takes them out of their comfort zones. Those people believe as Module 7 (2005:4) indicates that *"Keep things as they are!" "If it is not broken, why fix it."* Those who are positive about curriculum change believe that exploring new things is good for the curriculum. In my view, as much as we embrace technology, we must also embrace this curriculum as it may lead our children to brighter future. Some educators believe that it is a good curriculum, but poor conditions in schools make it difficult to be implemented.

6.3 Recommendations

In this section I present recommendations that can be applied to address some of the most negative aspects related to the management and implementation of CAPS.

6.3.1 Recommendations about shortage of books and workbooks

The issue of shortage of books needs government intervention. It is the department of education which has an obligation for supplying schools with books. It is very crucial for a country to invest in the education of its children by providing all essential facilities in schools such as books. Provision of quality education for all learners should be the priority as education can be used as the backbone of the country's economy.

Since the commencement of the implementation of CAPS, the shortage of textbooks has been a serious challenge in most schools in Limpopo. The empirical data indicates the problem in various ways. Fortunately, from 2014 the DoE seems to be very much prepared to keep their promise by delivering books in time.

This is what the DBE spokesperson said on the 15 September 2013:

> *"We have ordered about 6 million textbooks. We want all of them to be delivered before we close down for the December holidays. The plans are there and the logistics are there and I don't see why we will not be able to accomplish the task."* *(Masondo, 2013:6)*

And indeed the promise was kept because during November 2013, most books were delivered in all schools in preparation for 2014. Affected Grades in this case are Grade 8, 9 and 12 at Secondary schools and Grade 7 at primary schools and I have seen almost all books being delivered at our school for Grade 8, 9 and 12 during November 2013.

We just hope that the retrieval policies in schools will be in place to ensure that learners return books at the end of every year. If books have been delivered at our school and in neighbouring schools, we just hope that the situation is the same in the whole province as well as in other provinces.

6.3.2 Recommendations on lack of resources

All schools in this area are running short of facilities for proper implementation of CAPS. The empirical data has highlighted shortage of sports fields, libraries, classrooms, overhead projectors, laboratories, science equipments, furniture, computers and many more. The situation is just not conducive for effective teaching and learning. This type of a problem rests directly on the government's shoulders. It is the government which has to be blamed. No one can dispute the fact that all the schools in these areas are still carrying the legacy of apartheid where black children were subjected to inferior education. But since the democratic government has been into power, it is almost two decades, which is long enough for the mistakes of the past injustices to have been corrected. It was a matter of having prioritised education and allocated more funds into it as it is one of the most important pillars in building any society and in ensuring a decent life for its people (Rembe, 2005:3).

The conditions under which the learners are being taught in this area do not grant anyone confidence and willpower in carrying out duties. It is the obligation of the DoE to provide facilities to these poor schools, to provide them with more money to run the schools without being strained. The government has made several undertakings, promising the public to create an enabling environment for effective teaching and learning so that through education all the citizens of our country are empowered to participate effectively in society and the economy.

Castaldi (1984 in Anike & Tari 2011:47) asserts that excellent school facilities and dedicated teachers are basic ingredients of good educational programme. The desire for education is on the high rise, the consumers of education therefore expect the attainment of standard and quality education that will give them a sense of belonging, fulfilment and satisfaction. Another recommendation is for schools to out there, and forge partnership with the wider communities, and request for donations of some of these essential facilities. This type of undertaking needs dedicated school community members who are brave enough to move from door-to-door, looking for sponsors and donors for school development purposes. Some even go to an extent of engaging fund raising activities in trying to improve the poor conditions in schools. What this indicates is that processes of

evaluation in schools in the form of WSE and SSE must be conducted regularly in school to ensure development of all aspects of the school which in the long run leads to learner achievement.

6.3.3 Recommendation on overloaded teachers

Teachers said a mouthful about being overloaded. They mainly complain about paper work that is to be submitted to the department. A good example is that one of IQMS forms with tautological information. There are many other instances where teachers are usually engaged in activities which take most of their time without benefiting the learners. This is a challenge which needs educators themselves to be assertive enough in their meetings with curriculum advisors and also with all forms of bureaucracy at various gatherings. Educators need to be audacious enough to alert the people concerned about the dangers caused by all the unnecessary paper work derailing teachers from doing what is best for learners: teaching and learning. Without us as educators taking steps about this matter, we will still be subjected to situations where we fill similar forms such as those of IQMS again and again. That type of exercise does not benefit learners or the school in any way.

6.3.4 Recommendations on poor learners' performances in ANA

It is true that the poor conditions at these schools are hindering quality teaching and learning, but it does not mean that teachers and SMTs must fold their arms and do nothing about the status quo. As teachers we have a serious obligation of teaching learners to the best of our abilities. The truth is that in these schools learners have got potentials just like other learners in affluent suburbs. If only we can have teachers enthusiastically teaching learners, assessing them regularly, doing feedback with them without complaining, we will get this ANA and other forms of assessment right.

To create a positive learning environment, Killen (2007:25) indicates that teachers need to do the following: (Section 3.3)
- Structure learning experiences to take learners purposefully towards important, meaningful long-term goals;

- Create learning experiences that are interesting, challenging and realistic, and that give learners opportunities to work collaboratively on open-ended tasks;
- On the other hand, we need SMTs who are real leaders of instructions doing exactly what they have been hired to do, such as to:
    - Oversee curriculum planning in the school;
    - Help to develop learning activities;
    - 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; and
    - Ensuring that every activity at the school is beneficial to the learner (DoE, 2000:10).

The DBE is also prepared to ensure that the standard of education is uplifted including the ANA performance. In their strategic plan of 2011-2014, the Ministry indicates that:

' *"The focus of our strategies is geared towards the learners, the teachers and the schools and, by extension, provincial administrations of education, including district management. For effective teaching and learning to take place, we have to ensure that schools are functional" (DBE, 2011:3).*

6.3.5 Recommendations on lack of training for curriculum implementation

This is another departmental matter whereby teachers and SMTs are relying on the department for services such as workshops and training. However, schools can improvise by engaging those educators who are well equipped and skilled in curriculum implementation to take other teachers through the process. That form of exercise can be done after hours or during free periods to avoid compromising the teaching and learning times.

In cases where teachers are having manuals for training, but have not been workshopped, it is the duty of SMTs to organise school-based training sessions where

those who are capable can take others on board so that all the educators at a school can be on the same page. School-based departmental meetings are also encouraged whereby individual teachers of the same department can be able to assist each other in matters related to curriculum development. Teachers are always urged to discuss educational policies (even if not formally) with other educators in order to promote a common understanding.

Teachers are also encouraged to be involved in further studies related to their career in order to keep abreast with the new developments of their profession. The SMT must also always strive to participate in departmental and professional committees, seminars and courses in order to be able to update their professional standards.

Evaluation of teachers is another aspect which needs regular attention. The main purpose of the evaluation is to identify areas of strength and areas requiring development in order to enable the school to improve the overall quality of its provision. It is the process used to judge the effectiveness of a teacher in and outside the classroom. If handled correctly, this process can improve teacher effectiveness and abilities in teaching. The core business of schools is teaching and learning. Therefore, any school evaluation exercise has to assess the performance of a school in different subjects and to determine whether it has a positive or negative impact on learner achievement. Evaluation can benefit teachers and learners in many ways if handled properly.

6.3.6 Recommendation on instilling a positive attitude for CAPS implementation on educators

This study is informed by the instructional leadership paradigm which ensures that effective teaching and learning takes place at school and also promotes participative leadership at school. When teachers are involved in leadership, they definitely feel empowered and valued at a place where they spent most of their time. The idea of being empowered motivates educators to be positive about curriculum implementation. Fortunately, in schools which participated in the study, it has been proven through empirical findings that features of this model are prevalent in their management and

implementation of CAPS. The following are some of the features noticed in the empirical findings:

- Involving educators in important decision making of the school also uplift their spirits;
- Principals are involving teachers in decision-making processes;
- SMTs create the conditions for a supportive environment that encourages teachers to examine their teaching and school practices, and experiment with ideas that result from reflective practice;
- SMTs agree about being passionate about learner achievement;
- Principals promotes effective delivery of high quality teaching; and
- Effective supervision of learning programmes to improve the quality of teaching and learning.

6.5 Recommendations for further study

A research needs to be conducted on the management and implementation of CAPS in schools in the urban areas or in schools with different circumstances.

Another study can be conducted involving the management and implementation of CAPS with a larger population, involving many schools in different districts and different provinces.

There must be more research based on evaluation, assessment and monitoring tools as they form the basis of Whole School Development, and this type of development is essential for learner achievement

6.5 Limitations of the study

This study was limited by circumstances during collection of empirical data, and they are as follows:

- The interviews were conducted within a long period of time as some principals were not available due to hectic activities of the third term. The compilation of schedules in all schools and the trial examinations in secondary schools derailed the interviews in two schools. Those time delays might have affected the technique of questioning and thus the empirical results.
- The fact that there were only two primary schools against four secondary schools involved in the research might have affected the empirical findings.
- Some educators at one secondary school were reluctant to fill in the questionnaires which imply that some questionnaires might have been filled haphazardly without any honesty, and that is another cause of swaying findings.
- This study is limited to schools in rural areas, there is a need for this type of study in another area with conditions not the same as in the rural areas.
- There were very few sources from previous researches based on CAPS, as this curriculum started being implemented in 2012 and this study was also started during the same year.
- The study is further limited by the fact that it was a small scale survey and results could not be generalised to all SMTs and educators in all South African schools. The sample consisted of schools in one education district; while curriculum implementation is affecting the whole of South Africa.

6.6 Chapter summary

This study managed to shed light on the features of CAPS and the role played by SMTs in managing and implementing CAPS at South African schools. I made use of mixed methods approach whereby questionnaires were completed by educators from six schools in the Zebediela area; one-to one interviews were conducted with the principals of each of the six schools. Two of the schools were primary schools, while four of them were secondary schools. In total, 101 respondents completed the questionnaires, after

that exercise principals were interviewed. The respondents and participants were from both genders, with various years of teaching experience, and generally well-qualified.

Empirical data revealed a number of challenges experienced by SMTs and educators when implementing CAPS such as overloaded teachers, overcrowded classrooms, shortage of textbooks in schools, lack of resources, lack of training and many more. The other highlight of this study is the differences between leadership and management where principals gave me their different versions about the two concepts. Therefore, it was against the backdrop of these findings that this final chapter discussed several policy and practical recommendations. Overall, the chapter recommended that when the tools are designed to improve the implementation of CAPS in schools, they must practically focus on assessment, evaluation and monitoring of teaching and learning. It was interesting to learn that the two concepts overlap and that both are essential for the success of an organisation. They overlap in the sense that while a manager focuses on processes and procedures, a leader focuses on people. From the empirical data, those school principals indicated with their non-verbal gestures that they know that they are supposed to play those roles interchangeably. The instructional leadership model also promotes principals to play roles as leaders and managers at the same time.

This study managed to highlight the significance of the three tools which are interrelated and are contributing towards effective curriculum implementation. Those are monitoring, assessment and evaluation tools. It has been highlighted that monitoring forms the basis of assessment and evaluation. Without monitoring, the SMT will lose track of the progress that needs to be made in curriculum implementation. On the other side, the main purpose of evaluation is to identify areas of strength and areas requiring development in order to enable the school to improve the overall quality of its provision. Assessment evaluates the competence of educators and the quality of educational systems.

The results from empirical investigation has also revealed that SMTs and educators in Zebediela District demonstrated that they embrace instructional leadership paradigm in their teaching profession and are ready to convey the principles attached to it. The section

on instructional leadership had the majority of respondents showing a positive inclination towards making it a very relevant model for CAPS implementation.

But, the inclination of SMTs and educators towards the instructional leadership without a clear understanding of assessment, evaluation and monitoring tools highlights a serious drawback in implementation of CAPS. This is the area which needs more clarification and emphasis in schools meetings. It has been a rewarding experience to learn that schools are really engaging the instructional leadership paradigm in their day-to-day activities. However, the final appeal I am making is for schools to conduct internal workshops specifically for the elucidation of the three essential tools needed in CAPS management and implementation. (Evaluation, assessment and monitoring) After that internal workshop, there must be real implementation of the tools, whereby SMTs can design them proficiently and for specific purposes such as for classroom observations, lesson planning, written work, and etcetera. In this way, CAPS management and implementation in schools can be effectively done through instructional leadership role of the SMTs. Therefore, the instructional leadership approach [can be] the model by which is supposed to be promoted as the harbinger of the change and the salvation of schooling (Cavanagh & Silcox, 2003: 2).

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ANNEXURE A

INTERVIEW SCHEDULE

Topic:

The instructional leadership perspective on the implementation of the Curriculum and Assessment Policy Statement (CAPS) at South African schools

1. Which challenges are you experiencing when implementing CAPS?
2. Which assessment, evaluation and monitoring tools are in place for the management of CAPS?
3. Give reasons why learners in your school must continuously be assessed?
4. Which policies are in place to ensure the effective functioning of the school?
5. What is the role of SMT in offering professional expertise in terms of curriculum knowledge?
6. What are the differences between management and leadership?
7. Why is enhancing educators' knowledge, skills and attitudes of great importance for the principal?
8. As a school how can you make sure that everything in the classrooms is beneficial to the learners?
9. Elaborate on a statement? '*'Principals should lead rather than instruct*''
10. How can you as the principals promote power sharing at your school?

ANNEXURE B: Interview questions and responses

1. *Which challenges are you experiencing when implementing CAPS?*

Principal A mentions the following problems in curriculum implementation:

In our discussions about the same issue, Principal B highlights the following challenges:

(i)   *Shortage of textbooks, available textbooks that are not in line with the pace-setters*

(ii)   *The second challenge is that Common tests that do not come on time, and are not of the required standards, sometimes there come without memoranda.*

(iii)   *The third challenge is that some teachers are not trained (work shopped) they are expected to implement CAPS, e.g. senior phase educators.*

As far as Principal C is concerned challenges experienced are the following:

We are experiencing problems such as lack of learner teacher support material (LTSM); negative attitudes of educators towards change, and lack of support from the department. Curriculum advisors only run workshops, and after that they do not make follow ups in schools to offer more support during implementation of policy.

Principal D shares the same sentiments with others when it comes to the challenges facing their school. Like the other three principals he indicates the following challenges in his own words:

We are encountering a serious problem of poor infrastructure at our school. There is also shortage of buildings which cannot cater for the number of learners we are having. We are also faced with a problem of having big classes. Learners are overcrowded in their classrooms and it is difficult for them to receive individual attention. There is also shortage of textbooks as in most cases learners are forced to share textbooks. The other problem is about lack of resources coupled with lack of finances to purchase some important facilities for the school. About the challenges Principal E says:

We are implementing CAPS in our school and we do face challenges. The challenges that we are facing are that in Grade 10 we never received textbooks in key subjects like Mathematics, Accounting, Economics; we only received Agricultural Sciences textbooks. The same applies to Grade 11. The other challenges are that educators are well not trained for the implementation of CAPS. The same educators who are not well trained are faced with learners are overcrowded in their classes on a daily basis due to shortage of classrooms.

Politicians say CAPS is just a change in method, whereas the truth is that in some of the subject there is a huge aspect of the curriculum which has changed in Grade 10. For instance in Mathematics in NCS they took out Geometry while in CAPS they brought back Geometry which is a process which needs more background of Axioms.

Principal F had this to say:

There is shortage of textbooks in Grade 10 in subjects such as Life Sciences, Civil Technology and Tourism, inadequate training of educators, HODs and principals of schools. Educators are trained for one week and they are expected to implement curriculum with precision. The SMTs are not taken through proper steps to assist them on how best this curriculum can be managed.

Principal F further highlighted that:

Most learners in the senior phase are not ready to be in the Grades they are in. This problem spills over to the FET band where there are still learners who cannot read and write properly. Teachers struggle to teach such learners without any success.

2. **Which assessment, evaluation and monitoring tools are in place for the management of CAPS?**

Principal A highlights the following tools:

We use moderation tools for teachers' and learners' portfolios; scripts of learners and teachers' mark sheets. Those are the most important tools used regularly in this school.

Principal B highlights:

We use *time tables, work schedules, pace setters,* National Protocol for Assessment as the tools for assessment, evaluation and monitoring.

Principal C says:

At this school, *tasks, tests, examinations, class visits, workshops, IQMS as well as APIP are some of the assessment, evaluation and monitoring tools engaged when implementing curriculum.*

Principal D has to say this about tools engaged in their school:

In assessment we use different tasks, tests, assignments, class works and home works. In evaluation we use observation tools to evaluate educators. In monitoring we use lesson coverage sheets to check as to whether teachers have covered content that needs to be covered.

Principal E answers in this way:

We are having the assessment tasks such as class works, home works, assignment projects, tests, different types of exams, formal and informal tasks, ANA (Annual National Assessment) which is administered in Grade 9. We have evaluation and monitoring tools which fall under quality assurance. We also have pre evaluation and post evaluation tools for tests and assessment tasks.

Principal F said:

At our school we use record sheets, schedules, reports cards and educators and learners' portfolios for assessment, evaluation and moderation. In every task written there is pre moderation as well as post moderation of the task which are handled by HODs

3. **Give reasons why learners in your school must continuously be assessed?**

Principal A asserts that:

Continuous assessment yields good results; it leads to improvement of learners' performance, as well as improvement of learners' knowledge.

During the discussion with Principal B, she indicates that:

In continuous assessment, small portion of work is assessed, problem areas can be detected and identified and thus be remedied or addressed in time. Another advantage is that parents can regularly be informed about their children's progress at school.

The reasons are almost the same for the other principals. Principal C mentions the fact that:

Assessment assists in improving performance of learners as well as providing an opportunity to report about the performance of learners to the parents.

Principal D agrees with the other principals when he asserts that*: We must always assess in order to monitor the progress of the learners. Assessments also serve as the basis for promoting learners to the next Grades.*

Principal E says:

Assessment is continuous, learners must continuously be assessed in order to be aware of what they know or don't know. Assessment can be diagnostic meaning that it can help the learner to diagnose him or herself. Assessment also enables the teacher to know what to repeat and what to stress. It can also be used for re-strategizing, re-grouping learners so as to enable them to improve their performance. In a single class there learners who are gifted, and those that are hopeless, some are average. So assessment can help the teacher to group them according to their abilities in class. Principal E further indicated that: *Through regular assessment, learners who are really performing below average can be advised not to dwell much on topics which are complicated for them.*

Principal F highlights the following facts about the reasons why learners must continuously be assessed:

> (i) *Assessment informs future learning and teaching, it enables the teacher to identify very early whether learners understand what is being taught.*
>
> (ii) *Information derived from continuous assessment determines teacher development and/or a change in change in strategy for the teacher;*

4. *Which policies are in place to ensure the effective functioning of the school?*

Principal A highlights that:

The learning and teaching policy as the most important one since it incorporates assessment policy which includes the number of tasks learners are supposed to write. The other policies applicable in this school are the cell phone policy, HIV/AIDS policy as well as the Code of Conduct for learners. The code of conduct is of utmost importance as it helps in regulating the behaviour of learners at school.

Principal B indicates that:

Schools need policies in order to function properly. Policies developed at school must always be in line with the constitution of the country. School policy, safety and security policy, HIV/AIDS, admission, religious, learner attendance, finance, language, excursion and touring as well as subjects' policies are some of the policies used at our school.

Principal C mentions the following policies*: SGB constitution, admission policy, code of conduct for learners and language policy.* Principal D also mentions some of the policies already mentioned by the other principals, He echoed the following sentiments*:*

In ensuring that the teachers follow a certain routine in executing their duties, subjects' policies are essential. Assessment policies are of great significance for all teachers to check as to whether learners understood what is being taught. Attendance policy is used to regulate school attendance by both teachers and learners.

In this issue Principal E says:

Policies that are implemented in our school are assessment policy, code of conduct for the learners, code of conduct for educators, attendance policy, HIV/AIDS policy, admission policy, language policy, Cell phone policy and others.

Principal F highlighted that:

The significance of assessment policy is the one which directs and guide educators about the dates for assessment, content and skills to be assessed, what will happen if a learner fails to submit an assessment task, etcetera.   Other policies used at our school are the moderation policy, policies in progression and policies on reporting.

5.   *What is the role of SMT in offering professional expertise in terms of curriculum knowledge?*

Principal A indicates that:

SMT members are experts in their fields and they need more training in order to acquire more skills and knowledge. At this school SMT is made up of subject specialists who are capable of giving other educators guidance with regard to curriculum implementation. Curriculum changed from NCS to CAPS and it is very significant for SMT to keep abreast with the core values of curriculum implementation.

Principal B says:

The SMT members are assigned their own departments where each looks specifically into a small number of teachers. In these small groups, the HOD can organise meetings where they share ideas, and identify loopholes in their respective subjects. The group can take decisions and help each other into how to implement them. The HOD can also monitor and control the work of the group assigned to him or to her. After monitoring, the HOD can sit down with individual teachers and discuss more about problem areas and see how to overcome the challenges related to the particular issue.

On the other hand Principal C says*:*

SMT members should have the capacity to guide and support educators in curriculum implementation. It is their duty to ensure that educators entrusted to them are equipped with the necessary teaching and learning materials such as textbooks, pace setters, teachers guides, and so on.

Principal D is very confident when talking about SMT. He indicates that:

SMT plays a very important role in creating a climate conducive for teaching and learning. They have a huge responsibility of supporting educators with more knowledge and skill related to curriculum implementation. It is the role of SMT to manage their departments to the best of their abilities. It is the reason why training should always start with them.

Principal E

An HOD needs to be a person with expertise for subjects under his or her jurisdiction. It is the responsibility of the HOD to detect areas which educators are not doing well in the subjects they are teaching. The HOD has to equip, has to empower those teachers with skills, knowledge and values they run short of. He or she can organise seminars, workshops etcetera, for them. He must be able to empower his or her subordinates to make teaching and learning an enjoyable experience.

Principal F in this issue also highlighted that:

The SMT have to ensure that teachers are referred to curriculum advisors to uplift themselves where necessary. In some cases a budget may also be allocated to purchase books or study guides that will enable them to understand complex chapters.

6.   What are the differences between management and leadership*?*

According to Principal A:

Management is about doing things right, which simply means implementing policy, while leadership is about doing the right things.   Leadership implies coming up with own strategies of motivating, encouraging your followers with the aim of improving performance.

Principal B indicates that:

There is a thin line between the two concepts. Management is about directing, conducting and controlling activities in such a way that they do not clash and with management the institution derives maximum benefits.   One can only manage physical resources rather than human resources. On the other hand, leadership entails going in advance so that others may follow you, hence the adage: ' ʼle a d ing b y e xa mp le ''.   A leader can only lead people and not things.

Principal C views management as:

A process of guiding and controlling a group of people to get the job done while leadership deals with influencing, inspiring as well as developing employees to ensure that the work is well done.

What Principal D has to say about the two concepts is that:

Management is a process whereby a leader ensures that things are planned and organised according to policies. On the other hand leadership is about the vision of the leader, where the leader wants to take the organisation to.   Does he want to achieve desirable results for the organisation? In her own words Principal E says:

Management deals with accomplishing what you need through the efforts of other people. On the other hand leadership is about motivating and influencing the activities of all school community. When people enter the premises of the school, they are from different background, traditions; I am referring to learners, teachers, and parents. Leadership is about taking all their differences and utterances geared towards the attainment of the vision of the institution.

Principal F indicated that:

Management is about maintaining the agreed upon ways of doing things in the education system, it is concerned with procedural issues. According to him leadership is about coming up with new methods to solve problems or to address challenging matters.

7.   Why is enhancing educators' knowledge, skills and attitudes of great importance for the principal?

Principal A emphasises the following: *Growing as teachers in skills development, knowledge development and in developing a positive attitude towards our work enhances performance. As a school we should always emulate schools that are producing good results and not the other way round. Teachers here are always encouraged to be ready in acquiring more knowledge and skills in order to enhance a positive attitude towards their work.*

Principal B asserts that:

It is easier to work with people whom you can trust. A person with the right attitude, knowledge and skills can be trusted to do the right job which benefit learners.

Principal C highlights that:

It is all about motivating educators, changing their mindset about accepting the new curriculum, instilling the positive attitude towards learners as well as encouraging teachers to acquire more skill and knowledge related to curriculum matters.

Principal D says:

As a principal, I must make sure that everything in the school works in an organised manner. It goes without saying that if teachers are skilled, knowledgeable and have positive attitudes towards their work will always be organised. Such teachers will always adhere to the school's time table in teaching, be able to assess learners, be able to report back to learners and parents about the outcome of assessment. The attitudes of teachers must always be positive if they want to achieve the desired outcomes. They must have positive attitudes towards the learners, towards the school and towards the learning area they are involved with.

Principal E says:

Little knowledge is dangerous. Knowledgeable people are easy to work with. Attitudes determine the altitudes. If attitudes of teachers are negative, those teachers will be pessimistic, they will negate whatever you come with or whatever somebody comes with, because as a leader you have to be initiative, you have to be innovative. But if the attitude of people you are working with is not right, all those will fall down. You therefore have to work on their attitude through influence and motivation. If you are the principal, they must know that your work is to make them principals. Whatever they are doing, it is not for the principal but they are equipping and empowering themselves. I use to tell teachers at my school that each teacher may take one aspect of management and lead it for three years, after that take another one until they have exhausted all aspects of management. That is how they can be equipped with skills in management.

Principal F, who is a principal of a secondary school, maintains that:

Educators who have knowledge of their subject matter and who are also skilful in imparting it to the learners will remain asserts to the school. They will ensure that learners in their classroom benefit a lot from their teaching. This will also enable them to help their

learners achieve greatly as they (learners) will also want to model their excellent educators.

8.   *As a school how can you make sure that everything in the classrooms is beneficial to the learners?*

Principal A maintains that:

Regular monitoring of learners' performance, class visits, observation as well as assessment of learners are the key points to consider in ensuring that everything is beneficial to them in class.

Principal B talks about: *It is all about allocating the relevant subject to the relevant teacher, providing teachers with relevant teaching materials and tools such as textbooks, work schedules and pace setters. Relevant charts, time-tables daily roasters and birthday charts are pasted on the walls in the classes in Primary schools. The aim is to place learners in a proper learning atmosphere when they are in their classrooms.*

According to Principal C: *This can be done through regular class visits, monitoring the administration of both formal and informal tasks, regular monitoring of attendance and absenteeism of both learners and educators to ensure high-quality performance by learners in class.*

Principal D has to say these words: *All teachers must be committed to their work. If they are committed learners will be motivated to work hard.*

Principal E says:

As a principal I must always make sure that teachers prepare their lessons before going to class. I will make sure that work schedules and pace-setters are to be followed. Assessment needs to be quality assured before and after writing. Program of assessment needs to followed and be adhered to because it will help the teacher to know when to give a particular task. Code of conduct for learners and class rules are of great important

because if the class is not disciplined, by the end of the period the teacher might not achieve what is intended to achieve.

As for Principal F has the following strategy to ensure that everything is beneficial to the learners:

(i) By ensuring that teachers prepare for their lessons and that the prepared lessons are delivered as prepared

(ii) Visiting subject teachers during presentation of lessons in order to give them support where they might be experiencing problems

(iii) Assessing learners formally and informally on a regular basis

(iv) Giving feedback to learners on written work that is given to them

(v) Managing attendance of lessons by learners

9.   Elaborate on a statement: ''Principals should lead rather than instruct''

With regard to the issue, Principal A is of the opinion that:

As principals we must value the views of other people. Imposing things which are not palatable to the staff can result in chaos in the school. Involving more people in decision making promotes cooperation and harmony amongst the staff members

Principal B agrees with Principal A when she indicates that:

As leaders we should focus towards defining clear direction for the school and encourage other staff members to work towards improving learners' performance. A good leader is able to produce other leaders while someone whose word is final will produce rigid and stereotyped followers who will ultimately become stagnant.

Principal C says:

We need to work as a team, as a principal I need to concentrate on leading the team instead of giving members of the team some instructions. Working as a team enhances cooperation.

Principal D talks about a leader with a vision, in his own words he says:

A leader must have vision and share that vision with other teachers. The vision must be communicated in such a way that it must encourage other teachers to buy it.   If the principal relies on giving instruction, teachers might not be part of the decisions taken by the principal; instead, they might feel that they are being forced to implement something not being agreed upon.

Principal E says:

When you instruct, you force people to do what you don't do. When you lead followers or subordinates look at yourself and see what they should do and follow suit.

Principal F highlighted the following facts on this issue:

(i)   *In leading the principal influences the educators to take the decisions as a school*

(ii)   *He sells his proposals to the educators*

(iii)   *He does not command them but solicit their views on matters regarding the school*

(iv)   *He takes them along and encourages them to reach consensus on issues at hand*

(v)   *There is no instruction at all.*

10.   How can you as the principals promote power sharing at your school?

Principal A indicates that:

Our school is divided into smaller schools managed by different managers. He refers to smaller schools as Grade 8-12 being run by SMT members and him being responsible for Grade 11.   The work is shared among SMT members and this enhances effective supervision and control of work in all Grades.

Principal B indicates that:

Power sharing has to do with delegation of work, having smaller committees that deal with different aspects of the school. The committees are given powers to take decisions although they are not autonomous or divorced from the entire school community.

Principal C also emphasises that*:*

This can be achieved through delegation of work among the SMT members such as discipline, drawing of time-tables, control of registers, etcetera. The principal becomes the overseer of all activities.

Principal D highlights the following points:

Leadership needs to be distributed so that teachers might feel that they are leaders in their own rights. They must enjoy being principals of their classes.   If leadership is shared, teachers enjoy being part of the decision making body at the school, they will be motivated to implement whatever plan they are part of.

Principal E on the other and has this to say:

I can promote power sharing by making everyone a leader in his or her own dominion. I must allocate duties and responsibilities which will encourage them to become leaders. Most people enjoy being given responsibilities by management and by so doing; power is shared amongst the staff.

Principal F indicated that:

I will promote power sharing by allocating certain managerial duties to SMT members such as time-tabling, leave registers, cultural activities, sporting activities, and etcetera. Even if these duties are allocated to certain members of the SMT, as the head of the school I remain accountable and accountability cannot be shared.

ANNEXURE C

DETAILS OF SAMPLED SCHOOLS AND INFORMATION ABOUT PRINCIPALS WHO WERE INTERVIEWED

	PRINCIPAL A	PRINCIPAL B	PRINCIPAL C	PRINCIPAL D	PRINCIPAL E	PRINCIPAL F
GENDER	MALE	FEMALE	FEMALE	MALE	FEMALE	MALE
TYPE OF SCHOOL	SECONDARY	PRIMARY	SECONDARY	PRIMARY	SECONDARY	SECONDARY
ENROLMENT	652	347	680	1005	478	1004
NUMBER OF YEARS AS PRINCIPAL	29	15	1	1	20	19
NUMBER OF EDUCATORS AT THE SCHOOL	24	11	21	27	16	34
QUALIFICATIONS	BA PAED; BED	STD;BA;BED; FDE	STD; BA; BED (Hons)	PTD; BA; BED	PTC; BA PAED; ABET; MDEV	SSTC;BA;BED ; FDE, PGDE
NUMBER OF CAPS TRAINING	NONE	1	1	NONE	NONE	1

ANNEXURE D

QUESTIONNAIRE

COVER PAGE

INSTRUCTIONAL LEADERSHIP PERSPECTIVE ON THE IMPLEMENTATION AND MANAGEMENT OF CURRICULUM AND POLICY STATEMENT (CAPS) AT SOUTH AFRICAN SCHOOLS

QUESTIONNAIRE

Dear Sir/Madam

The aim of the questionnaire is to evaluate management and implementation of curriculum at schools by educational managers in selected schools in Limpopo Province. The results of the study will be used to improve management and implementation of policy in schools.

Your participation in the study will be greatly appreciated. Participation in the surveys is voluntarily and the information collected will be treated with confidentiality and your anonymity is guaranteed.

INFORMATION REGARDING THE QUESTIONNAIRE:
• Kindly respond to all questions.
• Please answer all the sections as fully as possible.
• Please select only one option.
• Section C is a general/open–ended question where the respondent can indicate his/her own point of view.

Thank you for your participation.

	FOR OFFICIAL PURPOSES
1 Respondent number: (*FOR OFFICE USE ONLY*)	V1-3 ☐☐☐
A BIOGRAPHICAL INFORMATION	

Kindly complete the requested information by marking the appropriate box with an X: e.g. | X |

2 Gender:

MALE	1	
FEMALE	2	

V4 □

3 REQ Level:

M + 2	1	
M + 3	2	
M + 4 and above	3	

V5 □

4 Post-Level:

Educator	1	
HOD	2	
Deputy Principal	3	
Principal	4	

V6 □

5 NQF band you are teaching:

FOUNDATION PHASE	1	
INTERMMIDIATE PHASE	2	
SENIOR PHASE	3	
GET	4	
FET	5	
MANAGEMENT	6	

V7 □

6   Teaching experience in the current post-level:

0 - 5 years	1
6 - 10 years	2
11 - 15 years	3
16 - 20 years	4
21+ years	5

7   Work load (periods per week):

0 - 15	1
16 - 25	2
26 - 35	3
36+	4

8   Number of workshops/training attended over the last three years:

0	1
1	2
2	3
3	4
4+	5

9   Language used in school meeting sessions:

English	1	IsiZulu	7
S-Sotho	2	IsiXhosa	8
Setswana	3	N-Sotho	9
SiSwati	4	Xitsonga	10
Tshivenda	5	IsiNdebele	11
Afrikaans	6	Other	12

10   School locality:

Township	1
Town/City	2
Village	3
Farm	4

V12

B. EVALUATION

Kindly complete the requested information by marking the

appropriate box with an X: e.g.

X

NOTE: Questions are based on the circumstances at your school

1 : SA - Strongly agree

2 : A - Agree

3 : NS - Not sure

4 : D - Disagree

5 : SD - Strongly disagree

1.   **Teachers' attitudes towards curriculum implementation**

		1	2	3	4	5	
1	Curriculum change means more responsibilities for educators						V13
2	Educators are overloaded at this school						V14
3	Educators are confident about knowledge of the curriculum						

							V15
4	Educators care more about learners than before						V16
5	Educators have sufficient knowledge of the subject content						V17
6	Promotion of learner achievement is everybody' s priority						V18
7	Offering quality education is our core business						V19
8	Educators are capable of managing discipline at school						V20
9	The implementation of (CAPS) is embraced by most teachers.						V21
10	CAPS has added more work on educators.						V22

2. Role of SMTs in CAPS management and implementation

		1	2	3	4	5	
11	CAPS documents are sound and user friendly						V23
12	Learners performed well in Annual National Assessments (ANA)						V24
13	SMT plays a very important role in creating a climate conducive for teaching and learning at our school						V25
14	SMT members are capable of offering support						V26
15	HODs are given greater responsibility to manage their departments						V27
16	CAPS training went well in our Province						V28
17	The learner is the central figure in the curriculum implementation process.						V29

18	SMTs strive for quality education at all times						V30	
19	The textbooks that we are using are organized according to the teaching plan.						V31	
20	There is an effective curriculum implementation at school						V32	

3. Assessment, evaluation and monitoring

		1	2	3	4	5		
21	Tests, tasks and examination papers set by the District and the Province in our area are of the required standard.						V33	
22	There are well organised monitoring tools designed specifically for classroom observations.						V34	
23	IQMS is used frequently to provide support and opportunities for development						V35	
24	The school is constantly engaged in evaluation of educators						V36	
25	School Self-evaluation (SSE) is conducted at our school on an annual basis.						V37	
26	Whole School Evaluation (WSE) improves learner performance						V38	
27	Classroom activities are learner-paced						V39	
28	After administering tasks, feedback is done to ensure effective learning						V40	
29	All educators are committed towards assessing learners regularly.						V41	
30	The curriculum is learner centred						V42	

31	Almost all educators are engaged in continuous learning in order to maintain professional effectiveness						V43
32	Teachers are given the opportunity to apply their creative skills.						V44

4. Shared leadership

33	Distributed leadership is promoted at our school						V45
34	Teachers feel cared for and valued in important decision making of the school.						V46
							V47
35	There are few conflicts among staff members due to shared decision making						
36	Sharing responsibilities at school enhances performance						V48
37	All teachers have the potential to contribute to school development						V49
38	Distributed leadership embraces leadership by teams						
39	All teachers have an interest in the success of the school						V50
40	Leadership is exercised by everybody in the school						V51

5. The principal as an instructional leader

		1	2	3	4	5	
41	The principals and teachers work together to shape policy, create curriculum and enhance instructional practice						V54
42	The principal relies on the support of staff						V55
43	Effective supervision of instruction improve the quality of teaching and learning						V56
44	The principal dictates policies and procedures and directs all activities at school.						V56
45	The principal is equipped with a clear understanding of leadership practices.						V57
46	The principal encourages team work at all times						V58
47	The principal ensures the effective delivery of high quality teaching						V59
48	Teachers ' contributions are highly valued						V60
49	The principal maintains positive relations						

	with educators, parents and the community.						V61	
50	The principal is able to inspire, energise the entire school community						V62	

C. GENERAL

Which challenges are you are experiencing when implementing CAPS?

_____

_____

_____

_____

What form of curriculum implementation support does your school receive from subject educator specialists/ SMT/Principal?

_____

_____

_____

_____

Express your attitude towards the implementation of CAPS?

_____

_____

_____ -

_____

_ --

~ THANK YOU ~

ANNEXURE E:

PERMISSION TO CONDUCT RESEARCH (LETTER)

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za.

P O BOX 1041

FAUNA PARK

0787

MASEKOAMENG MC

RE: Request for permission to Conduct Research

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct a research has been approved- **TITLE: AN INSTRUCTIONAL LEARDERSHIP PERSPECTIVE ON THE MANAGEMENT AND IMPLIMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) AT SOUTH AFRICAN SCHOOLS** .

3. The following conditions should be considered

   3.1 The research should not have any financial implications for Limpopo Department of Education.

   3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.

   3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

   3.4 The research should not be conducted during the time of Examinations especially the forth term.

   3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).

   3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
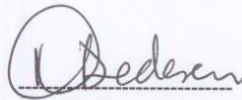
Page 1 of 2

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

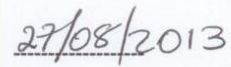*The heartland of southern Africa* - development is about people!

4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Dederen   27/08/2013

Dederen K.O   **Date**

Acting Head of Department

ANNEXURE F

LETTER OF REQUEST TO CONDUCT RESEARCH IN SELECTED SCHOOLS IN LIMPOPO PROVINCE

P.O BOX 1041

FAUNA PARK

0787

26 AUGUST 2013

THE HEAD OF DEPARTMENT

LIMPOPO EDUCATION DEPARTMENT

PRIVATE BAG X9483

POLOKWANE

0700

SIR/ MADAM,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SELECTED SCHOOLS

I hereby apply for permission to conduct research in some selected schools in Zebediela Area. I am currently registered for the PhD degree in Education Management at UNISA. I am engaged in a research project investigating management and implementation of CAPS in schools. My research topic is:

An instructional leadership perspective on the management and implementation of the Curriculum and Assessment Policy Statement (CAPS) at South African schools.

A sample of four schools in the Zebediela Cluster in Capricorn District will be involved in the research. As my study engages mixed methods design I am intending to conduct one-to-one interviews with the principals of each of the six schools, and to obtain data from educators in the six schools by distributing questionnaires to them.   The research will take place in May 2014.

OBJECTIVES OF THE RESEARCH

- To clarify the meaning of Curriculum and Assessment Policy Statement (CAPS) thoroughly.
- To investigate the views of educators and their experiences during the management and implementation of CAPS.
- To explore the role that can be played by SMTs in managing and implementing CAPS successfully and efficiently.
- To shed insight on the monitoring, evaluation and assessment tools that can be put in place for management and implementation of CAPS.
- To devise a model which the SMTs can use in the management and implementation of CAPS in schools so as to improve teaching and learning.

CONFIDENTIALITY

Given the sensitive nature of school matters you are assured that no information will be disclosed to anybody else. Neither the school's name nor the names of staff members will be mentioned in the research.

I would be very much thankful if you could grant this permission.

I thank you in anticipation.

Yours truly,

Masekoameng MC

ANNEXURE G

LETTER OF REQUEST TO CONDUCT RESEARCH IN SCHOOLS (PERMISSION REQUESTED FROM SCHOOLS)

P.O BOX 1041

FAUNA PARK

0787

26 AUGUST 2013

THE PRINCIPAL

MATLADI PROJECT HIGH SCOOL

PRIVATE BAG X 488

GROOTHOEK

0628

SIR/MADAM,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby apply for permission to conduct research at your school.

I am currently registered for the PhD degree in Education Management at UNISA. This study forms part of the requirement for the completion of my PhD Degree in Education Management with the University of South Africa (UNISA). The research topic is:

An instructional leadership perspective on the management and implementation of the Curriculum and Assessment Policy Statement (CAPS) at South African schools.

The requirement of this study includes mixed method research design whereby I am going to conduct one-to-one interviews with the principal and to obtain data from educators by distributing questionnaires to them. The research will take place in May 2014.

Kindly note that the study will not intrude the individual rights or privacy of anybody, and the information collected will be treated with confidentiality.

OBJECTIVES OF THE RESEARCH

- To clarify the meaning of Curriculum and Assessment Policy Statement (CAPS) thoroughly.
- To investigate the views of educators and their experiences during the management and implementation of CAPS.
- To explore the role that can be played by SMTs in managing and implementing CAPS successfully and efficiently.
- To shed insight on the monitoring, evaluation and assessment tools that can be put in place for management and implementation of CAPS
- To devise a model which the SMTs can use in the management and implementation of CAPS in schools so as to improve teaching and learning

I would be very much thankful if you could grant this permission.

I thank you in anticipation.

Yours truly,

Masekoameng Morongwa Constance

STATEMENT BY THE INVESTIGATOR

I, Morongwa Constance Masekoameng, am currently registered for the PhD degree in Education Management at UNISA. I am engaged in a research project investigating management and implementation of CAPS in schools. My research topic is:

An instructional leadership perspective on the management and implementation of the Curriculum and Assessment Policy Statement (CAPS) at South African schools.

The name of my supervisor is Professor V.J Pitsoe.

Objectives of the research:
- To clarify the meaning of Curriculum and Assessment Policy Statement (CAPS) thoroughly.
- To investigate the views of educators and their experiences during the management and implementation of CAPS.
- To explore the role that can be played by SMTs in managing and implementing CAPS successfully and efficiently.
- To shed insight on the monitoring, evaluation and assessment tools that can be put in place for management and implementation of CAPS.
- To devise a model which the SMTs can use in the management and implementation of CAPS in schools so as to improve teaching and learning.

Your participation in the study will be greatly appreciated. I am requesting only 20 minutes of your time to complete the questionnaire (the staff) and 40 minutes to conduct interviews (with the school principal).

Please note that participation in the surveys is voluntary, the information collected will be treated with confidentiality. As a respondent/participant you are free to withdraw at any time you wish to do so.

I declare that I explained the information given in this document to……………………………..………. ……………………………….

He/she was encouraged and given ample time to ask me questions.

This conversation was conducted in English and no translator was used Signed at (place)……………………………………………………

(Date)………………………20……..

……………..…………………….   ………………………………….
Signature of investigator   Signature of witness

INFORMED CONSENT TO PARTICIPANTS/RESPONDENTS

The study has been explained to me as a /research participant/research respondent by

_____in English and I am in command of this language.

I was given the opportunity to ask questions and all these questions were answered satisfactorily. No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalty. Participation in this study will not result in any costs to me.

I HEREBY CONSENT VOLUNTARILY TO PARTICIPATE IN THE ABOVE MENTIONED PROJECT

Signed/Confirmed at…………………………………………………………………….. (Place) on ………………………………….… (Date)

Signature or right thumb imprint signature of witness

ANNEXURE I

CERTIFICATE FROM EDITOR

<div align="right">

7542 Galangal Street

Lotus Gardens

Pretoria

0008

20 August 2015

</div>

TO WHOM IT MAY CONCERN

This letter serves to confirm that I have edited and proofread Ms. M.C. Masekoameng's dissertation entitled: **"An instructional leadership perspective on the management and implementation of Curriculum and Assessment Policy Statement (CAPS) in South African schools."**

I found the work easy and enjoyable to read. Much of my editing basically dealt with obstructionist technical aspects of language which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors Group and also a language editor at Bureau for Market Research at the University of South Africa.

Thank you.

Hereunder are my particulars:

Jack Chokwe (Mr)

Bureau for Market Research (Unisa)

Contact numbers: 072 214 5489 / 012 429 3327

jmb@executivemail.co.za