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INSTRUCTIONAL LEADERSHIP ROLES OF SCHOOL MANAGEMENT TEAMS: AN EXPLORATORY STUDY OF FIVE TOWNSHIP SECONDARY SCHOOLS

By

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DECLARATION

I declare that the thesis: **THE INSTRUCTIONAL LEADERSHIP ROLE OF SMT's: AN EXPLORATORY STUDY OF FIVE SECONDARY SCHOOLS IN THE WESTERN CAPE**, as contained herein is my own, original work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I hereby declare that I am aware that copyright of this doctoral thesis is vested in the University of the Free State. I hereby declare that all royalties as regards to intellectual property that was developed during the course of and/or in connection with the study at the University of the Free State, will accrue to the University.

_____ 2021/12/10

Rajandran Ramsamy Naidoo Date

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My inspiration for embarking upon doctoral studies came from two things the father of our nation, Nelson Mandela, said: “Education is the most powerful weapon which you could use to change the world” and, “It always seems impossible until its done”. For me, as principal, this meant that no matter how mammoth the endeavour, I needed to seek a deeper understanding of instructional leadership and improved skills in instructional leadership to ensure that the most disadvantaged receive the best quality education possible, if they are to be competitive in the public or private sector.

I must thank the community of Bloekombos and Wallacedene, for at the most daunting times I sought inspiration by simply looking at the black township community I served, appreciating their will to survive and the often unimaginable successes achieved against almost insurmountable odds.

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thesis and the conclusions arrived at, are those of the author, and are not necessarily to be attributed to the University of Free State.

DEDICATION

This work is dedicated to:

1. My late mother, Govindamah (Radha) Naidoo, who worked tirelessly as a single parent to ensure her children received a proper education.
2. The people of the townships of Bloekombos and Wallacedene, the fortitude you display in overcoming massive challenges on a daily basis inspires me to always want to do more.
3. My daughter Vinolia, having undergone a kidney and liver transplant, your indomitable spirit inspired me to persevere with this study even at the most challenging times.

ABSTRACT

Due to its direct and indirect impact on learner attainment, the principal's role as instructional leader is crucial. However, given that instructional leadership is complex and involves a multitude of tasks as it deals with every aspect of school functionality, the principal has to work closely with the entire School Management Team (SMT) as instructional leaders. Since most South African secondary school learners and especially those in township schools perform considerably below average as determined by benchmarking conducted by local and international education assessment agencies, the role of the SMT as instructional leaders in boosting learner achievement is a hot topic. The function of the principal and the SMT as instructional leaders in secondary schools in the city of Cape Town Metropole, Western Cape Province, was investigated in this descriptive exploratory study.

A literature assessment of local and international sources was used to guide the study, which included theoretical perspectives on instructional leadership, elements of instructional leadership that affect learner accomplishment, and selected instructional leadership models. The empirical investigation was further framed by a review of contextual and school factors that influence learner achievement in secondary schools in township communities.

Interviews, observations, and qualitative questionnaires were used in this qualitative study. One of the major findings indicated that the SMTs operated at different levels of efficiency, correlating with the systems for accountability that are in place in the respective schools. This speaks to the need for professional development of the SMTs in the establishment of systems for accountability. A second important result was that schools confront numerous systemic issues, including limited infrastructure and resources, as well as a lack of finances to upgrade infrastructure and lower learner-educator ratios by employing SGB paid educators. Given the fiscal constraints of the national treasury the only alternative is for the disadvantaged schools to access funds from the private sector and to do this the principal will need some form of training in fund raising. The third major finding was that the contextual factors, such as poverty, crime, alcohol and drug abuse, as well as teenage pregnancies, have a massive impact on the emotional and cognitive well-being of learners. The fourth and most

alarming finding is the significant lack of parental involvement in their children's education. Finally, while there is widespread acknowledgement that there is very good support forthcoming from the curriculum pillar of the district office, there is almost total agreement that the Circuit Manager focuses mostly on administrative issues and offers very little support in instructional leadership and support from the social and psychological services pillar is tantamount to being non-existent.

Keywords: Instructional leadership, Learner achievement, School Management Team (SMT)

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LIST OF ACRONYMS AND ABBREVIATIONS

AAPIP	Annual Academic Performance Improvement Plan
AAPR	Annual Academic Performance Report
ABS	Ability to Benefit from Schooling
ACE	Advanced Certificate in Education
ANA	Annual National Assessment
CAPS	Curriculum and Assessment Policy Statement
CASS	Continuous Assessment
CPTD	Continuing Professional Development
DBE	Department Of Basic Education
DoE	Department of Education
EEA	Educator Employment Act
FIR	Fourth Industrial Revolution
HOTS	Higher Order Thinking Skills
ICEA	International Council of Education Advisors
IL	Instructional Leadership
IQMS	Integrated Quality Management System
LoLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Materials
MEED	Metropole East Education District
MNED	Metropole North Education District
NAPTOSA	National Association of Professional Teacher Organisations South Africa
NCS	National Curriculum Statement

NGO	Non-governmental Organisation
NPA	National Protocol on Assessment
NSC	National Senior Certificate
OBE	Outcomes-based Education
OECD	Organisation for Economic Cooperation and development
PAM	Personnel Administrative Measures
PGP	Personal Growth Plan
PIRLS	Progress in International Reading Literacy Study
POA	Programme of Assessment
PTSD	Post-Traumatic Stress Disorder
QMS	Quality Management System
RSA	Republic of South Africa
SACE	South African Council of Educators
SACMEQ	Southern African Consortium on Monitoring Education Quality
SADTU	South African Democratic Teachers Union
SAIC	School Assessment Irregularity Committee
SASA	South African Schools Act
SASP	South African Standard for Principals
SBA	School Based Assessment
SBST	School Based Support Team
SDP	School Development Plan
SES	Socioeconomic Status
SGB	School Governing Body
SIP	School Improvement Plan

SMT	School Management Team
SPII	Studies in Poverty Inequality Institute
TIMSS	Trend in International Mathematics and Science Study
TLO	Teacher Liaison Officer
UCT	University of Cape Town
WCED	Western Cape Education Department

DEFINITION OF CONCEPTS

To avoid any misconception of terminology used in this study, the following key concepts are clarified to ensure that the correct meaning is attached to them.

Instructional leadership: Instructional leadership, as defined by Hallinger (2010), is "resilient leadership focused on curriculum and principal instruction." Cornilissen (2019:63) argues that instructional leadership varies from the other leadership approaches because it centres on the direction of influence, rather than its nature and source. He explains that the principal has a strong and directive approach to curriculum and instructional growth. The principal is concerned with the control, coordination, and monitoring of all teaching and learning activities, with a particular focus on educators' behaviour when carrying out tasks that affect learners' growth.

In this study, instructional leadership is referred to as the shared responsibility of the entire SMT working together to create an enabling environment that will help overcome the challenging circumstances faced by township schools.

Leadership practices: These refer to all those actions and tasks that the principal undertakes at school, in order to promote teaching and learning. Gowpal (2018:22) proposes that ‘leadership practices’ have a dual approach, since practices of leadership should not only focus on physical practices, i.e. a means of doing things, as practices also include understanding. This understanding requires leaders to have ‘knowledge of practices and inquiry’ within institutions. Here leadership practices also include the art of knowing how to undertake tasks. In this study, leadership practices are understood as the activities, both in theory and practice that the principal undertakes to ensure quality teaching and learning.

School climate: The term school climate is not easy to define. It refers to the emotions and attitudes elicited by the school's environment and atmosphere, as experienced by educators, learners, parents, and anyone else. The feelings and attitudes evoked among respective individuals will be influenced by their beliefs, values, and everyday interactions and relationships with the various role players among the school (Maponyana, 2015:29, DeWitt, 2018:1).

The school climate in this study refers to the feelings and attitudes produced by the surroundings and atmosphere of the school, as experienced by educators and learners, rather than the interactions among individuals and the connections that prevail. Basic needs, such as order and safety at school, are issues related to the environment and atmosphere, and they can have a significant impact on both instructors' and learners' motivation and learning.

Supervision: Supervision involves the assessing of educators' performance, based on the daily lesson plans, lesson presentations, questioning strategies, learner participation, reinforcement, application activity, checking of application activity, lesson closure and classroom management (Veloo, Komuji & Khalid, 2013:35).

The focus here is on the value of supervision, and the skills required for effective supervision, including the analysis of performance and data, as well as the support given to reinforce and enhance teaching practices that will inevitably lead to improved learner learning.

Townships and high poverty schools: Townships and high-poverty schools in South Africa, the term "township" mainly refers to the largely underdeveloped segregated metropolitan areas that were reserved for non-whites, namely Indians, Africans, and Coloureds, from the late 19th century until the end of apartheid. Townships were typically created on the outskirts of towns and cities, away from business districts (Findley & Ogbu, 2011:1; Spaul, 2012:3-4).

It is vital to emphasise that for the purposes of this study, it is important to note that while there are Indian, African and Coloured townships, there is a distinct difference between these townships. The Coloured and Indian townships comprise in general of better housing, educational and recreational facilities than the black townships. Generally the black townships are more socio-economically impoverished, as compared to the Indian and Coloured townships. Hence, the black township schools are referred to as high poverty schools.

School Management Team: The two main pieces of legislation governing South African schools in as far as management is concerned, is the South African Schools Act, Act 84 of 1996 and the Educator Employment Act, Act 76 of 1998. Chapter 3 of the SASA, subsection 16 and 16A outlines the duties and functions of the professional management of the school, which it places firmly in the hands of the principal, together

with the respective SMT. The EEA of 1998 contains the Personnel Administrative Measures (PAM) document. In a nutshell, this document outlines the principal's primary responsibilities and functions as the school's professional leader and manager. The deputy principal's job is to support the principal and monitor staff members' performance. The departmental heads job is to oversee the school's curriculum (Maya, 2016:5).

This study focused on the SMT understanding their roles and performing their duties so that as a collective, they ensure optimal functionality, thereby achieving optimal outcomes.

CHAPTER 1
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study aimed to explore the Instructional leadership roles of School Management Teams (SMTs) in five secondary schools in the Western Cape. This study was confined to schools in neighborhoods where severe poverty exists and learner academic performance is generally poor. Consequently the participating schools were all township schools. Acknowledging that today's principals' primary responsibility is to provide leadership for the improvement of instruction, or teaching (Gowpall, 2015:18), this study explores the role the principal and his or her management team in the provision of instructional leadership.

The role of principals' instructional leadership behaviours in fostering better instructional practices and hence higher levels of learner achievement has been identified in research on effective schools. Leithwood, Louis, Anderson, and Wahlstrom (2004:5) asserted more than a decade ago that effective instructional leadership is second only to teaching in terms of improving learning. Principals who aspire to be instructional leaders are dedicated to satisfying the requirements of their schools by providing services to learners, educators, and support personnel, as well as creating a unified vision. Gyeltshen (2016:154) summarises the role of the principal, stating that they advocate for excellence in learner performance by building a system of relationships with stakeholders in their schools and thus helping to create positive learning environments for all learners.

In South Africa, it is however nowadays almost unthinkable that the principal can lead the instructional program of the school single-handedly, given that he/she is directly or indirectly accountable for every aspect of school functionality. This includes human resource management, facility management, financial management, learner conduct and welfare, as well as curriculum management. Implicit in the South African Policy on Standard for Principals (DBE, 2016: 8-19) as well as in the job descriptions of the SMT as contained PAM document is the principle of shared leadership. Research from the international arena clearly indicates the need for distributed, and shared

instructional leadership practices. Klar (2012:175) for example, opines that instructional leadership ought to extend beyond the principal, claiming that learner achievement improves when leadership is exercised by multiple agents in the form of distributed leadership. The ICEA (International Council of Education Advisors) in turn, posits collaboration and the development of effective leadership at all levels of the schooling system, as central to the improvement of curriculum delivery and therefore advise that enhancing leadership at all levels is an important strategy for improving school and system performance (Scottish Government, 2017).

Within the South African context, legislation, which is the South African Schools (SASA) requires involvement of the entire School Management Team (hereafter referred to as the SMT) to support the principal in driving the instructional programme. This is clearly illustrated in the PAM (Personnel Administrative Measures) document, as published in the government gazette of 18 February 1999 and last amended on 12 February 2014. The core duties of educators in general, as reflected in the PAM document, includes administration, teaching and extra and co-curricular duties. The PAM document goes further and clarifies that the educators in the SMT, which include the departmental heads, deputy principals and principal have as core duties those of the post level one educators as well as management and supervisory roles (RSA, 2016:A7-A8).

Arguably, the greatest challenge in school systems across the globe, is the underperformance of learners in contexts of high poverty or what we may call township schools. Study after study over the last few decades (Jacobson, 2008:5; Adejumo, 2017:1; Roodt, 2018:1-6), has demonstrated enormous challenges, ranging from scarcity of resources to inadequate capacity on the part of leadership, lack of accountability on the part of educators and in extreme cases corruption at School Governing Body (SGB) level. There is no doubt that the challenges associated with inadequate resources, ensuring accountability, compensating for socioeconomic deprivation and fighting corruption, necessitates highly skilled, invitational and most importantly, ethical instructional leadership approaches from principals and their SMT's.

There has always been a focus in literature on the leadership role of principals in enhancing instructional practices. Although some attention has also been given to the

role of the SMT in enhancing instructional leadership, research in this area, especially in challenging high poverty contexts, is still lacking (Adejumo, 2017:1). In the year 2014 the Department of Basic Education (DBE) commissioned Bush and Glover (2016:1) to undertake a comprehensive literature analysis to determine what research had been conducted and what literature had been published in South Africa on school leadership and administration since 2007. All relevant publications in South African and international journals, books, chapters in edited volumes, theses, and published research reports were identified as part of this systematic study. Various manual and electronic tools were used to conduct the literature review. By reading the abstracts, a total of 523 references were considered. A fine-grained selection yielded 162 papers and reports that were examined in greater depth and served as the foundation for the review.

While empirical data has been rising since 2007, this evaluation of literature by Bush and Glover (2016) on leadership and management in South African schools indicates that it is still insufficient to establish clear conclusions regarding many elements of school leadership and management in South Africa. Some problems, such as managing physical and financial resources and managing teaching and learning, still have little research. There is more relevant literature in other fields, but some of it is normative, and even empirical sources are sometimes based on small-scale efforts, such as a small number of case studies. Many subjects, such as school governance, site management, financial management, people management, and instructional leadership, require more research. More information is needed, in particular, to answer the primary research question: what is the role of the instructional leadership in improving the quality of teaching and learning.

In 2014, South Africa celebrated 20 years of democracy, which seemed like a good time to look back on the progress made in building an integrated education system to replace the previous racially divided one. The South African Schools Act of 1996 (SASA) was the primary law that established a unified system. The SASA paid special emphasis to school leadership and management, recognising their role in establishing good governance and efficient systems that would improve school and learner outcomes.

In their examination of research on school leadership (Bush & Glover, 2016:9), it became obvious that there was a fundamental need to transform the school's culture and climate in order to improve learner outcomes. Transformational, instructional, and distributed leadership tactics should all be used to attain this goal. The findings reveal that entrenched managerial leadership with a primary focus on administration stymies the implementation of these leadership techniques. Furthermore, while academic discourse is evolving, Bush and Glover (2016:9) assert that there is little indication that these developing models are extensively used in South African classrooms.

In conclusion, while much research has been done on the responsibilities of the principal and the SMT in improving instructional leadership, there is a dearth of study on the instructional leadership roles of principals and SMTs in schools facing challenging conditions. Hence the purpose of this study was to investigate the instructional leadership role played by the principal and his/her SMT and thereby contribute to advocacy for greater collaboration among the SMT in the provision of effective instructional leadership in secondary schools, to mitigate the myriad of almost insurmountable challenges peculiar to township schools in particular, which in turn will lead to improved learner outcomes.

1.2 BACKGROUND AND RATIONALE OF THE STUDY

1.2.1 Current status of the South African education system

With the advent of democracy in South Africa in 1994, we saw significant state investment in education facilities and resources to unify and equalise a previously fragmented and grossly unequal education system built by the apartheid administration. This was accompanied by an avalanche of changes in curriculum policy, intended to make education more relevant to the global economy and the associated training of educators in instructional techniques (Naidoo, 2011:1). Despite all of these efforts, we still continue to rank as a country with one of the poorest education systems (Roodt, 2018:1). There is no denying that South Africa's educational system is in disarray. South African learners perform poorly in practically every foreign evaluation, and they are ill equipped for life after school. Even more sadly, black children are disproportionately affected by the low levels of education they receive in the township schools (Bloch, 2008:5; Roodt, 2018:1-3).

Besides performing poorly on almost every international assessment, various other issues demonstrate the extent of the dysfunctionality of our education system. Jansen (2014:5) points to the large number of learners, which are about half a million learners who started Grade 1 and did not make it to Grade 12 as the greatest indicator of the dysfunctionality of our education system. Arguably, the matric certificate is still the cut-off point for basic jobs, whether it is packing shelves in a supermarket or pumping fuel at a petrol station, hence the huge drop-out rate heralds a dismal future for a large portion of the youth.

1.2.2 Performance in international Mathematics, Science and Literacy assessments

As previously stated, one of the important markers of our education system's crisis is South African learners' performance in international assessments when compared to other countries. According to Roodt (2018:1), the Organisation for Economic Co-operation and Development (OECD) published a report in 2015 that ranked the educational systems of 76 nations throughout the world. The rankings were based on how well learners performed on math and science assessments. The OECD reported that South Africa has the 75th poorest education system out of 76 nations assessed. Ghana was the only country that did worse.

The poor performance in Mathematics and Science, according to Jansen (2017:1), is most likely due to our learners' poor reading skills. Progress in International Reading and Literacy Study 2016 (PIRLS 2016) report presented the findings of one of the most scientific investigations on the level of reading among Grade 4 learners in South Africa — 12 810 learners were assessed from 293 schools. According to this report, over eight out of ten children are unable to read. Seventy eight percent of fourth-graders recognize words but don't grasp what they're reading. When compared to the other 49 countries studied, South Africa comes in dead last, ranking 50th below Iran and Kuwait.

1.2.3 Performance in Annual National Assessments

The extent of the dire state of our education system is evident, not only in international tests, but even more frighteningly in our own standardised tests, as indicated by the results of the Grade 9 Annual National Assessments (ANA's). Between 2012 and 2013 the average for Mathematics increased from 13 percent to 14 percent but dropped to 11 percent in 2014 (Refer to Table 1). During the same three years, only two to three percent of learners (Refer to Table 2) attained a score of above 50 percent (Motshega, 2014:3; Bush & Glover, 2016:3).

Table 1.1: Averages in the Annual National Assessments in mathematics for 2012-2014

GRADE	AVERAGE MATHEMATICS SCORES IN		
	2012	**2013**	**2014**
9	13	14	11

Table 1.2: Percentage of learners achieving above 50% in mathematics in the ANAs of 2012-2014

GRADE	PERCENTAGES OF LEARNERS ACHIEVING 50% OR MORE IN		
	2012	**2013**	**2014**
9	**2**	**2**	**3**

As mentioned earlier, the poor performance in mathematics probably has its roots in the learners' dismal reading skills. The dismal reading skills of our learners were evident in the international study, the PIRLS 2016 report, and is reflected also in the results of the ANA's in the table below:

Table 1.3: Averages in the Annual National Assessments in English FAL (First Additional Language) 2012-2014

GRADE	AVERAGE ENGLISH FAL SCORES IN		
	2012	**2013**	**2014**
9	35	33	34

Table 1.4: Percentage of learners achieving above 50% in language in the ANAs of 2012 - 2014

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% IN		
	2012	**2013**	**2014**
9	21	17	18

The systemic tests of the Western Cape Education Department (WCED) in the more recent years, reflect a similar trend of poor learner performance, especially in mathematics (Schaffer, 2020:1).

Table 1.5: Percentage of learners achieving above 50% in mathematics and language in the WCED systemic tests of 2018 and 2019

GRADE 9	PERCENTAGE OF LEARNERS ACHIEVING ABOVE 50% IN	
	2018	**2019**
Mathematics	23%	22.7%
Language	52.6%	53.6%

Except for the results of the 2018 and 2019 Language Systemic Tests, the rest of the results made it abundantly clear that South African education fails to meet national goals set out in 2010, such as providing broad access to high-quality education that allows for an equitable distribution of opportunities (Motshega, 2014:8-9). The probable flaw is that it only works for a small percentage of learners who have access to high-quality universities. Even a cursory glance at the results of international and local standardised tests reveals that for the vast majority, poor-quality education keeps them marginalized and excluded from schools, universities, and colleges that could significantly improve their lives, according to van der Berg (2015:1). This is illustrated in Figure 1.1 by van der Berg (2015):

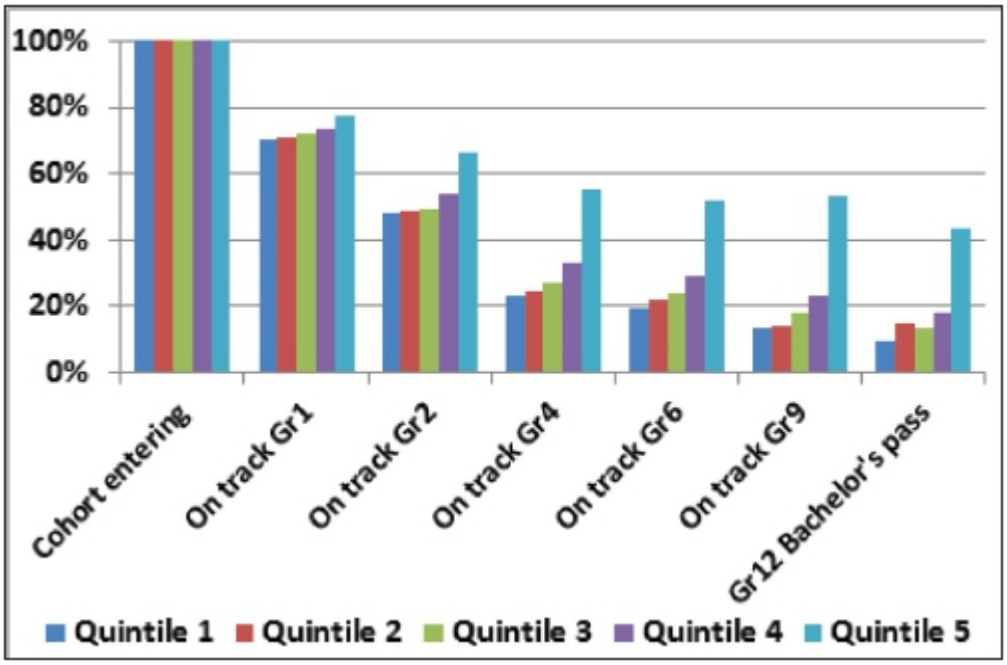

Figure 1.1: Performance in the ANA's per quintile linked to NSC passes

By Grade 4, the pattern of performance across different parts of the school system is quite clear, with all the benefits that such access confers in the labour market, which is already largely similar to that for university exemptions in Grade 12, indicating that potential university access is predetermined by Grade 4. It indicates that children in disadvantaged schools have flat learning trajectories, which doom their odds of success in matric (at least at the Bachelor's level) and, as a result, their possibilities for university studies and labour market success.

This prevailing phenomenon of injustice was poignantly elucidated by Bloch (2008:6), more than a decade ago, when he claimed that just a small percentage of black children obtain a meaningful education, and that those who attend poor black township schools are enslaved to the survivalist second economy, and that despite all of the money invested so far, nothing has changed. This then begs the question: is the diagnosis thorough enough and is the prognosis accurate and comprehensive, otherwise logically in the space of a decade there should have been significant improvement? This study, based on the literature review identified a strengthening of instructional leadership as the key to achieving improvement in academic performance of black township schools.

1.2.4 Addressing the deficiencies in education provision

A number of key department projects have been prioritized to alleviate the continuance of educational inequity. A concentration on Dinaledi/MST (Maths, Science, and Technology) schools (a government/private sector partnership) that sets the foundation for targeted gains in Maths and Science outcomes is one of these. Quality infrastructure enhancements for poorer schools, including; libraries, laboratories, and sports grounds, are the focus of the Quality Improvement and Development Strategy QIDS-up) programs. Other solutions include school nutrition, learner transportation, new school construction, and subsidizing the lowest of the poor schools as "no-fee" schools (Bloch, 2008:6). These initiatives are concrete evidence of the amount of effort that government puts into education. Bahemia (2017:10) elucidates numerically the South African government's commitment to improving education, claiming that South Africa's spending on education accounts for 4.9 percent of the Gross Domestic Product (GDP), the highest in the world, ahead of leaders in education provision such as Denmark and Iceland, who spent 4.7 percent and 4.6 percent of GDP respectively.

Despite these commendable efforts, the gross inequalities persist and the ex-Model C schools uniformly produce better results. Bahemia (2017:10) argues that the reason for the dysfunctionality of the education system is the failure in policy implementation, especially as the education department is fraught with incompetence, mismanagement of funds and corruption. Educationists, Bloch (2008:6) and Balfour (2014:18) on the other hand, ascribe the poor performance to a lack of strong instructional leadership. The education department is constantly seeking to uplift its game, with frequently revised curriculum policies, recently developed tools for SGB functionality, documents on protocols for learner discipline and guidelines for district operations. However, my experience as principal, is that besides demanding compliance with regards to submission of departmental returns, there is very little support at school level to ensure strong instructional leadership. This almost blatant lack of focus on instructional leadership, which is the driver of quality education, gave credence to the basis and value of this study.

Bloch (2008:6) emphasises the need for a more rigorous focus on instructional leadership, stating that research reveals that additional money or improved physical infrastructure has surprisingly little impact on poorer schools. Bloch (2008:6) argued

that poorer schools' failings are due to a lack of good instructional leadership, which encompasses how the educational process is structured, controlled, and translated into classroom practice. This point is amplified by Balfour (2014:18); “without an inspection of the quality of teaching in the classrooms backed up by rigorous professional development, we remain as we are: mired in mediocrity with little prospect of change”.

Instructional leadership is inextricably linked to quality teaching and learning, yet according to Jenkins (2009:34), instructional leadership is rarely prioritized, with principals devoting only one tenth of their time to it among their many responsibilities. Unquestionably, rigorous interventions is urgently needed to ensure that quality instructional leadership in high-poverty schools is offered, not only by the principal, but by the entire school management team.

1.2.5 Researchers’ motivation for conducting the study

The clarion call is for effective instructional leadership by the SMT, with a special focus on supervision, which includes monitoring of planning, lesson preparation, classroom and assessment practices, as well as support of educators with mentoring and development. As principal of a township secondary school, located in an area of high poverty, I can testify that despite the well organised systems in place, given the bureaucratic demands of school administration and the heavy workload of management and staff, and except for internal moderation of controlled tests and examinations, Grade 9 Continuous Assessment (CASS) and Grade 12 School Based Assessment (SBA), educators are mostly left on their own. Classroom visits and lesson observations, except as a once off for Integrated Quality Management System (IQMS) summative evaluation, are almost non-existent. This assertion was substantively validated in an extensive study conducted by Christie and Hoadley (2009:381-382), involving 200 schools in Queensland, Australia, where only 17 percent of principals surveyed, indicated that managing teaching and learning takes up the majority of their time.

Instructional leadership challenges and the consequences thereof in township or what we may refer to as high poverty schools are well-documented in research. According to compelling research done by Spaul (2013), the Department of Basic Education

(DBE, 2014), Maponya (2015) and Van der Voort and Wood (2016), the underlying challenges include, amongst others, a lack of a teaching and learning culture, the lack of a vision, low expectations of both learners and educators, poor work ethic of educators and a lack of resources. One can also add to this list a regular lack of context-specific support from the Department of Basic Education. This includes strong support (instead of micromanagement or a top-down approach) to professionally develop the competencies of SMT's in instructional leadership, which will in turn enable them to support educators in township schools in the development of innovative higher order pedagogies, learning material development and the garnering of parental support.

Al Hosani (2015: V), and as later categorically stated by Bush and Glover (2016), argue that despite the abundance of literature on instructional leadership, it does not sufficiently cover the implementation of instructional leadership and "all this entails empirically", especially in South Africa. As alluded to, the Department of Education seems to place focus on everything else besides instructional leadership. Research (Bush & Glover, 2016) has also found that there are still some knowledge gaps in the literature regarding the implementation of instructional leadership in South African schools and particularly regarding the role of the principal as the sole instructional leader, or the roles of the entire SMT, and more specifically on instructional leadership in disadvantaged schools. For example, given the need for accountability to ensure that leadership in instruction takes place and that instruction in the classroom is implemented, too little is known about how SMTs can develop accountability amongst themselves and the educators. It appears also that research on how SMT's as a collective are supposed to exercise instructional leadership in high poverty or what we may call township schools through a distributed leadership approach, is inadequate. Implicitly, this alludes to the probability that there is insufficient information or training for SMT's on how they may align their job descriptions, as outlined in the Personnel Administrative Measures (PAM) document to the changing demands and expectations regarding their instructional leadership role.

This study aimed to develop new knowledge on ways to enhance instructional leadership practices in township school contexts. With this integration of context-specific leadership approaches and practices, it is envisaged that new instructional leadership theories will be generated that will also contribute to new knowledge in the

field. The focus of this study was, therefore, not only exploring the instructional leadership challenges related to high-poverty schools, but also exploring how School Management Teams (SMTs) in high-poverty secondary schools can find solutions to the challenges associated with instructional leadership.

Despite universal agreement among academics that context influences school leadership, little study has been done on this essential component (Spaul, 2012:2-14; Adejumo, 2017:3). The specific setting generated by poverty adds to the difficulties of bringing about change in schools, and more research is certainly needed (Klar & Brewer, 2013:773).

1.3 PROBLEM STATEMENT

As stated in the introduction, this study focused mainly on schools in townships as it is mostly these schools that are under performing and would probably benefit most from strong instructional leadership as can be seen from the research on effective schools (Leithwood, Louis, Anderson, and Wahlstrom, 2004:5).

The following issues were addressed as part of the problem statement, namely the instructional leadership role and responsibilities of the principal and his/her SMT, instructional leadership as a shared responsibility, the impact of contextual factors in high-poverty schools, the influence of these contextual factors on instructional leadership practices and the performance of high-poverty schools compared to the wealthier schools in the National Senior Certificate Examinations.

1.3.1 Role and responsibilities of the principal and SMT

Literature on instructional leadership generally advocates for collective leadership by the SMT, however by virtue of protocol and levels of accountability as outlined in the South African Schools Act (RSA, 2016), the principal is ultimately accountable for the professional management and most importantly instructional leadership, as it is the key determinant of the school's academic performance . The Policy on South African Standard for Principals, outlined below (DBE, 2016:8-19), provides a comprehensive picture of what is expected of the principal as the instructional leader:

- Leading the teaching and learning in the school,
- Shaping the direction and development of the school,
- Managing the school as an organisation,
- Managing quality of teaching and learning and securing accountability,
- Managing human resources in the school,
- Managing and advocating extramural activities,
- Developing and empowering self and others,
- Working with and for the community.

The Policy on South African Standard for Principals emerged in an attempt to turnaround the crisis in education, after having identified instructional leadership as the key. However, given the principal's responsibility of ensuring day-to-day functionality, which includes: learner discipline, infrastructure management, finance control and human resource management, the responsibility for leadership of instruction has to be shared by the SMT, as implied by the concept of shared leadership, which includes: departmental heads, deputy principals and the principal (Timperley, 2007:395; Williams, 2011:191).

The Personnel Administrative Measures (PAM) document, as contained in the Government Gazette number, 39684 (DBE, 2016:30-44), illustrates that instructional leadership extends across all post levels. It outlines the core duties and responsibilities of the entire school management team (SMT) with regards to instructional leadership duties. The PAM document unequivocally places almost total responsibility for micro management of educators in the hands of the departmental heads, with core duties that include: development of his/her department policy, co-ordination of: assessment, homework, written assignments, and other aspects of all the subjects in that department, providing guidance on subject policies, subject content and pedagogy, as well as the promotion of co-curricular activities (DBE, 2016:36-44).

While it is acknowledged that there are relevant policy documents in place and protocols that exist in schools are intended to ensure effective school management and the delivery of quality education, there are questions that may be asked to establish whether the ultimate goal is being achieved. These include: what are the challenges or problems? Is it indeed shared amongst all the members? How do SMT'S seek to improve learner performance? Do they provide clear instructions? Do they

establish high expectations? Do they use data to track learner progress? Do they develop and support their educators? Do they develop systems that work? How do they ensure that conditions in schools support teaching and learning? What else beyond the basics are required to be successful in high-poverty schools? Contributions from everyone are thus of critical importance, and should even include parents and other external assistance (Leithwood, Louis, Anderson & Wahlstroom, 2004:7).

1.3.2 Instructional leadership as shared responsibility

Local leadership's capacities and motives are critical for successful improvement in instructional leadership methods. Any reform that improves learner learning is unlikely to succeed unless district and school leaders agree on its goals and understand what is required to make it work (Leithwood, et al., 2004:4).

The question of whether a good principal focuses on instructional leadership or administration and management is a recurring debate. In several aspects, instructional leadership varies from that of a school administrator or manager. Jenkins (2009:34) argues that principals who pride themselves on being administrators are usually too preoccupied with strictly managerial responsibilities, whereas instructional leaders set clear goals, allocate resources to instruction, manage the curriculum, monitor lesson plans, and evaluate educators. Flath (1989), as cited by Ahmad and Hussain (2012:1), defines instructional leadership as "those acts that a educator takes to help learners learn." Jenkins (2009:35) goes a step further and states that the instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to reality.

With curriculum delivery being the core function of the school, the temptation is to support Jenkins (2009:34) and allocate instructional leadership as the core function of the principal, however Horng and Loeb (2010:66) postulate that the principal as an organisational manager makes a greater contribution to school effectiveness than the principal as a hands-on instructional leader. Horng and Loeb (2010:66) argue, that as an organisational manager, the principal secures quality educators, provides resources and facilitates development, thereby impacting on teaching practices at a macro level, rather than at a micro level. Thus, the role of the principal and implicitly

the functioning of the SMT, are central to whatever becomes of a school. It is expected that a comprehensive plan, involving the principal and his/her SMT to address underperformance in township schools, will emanate from this research and help shape the Department of Basic Education's policies and initiatives.

Although many research studies have been conducted on the instructional role of the school principal and educator self-efficacy, as well as collective educator efficacy in township schools, Protheroe (2008:42-45) claims that there is a scarcity of research on principal leadership behaviours that influence educator self-efficacy and collective educator efficacy in township schools. Educator self-efficacy and collective educator efficacy, according to Protheroe (2008:42-45), include self-confidence and openness to new ideas, self-regulation, shared responsibility and a high work ethic, as means of enhancing the culture of teaching and thereby improved learning. Given the extensive workload of the senior management in township secondary schools and the limited staff component as compared to more affluent schools, there is a critical need to research not only educator self-efficacy collective self-efficacy championed by departmental heads, as a cost effective and sustainable means of enhancing the quality to teaching and learning.

1.3.3 Township schools: a dysfunctional education system

The dysfunctionality of our education system is mostly evident in the high-poverty schools found in townships and rural areas. The National Senior Certificate (NSC) 2016 results of Western Cape schools make it very clear that the problem of underperformance is located mostly in schools situated in townships (Schafer, 2017:1).

While the Western Cape is one of the highest performing provinces in terms of NSC results, learner performance difference between schools, particularly between former white and historically black schools in this province and the country as a whole, is nevertheless common and concerning. Balfour (2014:18) sums up this disparity, claiming that despite all the policy changes and training of educators since 1994, nothing has changed. Balfour (2014:18) argues that curriculum policies and the expected implementation of the said policies ultimately depend upon leadership of

instruction which is the responsibility of the principal, deputy principals and departmental heads.

In conclusion, the goal of this study was to position the principal as a co-ordinator of instructional leaders, to empirically detail the implementation of instructional leadership practices, and to investigate the alignment of leadership practices and contextual factors.

1.4 RESEARCH QUESTIONS

Emanating from the research problem as described above, the following primary research question was framed:

1.4.1 Primary research question

What are the instructional leadership roles of SMTs at secondary schools in the Western Cape?

The following secondary questions have been established in order to provide answers to this major research question:

1.4.2 Secondary research questions

- How do members of the SMT execute their roles and responsibilities in instructional leadership in ensuring quality teaching and learning?
- How do contextual factors position the instructional leadership practices of school management teams?
- How do school principals, as overall leaders, provide guidance and support to the rest of school management teams to improve their instructional leadership practices and competencies?
- How do School Management Teams provide guidance and support to educators to improve instructional practices?

- How do SMTs experience the instructional leadership support provided by district officials?
- How does the school involve parents in the education of their children?

1.5 AIMS AND OBJECTIVES OF THE STUDY

This doctoral study aimed to explore and determine how instructional leadership is implemented in the selected schools in the Western Cape Province.

The following specific objectives were formulated to achieve the aim and conduct this investigation:

- Describe how the members of the SMT implement instructional leadership that will ensure quality teaching and learning;
- Gauge how contextual factors position the instructional leadership practices of SMTs;
- Elucidate the principal's guidance and support offered to the rest of the SMT to improve their instructional leadership practices and competencies;
- Expound the level of guidance and support SMTs provide to educators to improve practices;
- Describe how district officials provide guidance and support to SMTs in instructional leadership practices;
- Gauge the level of parental support in the delivery of quality education.

1.6 THEORETICAL FRAMEWORK

A theoretical framework is like a new pair of glasses in that it changes the way you see the world (Covey, 1989:125). Simply put, reality is a product of one's perception. The theoretical framework shapes how we understand ourselves, determines what counts as valuable and legitimate scientific knowledge, and defines the experiences that can legitimately lead to knowledge and the kinds of knowledge that are produced. It also provides an overarching conceptual view (perception) as well as a social and cultural framework (reality) for conducting research (Tshabala, 2015: 26-27). Anfara and Mertz (2014:13) cite Mills' (1993:103) definition of theory as an "analytical and

interpretive framework that helps the researcher make sense of ‘what is going on in the social setting being studied’”.

Anfara and Mertz (2014:15), report that in the majority of existing texts dealing with theoretical frameworks, consideration of theory and its effect on the study at hand is but one aspect of the larger focus of the work. Thus, they provide neither the depth of understanding nor the specificity needed to explicate the topic. Acknowledging that the term does not have a clear and consistent definition, they define theoretical frameworks as any empirical or quasi-empirical theory of social and/or psychological processes that can be applied to the understanding of phenomena.

There is no one perfect or right theory for a dissertation, though certain theories are popular. Yet, the adoption or adaptation of a theory must reflect the understanding of the researcher regarding the study and must drive the study. The selection of a theoretical framework requires a thorough understanding of the problem, purpose, significance and research questions of a study (Adom, Hussein & Agyem, 2018:438-439). This led the researcher to conclude that the challenging contexts in which high-poverty schools are located and operate, will force leaders to have a broad range of instructional leadership competencies. This assertion is supported by Kamper (2008:4), who adds that no single leadership model appears to fully explain the expectations and realities of today's school leaders. This coincides with the assertion by, Muisj, Harris, Chapman, Stoll, and Russ (2004:151) that a variety of theoretical viewpoints can help us make sense of school progress in impoverished communities.

The researcher in this study has extensive experience, almost twenty years, as principal in a township secondary school which equipped him with a thorough understanding of the complexities of instructional leadership in township schools. Armed with this deep understanding of the complexities of instructional leadership in township schools the researcher adopted an eclectic theoretical framework in order to address the study's objectives holistically. This meant the use of a multiple theoretical framework aimed to provide an appropriate, solid theoretical and analytical lens for this study, through which the burning questions in schools are viewed and analysed. The following theories were integrated in this study to address the aims of the study.

1.6.1 Collaborative instructional leadership theory

Collaborative instructional leadership theory refers to the shared leadership role of the SMT and other lead educators. The principal may be the one held accountable by the Department of Basic Education for everything that happens at the school, however the principal is not the one responsible for everything that happens at the school. Through indirect leadership strategies, the principal instils a spirit of collaboration among all staff and makes people accountable for their delegated responsibilities (Glickman, 1990:7; Kalungu-Banda, 2008:18). While collaborative instructional leadership theory refers directly to the collaboration among members of the SMT and the team-spirit among all members of staff, it may also allude to the collaboration between district officials and educators and between educators of different schools when they operate (communicate) in their subject clusters.

Kalungu-Banda (2009:8) aptly and most vividly describes this collaborative conversation as a paradoxical cycle; when individuals in a group share their talents consistently over a period of time, a general culture and routines emerge that enhance the organisation or community. Kalungu-Banda (2009:8) adds, a leader who recognises and honours that fact, encourages the members to share their strengths even more. This continues in a paradoxical cycle, namely the more we acknowledge and celebrate the capacities and contributions of those around us, the more we deepen the strength and prowess of our own character. Kalungu-Banda (2009:8) concludes; ultimately we become poised to do greater things, because others feel confident enough to win with us.

The collaborative instructional leadership theory guided the study, throughout the literature review, especially in chapter two, the collaborative role of all members of the management (SMT) is highlighted. The implementation of this theory becomes manifest, when in chapter two, the instructional leadership models advocated for the establishment of stable foundations, such as a shared vision as phase one and professional development, including support in the form of mentoring for improvement in teaching practices as phase two. Collaboration is also highlighted by Kin and Kareem (2019:18) in section 2.4.1 as one of twelve key competencies required of instructional leaders. The interviews and questionnaires used for data collection also

sought to understand the prevalence or non-prevalence of collaboration in the leadership of instruction.

1.6.2 Contingency theory

According to Scheerens (2015:17), this theoretical perspective addresses the contextual issues associated with high-poverty schools. This theory is founded on the idea that what makes an organisation efficient is determined by situational variables (contingency factors), which can be both internal and external to the organisation. The "configuration hypotheses" in contingency theory refer to the internal alignment of organisational factors. Comprehensive school improvement programs are one application in educational effectiveness and school improvement. Such programs combine a logical planning approach to execution that is "evidence-based" with a coordinated set of levers for development, such as teaching strategies, curricular emphasis, leadership, and cooperation.

One of the most important evidence-based variables for schools is their socio economic setting. The contingency theory states that schools must find the optimum fit between their internal organisation and policies and the contingency elements they face. On the one hand, this would lead us to believe that effective schools in socioeconomically challenged areas have a certain structure, organisation, and policies that set them apart from schools in other contexts and that are shared by all schools in these places. On the other hand, some factors may differ between effective and improving schools in disadvantaged locations, as other contingency factors (e.g., urban vs. rural, school size, schooling stage, etc.) may have an impact (Muijs, Harris, Chapman, Stoll & Russ, 2004:151).

The literature review in chapter three delves deeply into the impact of situational factors on instructional practices. This includes an in-depth discussion of the community within which the school is located, and most importantly the need for, and the alignment of, the internal operations of the school with the external (situational) reality, which is highlighted in the concluding sub-section of chapter three.

The contingency theory came to the fore very prominently in the data analysis process of almost all six themes. For example, sub theme 1.4 dealt with the promotion of extra

murals. Two schools lacked a sports field and recognising the value of extra murals they did implement contingency measures to ensure that learners did participate in extra murals even if it was to a limited extent. Another example is sub theme 2.6, some of the schools arranged extra classes for learners as a contingent means of support, especially in subjects such as Mathematics and Physical Sciences. The recommendations in section 6.6.2 also calls for contingency measures such as security personnel to ensure the school is a safe haven in a community plagued with crime and violence.

1.6.3 Compensatory theory

The compensatory theory is another theoretical approach to improve schools in socio economically challenged areas. According to the compensatory model (Avandario, 2016:39), the school must compensate for the lack of support and resources in the learners' homes due to the issues faced by learners in underprivileged communities. In order for schools to improve, they must go through two stages. Basic functionality, such as an orderly workplace and high expectations, must be in place in the first phase, while structural change focused on more systemic and long-term procedures can be implemented in the second phase. The compensatory approach also argues that educators in low-income schools will have to work more to get the appropriate results (Muis et al., 2004:152).

The compensatory theory comes to the fore most vividly in the literature review in chapter three, when the school is called upon to mediate the situational challenges that learners in impoverished communities endure, such as hunger, dysfunctional homes, poor living conditions and lack of access to basic educational resources, such as books. The data analysis process in chapter five, section 5.3.2, the findings in chapter six, section 6.5.2 and the recommendations in section 6.6.2.

1.6.4 Invitational leadership theory

One of the earliest proponents of the invitational theory is Robert Egley (2003:57), who captured the essence of invitational leadership, saying that the objective of the invitational theory is to invite everyone within the school to enjoy success. The

metaphor of invitation is used in the invitational leadership paradigm to represent a positive self-concept and positive attitude toward others. Kamper (2008:4) expands on the metaphor of invitation, proposing four basic premises central to invitational leadership: optimism (a belief that people have untapped potential for growth and development), respect (manifested in courtesy and caring), trust (faith in one another), and intentional care (a belief that people have untapped potential for growth and development) (intentional provision of growth opportunities).

Kamper (2008:4) explains how the four basic premises of invitational leadership inter-play, when invitational leaders invite themselves personally (their self-confidence) and professionally (for personal growth) and they invite others personally (for the building of relationships) and professionally (to help take the school from whatever level it is operating at to the highest possible level). This theory demonstrates the principals' commitment to empowerment of the poor and their unwavering trust in the ability of high-poverty learners to achieve personal and academic success. The means to achieving this include; sincere love and care for learners, educators, and parents; the ability to think and act in a visionary manner; the ability to set and maintain high expectations; the ability to motivate and inspire others; the ability to build team spirit and pride; the ability to explore every possible opportunity that could help address the schools' needs (Kamper, 2008:5)

In reality, invitational leadership shares many of the same values as genuine, transformational, and distributed leadership. Forming and sharing a vision is one similarity. Invitational leaders want to communicate a vision of greatness with their colleagues and show them a vivid, but powerful picture of human effort. All four forms of leadership have characteristics of trust and respect in common. Morals and ethics are another shared feature of inviting leadership and the other three leadership paradigms. According to Lynch (2016:1), invitational leadership is fundamentally a moral action that involves leaders' purposefully demonstrating respect and trust in themselves and others, both personally and professionally. In a similar vein, it aims to empower followers by requiring others in the organization to achieve their own success goals. To put it another way, encouraging people in their pursuit of self-fulfilment is a quality.

Throughout this study, section 1.1.16 speaks of shared instructional leadership, 1.1.18 talks of the principal creating a positive school climate and throughout the literature review in chapter two there is an emphasis on the need for the SMT to operate as a collective and the staff to function as a cohesive unit. This is only possible when invitational leaders (the principal) invite themselves personally (their self-confidence) and professionally (for personal growth) and they invite others personally (for the building of relationships) and professionally (to help take the school from whatever level it is operating at to the highest possible level).

The data analysis in section 5.3.6 and the findings in section 6.5.6 point to a lack of parental involvement and learner late coming. While the contingency theory and compensatory theory allude to working with the community, the invitational leadership theory more specifically calls upon the leadership to invite learners, parents, community structures, NGO's, NPO's and the corporate sector to share in the growth and development of the school and celebrate its successes.

1.6.5 Social systems theory

The last theoretical perspective that guided the study, is the social systems theory. The school operating as a hierarchical system, with various sectors and protocols, alludes to Von Bertalanffy's general systems theory of 1920. Bozkus (2014:50) however, argues that studies of schooling is more than a study of the general systems theory, as it is a study of social systems theory, which may be defined as an application of a general system's view on humans, individuals, or groups standing in interrelation. Bowen (2007:62) views a social system as a school existing to achieve objectives through the collective of individuals and groups in the system. In this study, learner achievement was used as a yardstick of quality teaching and learning, as excellence in learner performance is only attainable through collective effort. Hence, in a school striving for improvement, relationships and structures will constantly evolve towards a higher level of efficiency.

The school operating as a hierarchy with lines of delineation between the various levels, locates itself in the ambit of the systems theory. The fact that there is interaction of people within and across all levels qualifies the systems theory as a social systems theory.

The social systems theory does not come to the fore much in this study, however it does play an important role in that it sets the parameters for each participant within the hierarchical structure of the school and works in conjunction with all the systems and procedures in place for the purposes of ensuring quality instruction and accountability thereof. The social systems theory is central to the success of instructional leadership, as it alludes to as established in chapter two, the inextricable link between leadership and management for optimum school functionality. As can be seen in the data analysis, section 5.3.4.5, where educators reported that they do not have regular departmental meetings and in section 5.3.1.2, where the principal complains that the departmental heads are failing to monitor and support their educators, it is evident that the school is failing to function as a social system that exists to achieve its objectives through the collective of individuals and groups in the system. Arguably, the social system operating within the school forms the structure while the other theoretical dimensions of collaboration, contingency measures, compensatory efforts and adopting an invitational approach, form the culture of the school. It could also be postulated that a positive school culture could only be achieved if there is a solid social system in place.

The thematic analysis of data collected is facilitated by the blending of the five theories outlined above, that make up the theoretical framework of this study, resulting in increased depth of insight into the highly complex issue of instructional leadership in township schools.

1.7 LITERATURE OVERVIEW

A literature review of local and international sources on instructional leadership has been conducted to determine the current state of research in the area and to operationalise the objectives of the study, which broadly is the instructional leadership role of the SMT in township secondary schools. The literature review comprises two chapters. Chapter two, the first of the literature review chapters, introduces the concept of shared leadership. Thereafter, in alignment with research objectives one, three and four, it explores the: instructional leadership models that extend from the most simplistic to the more comprehensive, the support given to educators through supervision and finally the leadership capacities of the SMT to effectively implement

instructional leadership for the improvement of teaching and learning. Chapter three deals with the remaining three research questions, which are: how do contextual factors position the instructional leadership practices of School Management Teams and how does the school involve parents in the education of their children? The literature review concludes with an examination of how the education district office supports the school in mitigating the contextual challenges faced from within and from outside of the school, and the provision of guidance for the delivery of quality education through monitoring and professional development.

1.7.1 Development of concept of shared instructional leadership

As mentioned earlier, the literature review starts in chapter two and opens with the conceptualising of shared instructional leadership. As a precursor to the discussion in chapter two of the concept of shared instructional leadership, it would be useful to briefly delve into the evolution of the concept of instructional leadership, from it being the sole responsibility of the principal, to the principal being a transformational leader coordinating a team of leaders and ultimately to instructional leadership being the shared responsibility of the entire SMT.

In the 1980's, according to Williams (2015:10) the emphasis was instructional leadership with the focus on the expertise of the principal as the sole leader of the institution. Kachur, Stout and Edwards (2010:21) list the expertise required of the principal to be considered effective as an instructional leader: knowledge of effective practices in curriculum, instruction, and assessment and to know how to work with classroom educators on regular issues in these areas. Williams (2015:5-6) described this era of instructional leadership as bureaucratic, intimidating and arbitrary. In South Africa, it was naturally perceived as synonymous with the oppressive apartheid system of government and not welcomed by educators. The 1990's saw a movement toward transformational leadership, which focussed on capacity building than on leading, directing, co-ordinating, and controlling others. The emphasis was more on understanding individual needs and empowering individuals. This international trend coincided with the emergence of democracy in South Africa and as evidenced in the South African Schools Act (SASA) of 1996, the management of education delivery was increasingly devolved to school sites (Clark, 2012:30-89).

With the emergence of transformational leadership in the 1990's, focusing on building capacity, the early 2000's saw the natural progression to shared instructional leadership, whereby the principal was no longer considered the only expert providing all leadership functions, but instead the co-ordinator of instructional leaders, namely the School Management Team (Kachur, Stout & Edwards, 2010:21).

1.7.2 The role of the SMT as instructional leaders

In chapter two, a study of instructional leadership models explores the leadership roles played by the instructional leadership, the supervisory roles of the SMT examines the level of monitoring and support offered by the instructional leadership and concludes with an overview of leadership relevant for effective instructional leadership. The importance of SMT as instructional leaders in the value chain of quality education delivery is elucidated simply but emphatically in the Mc Kinsey report (2017:60), which claims that all the different school systems that have improved significantly have done so primarily because they have produced a system that is more effective in doing three things: getting more talented people to become educators, developing these educators into better instructors, and ensuring that all learners have access to quality education. Implicit in the claim contained in the Mc Kinsey report (2017:60), is the key role of instructional leadership, played by the SMT in the form of mentoring, rendering of support and ensuring accountability.

1.7.3 The principal's role in creating a positive school climate

As mentioned earlier, chapter three, the second of the literature review chapters, deals with the challenges faced by township schools, the involvement of parents and the support received from the district office. While all these aspects are dealt with extensively in the literature review, at this point a microscopic look is taken at the challenges facing schools in disadvantaged areas and more importantly the potential to overcome these challenges.

Schools in low-income communities face a slew of socioeconomic concerns, including high unemployment, physical and mental health issues, and low academic attainment. To make matters worse, schools in these locations frequently confront additional

challenges, such as difficult learner behaviour, significant staff turnover, and a poor physical environment. As a result, schools in deprived areas must work harder to improve and stay effective, find it more difficult to improve, and are more likely to see steep drops in learner achievement levels if a successful equilibrium is disrupted, such as when succession issues arise following the retirement of the head of the school (Muijs 2004:151).

While a focus on teaching and learning is critical, the conditions for effective teaching must first be in place. Maden and Hillman (1993) observed that all improving schools had clear discipline processes in place and were focused on producing an orderly atmosphere, according to Muijs et al. (2004:156). It is critical to have strong discipline in place, especially in underprivileged regions. However, they argue that this does not imply that schools should be overly disciplinarian. Effective schools, according to Muijs et al. (2004:156), value learners and make them feel that they are a member of the school 'family'.

Valuing learners and making them feel part of the 'family' contributes to an ethos of sound social cohesion. A truly cohesive school 'family' will only be complete when there is a sharing of a singular vision and similar values among school personnel, parents and learners. Sebastian and Allensworth (2012:130) claim that this shared value system is the basis of what may be called the learning climate. A stable learning climate encompasses basic needs such as school order and safety, which can have a significant impact on both educators' and learners' motivation and learning. They argue that, by focusing on these basic requirements, educators in positive learning environments hold learners to high standards, pressuring them to participate in rigorous academic work.

As will become evident in chapter three, the success of schools in disadvantaged areas depends almost completely on the community and those on the site, as there is very little support from the district office.

1.8 RESEARCH DESIGN AND METHODOLOGY

In this section, the methodological underpinnings of the research are briefly discussed. It includes the nature of the research and research paradigms, research design and

methodology. This includes a brief description of the data-collection and analysis process, and ethical considerations. The research design and methodology are discussed comprehensively in chapter four.

1.8.1 Nature of the research and research paradigms

Qualitative and quantitative research is rooted in philosophical traditions with different epistemological (philosophy of knowledge) and ontological (perceptions of reality) assumptions. When conducting research, it is critical to consider various research paradigms as well as issues of ontology and epistemology. These variables explain people's perceptions, beliefs, assumptions, and the nature of reality and truth, as well as how research is conducted, from design to conclusion. Epistemology and methodology are inextricably linked: the former is concerned with the philosophy of how we come to know the world, while the latter is concerned with the practice of knowing and how we study it. As a result, understanding the ontological and epistemological foundations of the topic of study is critical in order to adopt a research design that is consistent with the nature and goals of the particular inquiry, which we might refer to as the theoretical framework (Henning, 2004:15; Agherdien, 2007:2; Balarabe Kura, 2012:4).

Because this study is based on an interpretivist research paradigm that emphasizes experience and interpretation, it lends itself to a descriptive research design.

1.8.2 The research approach

With the study being located in the interpretive paradigm, the qualitative approach is considered to be the most suited for the purposes of obtaining a deep understanding of the specific phenomena, i.e. instructional leadership. We want to know not just what happens, but also how it happens and, most crucially, why it happens the way it does in qualitative research. Qualitative research examines not only human behaviours, such as speech and writing, but also how they express their feelings and thoughts via these actions. The goal of qualitative research is to provide a clear and complete description of acts and representations of actions so that we can obtain a better understanding of our reality and effect social change (Hammarberg, Kirkman & Lacey,

2016:2).This is in keeping with the objective of this study, which sought to understand the social and political dynamics that dictate the instructional leadership role and capacity of school management teams.

The "variables" in a qualitative study are not controlled because we want to capture the freedom and natural development of action and representation (Hammarberg, Kirkman & Lacey, 2016:2). Qualitative researchers are less certain that social facts exist. Their personal perspective on the world, they believe, has evolved over time as a result of their unique life experiences. They believe that other people see the world differently than they do, and they conducted research to learn more about other people's perspectives on the world. Their goal is to get insight into a perspective, not to obtain a set of facts (Johnson, 1987:21; Hammarberg et al., 2016:2).

The intensive but flexible nature of qualitative research appeals to the single-handed investigator, but qualitative approaches are slow and might generate anxiety due to a lack of structure or even an end objective in research design (Johnson, 1987:22).

1.7.2 The research design

The research design refers to a researcher's overarching strategy for integrating the various components of a study in a cohesive and logical manner, ensuring that the researcher effectively solves the research problem; it is the blueprint for data collection, measurement, and analysis (Maponyana, 2015:121).

The overarching strategy used in this study is the multiple case study design. Brink (2018:23) cites Cresswell (2013), a multiple-case study design explores a real-life multiple bounded system through detailed, in-depth data collection involving multiple sources of information. In this study the multiple sources of information included; the literature review, semi-structured interviews with principals and deputies, questionnaires completed by departmental heads and educators and naturalistic observations. Through using a multiple-case study design a wider exploration of the research question and theoretical evolution enabled the researcher to understand the differences and similarities of instructional leadership practices between the SMTs of the five different schools. This enables the researcher to address the complex issues that need to be explored in-depth, and to understand the behavioural conditions of

such a system, based on comments, inputs and interpretative perspectives of the participants. Brink (2018:23) advocates for the use of a multiple-case design, arguing that a holistic and in-depth explanation of instructional leadership practices of SMTs allows the researcher to go beyond the quantitative statistical results of other research methods; to understand the behavioural conditions through the perspectives of the participants who are closely involved in the instructional leadership process.

Because it is inherently concerned with meaning and aims to comprehend social members' definitions of situations, the multiple case study design converges with the interpretative paradigm and qualitative approach. The interpretative paradigm is concerned with producing descriptive analysis that emphasizes a deep, interpretive grasp of social phenomena rather than searching for broadly applicable laws and rules (Agherdien, 2007:29).

1.7.3 The research environment and population

This study was conducted in five township secondary schools, randomly selected from a list of township secondary schools within the jurisdiction of the Metropole East and Metropole North Education Districts of the Western Cape Education Department.

1.7.4 Selection of participants

The participants were selected to ensure representation of the different post levels within the SMT of each school, so that an in-depth understanding of the instructional leadership role of the SMT was secured. One-on-one interviews were conducted with the principal and one deputy principal of each of the participating schools, while open-ended questionnaires were distributed to the departmental heads and the level one educators. Observations were done at least twice at each school for approximately two hours in the mornings, taking note of the systems in place to ensure a smooth start to the school day.

1.7.5 Gaining of access to the research site

Johl and Renganathan (2010:42) quote Buchanan et al. (1988) four stage access paradigm: getting in, getting on, getting out, and getting back. Researchers are supposed to be explicit about their aims, time, and resources when they first begin. After gaining access, it is required to renegotiate admittance into the actual lives of individuals in the organisation, where basic interpersonal skills and processes, such as a nice look, verbal and nonverbal communication, play a key role. In terms of exiting the stage, the ideal technique is to set a deadline for the completion of the data collection procedure. Finally, the researcher must be able to keep the possibility of returning for additional fieldwork, thus he or she must be able to handle the process of withdrawing from the organization while maintaining his or her rapport. With this study being located in schools, gaining access was not a problem, but I had to fit into the schedules of the respective participants. Visits and meetings were scheduled and re-scheduled numerous times and communication in this regard was mostly via email. The problem of access to the site (school) only arose with the onset of the COVID-19 pandemic, as schools were then unwilling to accommodate non-essential visitors. Hence, while the researcher originally planned on focus group interviews with the departmental heads, the interviews had to be changed to open-ended questionnaires so that interaction was minimised as per the social distancing protocols for the prevention of the spread of the Corona virus.

Almost any topic in the sphere of education may be deemed sensitive, especially since the performance or non-performance of educators directly impacts on the lives of the most vulnerable, namely the children. Hence, as the researcher I had to reiterate, to a succession of audiences, the purposes, style, scope and utility of the proposed research. These explanations were communicated in a number of different ways. These included: formal correspondence with an education officer from the provincial office of the education department, meetings with the principal and the SMT, presentation and defence of the proposed research to the staff as a whole, and face-to-face assurances regarding the scope and confidentiality of the research to individual members who were asked to take part (Johnson, 1987:10). Taking the advice of Johnson (1987:11) I did the best I could to make the research experience a helpful and profitable one, and was graciously reciprocated with respondents giving their time and knowledge willingly.

1.7.6 Ethical considerations

Qualitative researchers need to be sensitive to ethical principles regarding informed consent, confidentiality, anonymity, privacy and caring. Concerning informed consent, the necessary approval of the University Ethics Committee and the Western Cape Education Department was secured. The selected schools and the participants involved in the study were approached beforehand through personal meetings. The principle of beneficence was observed - honouring the participants' privacy by protecting their identities and anonymity by using pseudonyms; treating participants with respect and securing their co-operation; informing participants from the outset that they are always at liberty to withdraw from the research study at any time; abiding by the agreed terms regarding the permission to do the study; and extending ethical measures into the actual writing and dissemination of the final research report (Rabichund, 2011:144).

1.8 DATA COLLECTION METHODS

In this study the following methods were used to collect the data.

1.8.1 Observation

Ethnographic observation seeks to describe holistically the culture and ethos of the school. The observation here may be considered ethnographic enquiry, as it focuses on a setting that is mostly statutory in nature and the observation is mostly participatory and extends over a longer period of time, as compared to a single standardised observation with a predetermined schedule (Henning, 2004:82). The observation involved the researcher spending two mornings, with an interval in between, at each of the participating schools. The researcher observed the routines, interaction between colleagues and general practices that contribute to effective instructional leadership and school effectiveness or ineffectiveness.

Ethnographies can provide people with a better understanding and insight into their own practices, which is why they are being used. An ethnographer, however, may misunderstand or misinterpret an observation due to human biases and cultural

variances. To gain a deeper understanding of their practices, the ethnographer must ask questions and interview relevant parties. The disadvantage of this method is that the presence of the researcher could distract participants from their normal demeanour. They might do things that they often neglect to do, so that they do not appear to be under-performing. Here, the disposition of the researcher is critical as the researcher needs to portray a friendly and non-judgemental outlook to obtain an authentic picture of everything that transpires (Vinney, 2019:1).

1.8.2 Semi-structured one on one Interview

Semi-structured one-on-one interviews were conducted with the principals and deputy principals. The one-on-one semi-structured interview is by its nature time-consuming, however it is arguably the most reliable means of obtaining a deep understanding of the issue being probed. It is the most relevant instrument to use with the principals, as it is they who are the driving force behind instructional leadership and as Bogdan and Biklen (2003:97); Hofstee (2006:132) and Opdenakker (2006:3) explain, semi-structured interviews are more like conversations, allowing for questions to be redirected and issues to be probed, so that in the case of this study, a comprehensive and authentic picture of current instructional leadership practices within the school is obtained, as well as the interviewee's perception of what is ideal.

1.8.3 Open-ended questionnaire

A questionnaire is a set of clear unambiguous field questions to be completed by respondents in respect of a research project. With the questionnaire, qualitative data were collected by means of anonymous self-administered, open-ended questions from departmental heads and level one educators. The advantage of this method, according to Polit and Hungler (1997:25) and Rule and John (2011:66), are that this will ensure that the respondents take part in this study out of their own free will and without any fear, answer honestly and are not influenced by the presence of the interviewer (Rule & John, 2011:66). The anonymity associated with the questionnaire, is especially important, as it affords the level one educators the opportunity to be critical of management if they need to, without fear of repercussions. The aim of the

open-ended questionnaire is to gauge the perceptions that educators have in relation to leadership of instruction and how parents see themselves contributing to the education of their children. However, to ensure that the responses speak to the research questions, the questionnaire was piloted at a high school that was not part of the five selected as the sample (Johnson & Christensen, 2000:164).

1.9 DATA ANALYSIS

This research falls within the interpretive paradigm, which means that rather than acquiring 'basic' data, interpretive research modifies the data by changing how reality is accessed, systemised, organised, or rationalised. The analysis phase is perhaps the research's 'heartbeat,' because it is here that the quality of the analyst's thinking is shown. The analyst must interpret utterances that are rarely plain and linear (Henning, 2004:103).

While the analyst's making of meaning is a central tenet of qualitative data analysis, the data analyst has a variety of options for the modus operandi, ranging from content analysis to grounded theory (a type of content analysis that aims to build theory based on data), to a variety of discursive procedures, such as discourse analysis and narrative analysis, and also global analysis procedures in which the researcher formats the data into an impressionistic sub-genre without using coding and categorising (Henning, 2004:103).

This study used a combination of content analysis, as well as narrative and global analysis. Using content analysis, the datasets of all the data collection instruments were analysed thematically. According to Lochmiller and Lester (2017:168), this approach to analysis allows you to move from a broad understanding of your data to identifying themes across the datasets. The data were transcribed verbatim and analysed through a process of coding and categorisation into themes and sub-themes, leading to the search for relationships and identification of common trends in practices and thinking on principles of instructional leadership practices. The data was substantiated or contradicted by relevant literature.

Once the data had been transcribed, I immediately started the interpretation process, whereby the data most relevant to the research question(s) were interpreted. Findings

are displayed by offering a series of quotes from the data and detailed interpretations of these quotes, as they relate to the overarching theme(s) (Lochmiller & Lester, 2017:168).

The five schools involved in the study, each exist within a unique context, with a unique history and unique challenges. This was captured in a narrative analysis of each participant's role. The participants in the five respective schools operate as a unit and to understand the group dynamics therein, a global analysis is most suited, as it suggests an integrated and holistic view of the data (Henning, 2004:109-123).

Finally, to a certain extent the study, could be associated with a grounded theory, for ultimately it sought to explicate, clarify, illuminate and explain social processes and phenomena, which culminates in a theory/model on achieving improvement in instructional leadership systems (Henning, 2004:117).

1.10 QUALITY ASSURANCE OF THE RESEARCH

It is generally accepted that given the diversification in the methods used in qualitative research, certain criteria be used to ensure the findings, are authentic and useful. In other words, to ensure the trustworthiness of the study, there are certain standards that qualitative researchers must establish: credibility, dependability, transferability, and confirmability (Daniel, 2019:101):

1.10.1 Credibility

According to Daniel (2019:103), the most essential aspect or criterion in determining trustworthiness is credibility. This is because, in order to illustrate the truth of the research study's findings, the researcher must link the research study's findings to reality. Two of the most significant approaches are used to build trustworthiness here: triangulation and member-checking.

With the use of multiple data collection instruments in this study, I attempted to contribute to the credibility of the study. While the use of multiple instruments for data collection, generally known as triangulation, is intended to secure an in-depth, 'thick' as against 'thin' understanding of the phenomenon in question. This implicitly also

contributes to the credibility of the study, giving the researcher an opportunity to reconcile any material differences with the participants, thereby adding rigour, breadth and depth to the investigation (Henning, 2004:103; Khumalo, 2014:65).

The second essential strategy used by qualitative researchers to build credibility is member-checking. This is a strategy in which the participants are given access to the data, interpretations, and conclusions. It allows participants to clarify their intentions, fix errors, and, if necessary, contribute extra information. In this study, once the data collection was complete and conclusions drawn, it was shared with the participants as a means of establishing credibility (Trochim, 2021:1).

1.10.2 Dependability

Because it confirms the research study's conclusions as consistent and reproducible, dependability is just as crucial as trustworthiness. If additional researchers looked at the data, they would come up with identical conclusions, interpretations, and discoveries. This is necessary to ensure that nothing was overlooked throughout the research study, and that the researcher's final report was neither sloppy or misleading (Maponyana, 2015:140; Trochim, 2021:1).

While there are various methods for establishing dependability, having an outside researcher undertake an inquiry audit on the research study is one of the most effective. An inquiry audit entails having a researcher who is not involved in data gathering to analyse the data collecting, data analysis, and research study results. This is done to ensure that the findings are accurate and that the data obtained supports the conclusions. All interpretations and conclusions are scrutinised to see if they are backed up by the data. In this study, a research assistant who has been assisting with sourcing research material for the literature review ,served as the auditor of the data collection processes, data analysis and confirmed the accuracy of the findings (Maponyana, 2015:140; Trochim, 2021:1).

1.10.3 Transferability

In quantitative research, generalisability is synonymous with transferability in qualitative research. The concept of transferability is established by showing readers that the findings of a research study may be applied to various locations, circumstances, times, and populations. Because the researcher cannot guarantee that the conclusions of the research study will be applicable, he or she must instead present evidence that they might be (Daniel, 2019:103).

The proof is just a lengthy description of the phenomenon. Thick description is a qualitative research technique in which a qualitative researcher gives a thorough and detailed explanation of their data collection experiences. A qualitative researcher is conscious of the cultural and social circumstances in which data is collected. This entails discussing the location of the interviews as well as other components of data collection that contribute to a more complete picture. This makes the transferability possible for outside researchers and readers. The narrative reporting of data provides deep knowledge of the phenomena being studied and in this way makes the conclusions drawn, potentially applicable to similar scenarios (Daniel, 2019:103). In this study the biographical details provided on each school and the brief report on the observations, contributed to a vivid description of my experiences during data collection.

1.10.4 Confirmability

The last element of trustworthiness that a qualitative researcher must demonstrate is confirmability. This criterion refers to the degree of certainty that the conclusions of the research study are based on the participants' tales and words rather than possible researcher biases. Confirmability is used to ensure that the findings are shaped more by the participants than by the qualitative researcher. There are a few strategies that may be used to determine the veracity of a research study's conclusions (Bless et al., 2013: 236).

The audit trail is the most widely utilised method for establishing confirmability because it is quite helpful when writing the outcomes chapter. An audit trail is created when a qualitative researcher documents the data gathering, analysis, and interpretation

process. This includes recording topics that may have emerged during the data collection, which were unique and interesting. This study used semi-structured one-on-one interviews and these were recorded so that the participants' voices were captured fully and once transcribed and narrated in the presentation of the data, it was free of researcher bias (Statistics Solutions, n.d.)

According to Daniel (2019:103), reflexivity requires the researcher to provide a full account of his or her assumptions and experiences with the phenomena being investigated, as well as the procedures and situations that inform data gathering. When gathering and analysing data, a qualitative researcher uses a reflexive mind-set. According to Daniel (2019:102), a qualitative researcher must consider his or her personal history and position to evaluate how they affect the research process (i.e. selecting the topic, choosing the methodology, analysing the data, interpreting the results, and presenting the conclusions). A qualitative researcher can keep and maintain a reflexive journal to attain reflexivity. As the researcher and myself being a principal of a township school, I had to make a conscious effort to be objective in the analysis of the data that emerged and its analysis.

1.11 DELIMITATION OF THE STUDY

Gowpal (2015:76) citing Cohen, et al, (2011), views limitations of a study to be the researcher's choices, and which ought to be mentioned. Limitations describe the set boundaries for the study. This study included five secondary schools located in the Metro East and Metro North Education Districts in the Western Cape. Whilst the geographical boundary of the study is limited to the Metro East and Metro North Education Districts in the Western Cape, the sample cohort and the results of the research thereof may be applicable to other township schools in various districts throughout South Africa.

1.12 SIGNIFICANCE OF THE STUDY

This study sought to establish the contribution instructional leadership makes to school effectiveness. This study will assist researchers in understanding the challenges that

SMTs encounter, especially in township schools lacking resources. The findings of the study will enhance further research in the field of instructional leadership.

Inherently, a study of instructional leadership is a study of leadership behaviours. Leadership ought to be striving to effect long-lasting change and this can only be achieved if leadership inspires educators intrinsically to be committed to the profession and improve self-efficacy.

There is a paucity of research examining principal leadership behaviours that influence educator self-efficacy in high-poverty schools, and researchers have recognised this as an area for future research that will further the ongoing conversation about variables that influence educator self-efficacy. More research into the relationship between principal leadership and educator self-efficacy in certain types of school settings has been urged. Investigators should keep looking for unique leadership behaviours that are relevant to various geographical areas and socioeconomic school statuses. This study aims to fill a vacuum in the literature by investigating instructional leadership systemically as well as from a behaviour dynamic, which will include educator perceptions of principal leadership behaviours that influence educator self-efficacy in township schools (Protheroe, 2008: 42-45; Dopson, 2016: 1-2).

In summary, this study will contribute more specifically to new knowledge in instructional leadership practices in different school settings. This will include issues related to school culture and ethos, availability of resources, supervision, accountability, and quality assurance and educator development.

1.13 LAYOUT OF CHAPTERS

The research is presented as follows:

Chapter One: Introduction and background of the study

Chapter Two: Literature Review- Roles and responsibilities of SMT's

Chapter Three: Literature Review- The impact of contextual factors

Chapter Four: Research Design and methodology

Chapter Five: Presentation of the findings

Chapter Six: Analysis of the findings, conclusion and recommendations

1.14 CONCLUSION

The challenges in education are massive, and this chapter has tapped into the most serious challenge facing the South African education system today, which is learner under-performance in the township schools. It is a massive task, and the chapters that follow will seek to explore this dynamic. Chapter one outlined the objective of the study, as well as the philosophical underpinnings, which include the background, theoretical framework and the research design. Chapter two explores the systems for accountability in schools and leadership capacities, while chapter three puts the study in context by detailing the challenges facing township schools. Chapter four outlines the research design, as well as the alignment of the research methodology with the object of study. Chapter five presents the findings and finally chapter six proposes recommendations.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

The first chapter explained the rationale for study, and because the focus is on the SMT's instructional leadership position, it discussed the SMT's tasks and responsibilities, as well as what is expected of principals according to the PAM document and the South African Standard for School Principals. From here we move on and examine the evolution of the concept of shared leadership, and in alignment with research objectives one, three and four, delve into the skills, knowledge and values, which principals and the SMT need to possess to deal with the challenges of ensuring the delivery of an effective instructional programme. In the endeavour to explore the leadership skills requisite for effective instructional leadership, this chapter also looks at examples of models of instructional leadership to serve as the framework through which we may look at the prevailing practices of principals and their SMT's in the South African context.

This chapter also examines the systems necessary for effective curriculum delivery, the monitoring (supervision) thereof and educator capacity development. The optimal implementation of the school's instructional programme, in other words curriculum delivery (teaching and learning), depends on the implementation of systems and available capacity. However, key to maximising the benefit from the implementation of systems and use of available capacity, lies in the leadership skills and style of the principal and his/her management team. Hence, the chapter concludes with the leadership style and strategy of the management team that amalgamates to ensure effective instructional leadership is implemented by promoting collaboration through distributed leadership and transformation through the building of social cohesion.

2.2 CONCEPTUALISING INSTRUCTIONAL LEADERSHIP

Numerous studies, focusing on instructional leadership, have found that leadership is paramount in the implementation of curriculum policy (Lingard *et al.*, 2003; Christie *et al.*, 2007; Christie, 2008; Leithwood *et al.*, 2008). The core leadership practices of

setting direction, developing people, redesigning the organisation and managing teaching and learning, should relate to the curriculum (Leithwood *et al.*, 2008:22; van Deventer, 2016:33). As leadership involves the exercise of influence over others' practices (Christie & Lingard, 2001; Heystek, 2007; van Deventer, 2016:32), this indicates that they (the SMT) can make a significant contribution to educators' pedagogy in the classroom and how the curriculum is executed in the school.

According to Jenkins (2009:34), instructional leadership arose in the early 1980s, motivated in part by studies that revealed that good schools had administrators who emphasized the value of leadership in this area. According to Jenkins (2009:34), focus to instructional leadership waned in the early 1990s, with school-based management and facilitative leadership taking its place. It may be argued that the wavering Jenkins (2009:34) mentions was a natural movement toward shared instructional leadership, as school-based management and facilitative leadership both allude to the division of leadership responsibilities. This marked the beginning of an evolutionary process in which instructional leadership shifted from the unique job of the principal to a shared responsibility of the school management team. According to Williams (2015:10), the introduction of shared instructional leadership in South Africa corresponded with the country's democratic transition, and it quickly acquired traction as it fostered broad-based leadership of instructional practices.

This broad-based leadership approach is alluded to in chapter one in the distributed leadership theoretical framework, whereby the principal devolves responsibility and accountability for instructional leadership to all members of the SMT. While the role of all stakeholders, including post level one educators and parents, is acknowledged in ensuring a sound culture of teaching and learning. This chapter focuses on the role of the principal and his or her SMT, as stated in research aim numbers one, three and four as they are the ones who should, according to their job descriptions (RSA, 2016:27-44), with the support of the DBE (highlighted in research aim number five), coordinate the school's instructional programme, solve instructional problems collaboratively with the educators, secure resources for educators and learners, and create opportunities for staff development (as stated under research aim number four), with the aim of improving learning and teaching, thereby improving learner achievement.

There are numerous models of instructional leadership that explain the role of the SMT; however, before examining these models of instructional leadership, it is necessary to emphasize the key role of instructional leadership in the country's education system's success or failure, and thus its impact on the country's social and economic landscape. Without a doubt, every government is continuously working to improve the quality of education in their country in order to meet the demands of the local economy and globalisation. Aziz, Muda, Mansoor and Ibrahim (2017:18-20) positions principals as heads of schools as the most significant people in pioneering change, which is in line with the school's goals. Principals must conduct instructional leadership that can have a good impact on the implementation of educational improvements, particularly on improving the quality of teaching and learning, which is the foundation of school success.

Aziz et al. (2017:18-20) adds that, in recognition of this necessity, policymakers place a high value on instructional leadership techniques among school leaders in order to achieve their individual countries' key educational agendas. Simply said, the extent of instructional leadership strategies used by school leaders has a major impact on the quality of teaching. Aziz et al. (2017:18-20) cites six studies (Ahmad, 2014; Yusri, 2012; Zahara & Suria, 2011; Bahaman, 2010; Roshilah, 2010; Sazali, Rusmini, Hut & Zamri, 2007) to assert that most studies on the relationship between instructional leadership and educator teaching quality found a substantial relationship.

He went on to say, (Aziz et al., 2017:18-20), that Rahimi and Yusri (2015) found that instructional leaders' effect on increasing teaching quality can have a significant impact on learner learning. Ghani and Anandan (2012) feel that instructional leadership has a greater impact on learner learning than transformational leadership, according to Aziz et al. (2017, 18-20). Instructional leadership has the strongest empirical impact on learner learning outcomes across all styles of leadership, according to Hou, Cui, and Zhang (2019:543). They cite a meta-analysis undertaken by Robinson and her colleagues (2008), which indicated that instructional leadership had a three to four times greater impact on learner learning outcomes than transformative leadership.

With the core function of the school being teaching, naturally instructional leadership should take precedence over all other forms of leadership, however, it may be argued

that education is constantly dealing with change and development and since the principal is expected to spearhead this, he/she needs to be a transformational leader as well. I would contend that in fact the key facet of transformational leadership, which is to inspire change, is critical for successful instructional leadership. That instructional leadership is multi-faceted, becomes clear as we move on and examine a range of instructional leadership models.

2.3 MODELS OF INSTRUCTIONAL LEADERSHIP

The point that I made earlier with regards to the comprehensive nature of the principal's role as leader is most vividly clarified when Anderson (2010:10-11) describes instructional leadership as a set of responsibilities for principals that go well beyond observing and intervening in classrooms – responsibilities that include learning leadership, constructivist leadership and transformational leadership, touching on vision, organisational culture, and social cohesion. Learning leadership refers to the principal's understanding of cognitive development, constructivist leadership alludes to the physical practices aimed at optimising learning and transformational leadership speaks to the bold initiatives, especially with regards to the building of social cohesion that the principal takes in implementing change for the betterment of learner achievement (Anderson, 2010, 10-11). The concepts of learning leadership, constructivist leadership and transformational leadership, allude to a multi-dimensional approach to leadership. This implies that principals need to have a deep understanding of pedagogy, the situational reality of the school and transformational leadership skills to lead a team of educators to overcome, sometimes massive and seemingly insurmountable obstacles.

To effectively use the various models as a lens through which we analyse our own practices as a South African schooling system, we need to think broadly and not use any single model, but instead use the most useful elements of various models. With the aim of establishing a comprehensive lens through which instructional leadership may be viewed, it would be natural to start with the models of leadership that focus narrowly on the principal and move to the models of leadership that are more comprehensive and include the entire management team and even a focus on the

community. Hence, the starting point is the principal-driven model of instructional leadership.

2.3.1 Supovitz, Sirinides and May's principal-driven instructional leadership model

The principal-driven instructional leadership model is simplistic in nature and universal, because the principal is the ultimate driving force within the school. However, while simplistic in nature, it is arguably impractical in terms of what is expected of a single individual. According to Supovitz, Sirinides and May (2009:38), the principal-driven instructional leadership model, as a construct, comprises of the principal's explanation of the school's mission and goals, with an emphasis on community and trust, manifesting in quality instruction. Supovitz et al. (2009:38) posit instruction and the responsibility to create an atmosphere of collegial trust among staff members as the primary focus of their model of principal-driven instructional leadership. It is assumed that building collegial trust, in turn influences the educators who will then focus on instructional conversations among the peers, interact with colleagues on issues of teaching and learning, and establish an advice network, whereby knowledge and skills can be freely shared with the ultimate beneficiaries, being the learners (Hitt & Tucker, 2016:531).

2.3.2 Carrier's instructional leadership model

Carrier (2014:5) distinguishes between the role of the principal as instructional leader and that of the educators in his instructional leadership model. The administrator should prioritize high-quality learning for all learners, set high standards for teaching and learning, and build a school community around a shared vision. Data should be used to guide instruction and improvement in order to achieve this goal. The functions of the principal should be replicated in the classrooms by the educators. Unlike most other models, Carrier (2014:5) emphasizes the principal's personal attributes. The principal, as instructional leader, is eager to go to any length to increase learner accomplishment; he or she is also humble and willing to take on all essential responsibilities (Carrier, 2014:5-6). The principal must also exhibit a strong

professional will to fulfil the role of instructional leader. Thus, instructional leadership is modelled by the principal and realized through the educators, with the ultimate outcome of improved learner achievement (Maponyana, 2015:59).

Both the principal-driven model of instructional leadership, as well as Carrier's model of instructional leadership, place almost complete responsibility of the school's functionality and effectiveness at the feet of the principal. These two models of instructional leadership have a greater focus on the transformational leadership skills of the principal, by him mostly inspiring change through the building of social cohesion among all stakeholders and inspiring excellence through his/her own commitment and dedication. There is an almost ubiquitous lack of focus on facets of instructional leadership, such as: the provision of resources, creating a conducive climate for teaching and learning, professional development and monitoring for accountability.

2.3.2 Tienken's distributed model of instructional leadership

Moving from models of instructional leadership, focussed singularly on the principal as instructional leader to a model of distributed leadership, the question that remains is whether the distributed leadership model addresses the previous models' lack of focus on provision of resources, creating a conducive climate for teaching and learning, professional development and the monitoring for accountability. According to Tienken (2010:23), distributed leadership is practiced when the principal, as instructional leader, shifts from top-down management to a collaborative learning environment, whereby leadership is distributed across the membership. A distributed leadership perspective recognizes that expertise does not reside solely in one gifted principal, but exists throughout a school in gifted educators, support staff, departmental heads and deputy principals. A collaborative model like this, encourages more extensive and distributed leadership through open dialogue around the targeted learner needs and effective instructional strategies in which all the educators participate. This collaboration leads to more accurate identification of learner needs and instructional strategies, greater communication across grade levels and increased job satisfaction, as well as educator retention. The key person to success, however, remains the principal as the accountable and overall instructional leader, who by prioritizing instruction as the most important activity in the school, and by creating and sustaining

dialogue through regular meetings, empowers all the educators to do the same (Tienken, 2010:23-24; van Deventer, 2016: 33-34).

While, according to van Deventer (2016:33), this model of distributed leadership will succeed in the 'bonding' of staff and in easing the pressures on school principals, it may be argued that ultimately though, the caveat is that ultimate accountability sits with the principal. This then begs the question whether there can ever be a truly distributed model of instructional leadership, if the principal is ultimately accountable for standards across the school. For the distributed leadership model to work effectively, Solly (2018:1) proposes three key principles, namely autonomy, capacity and accountability. The identified leaders need to be given autonomy to make key decisions, be open to professional development and accept shared responsibility with the line manager and/or principal.

2.3.3 Sebastian and Allenworth's model of instructional leadership

A much more comprehensive model of instructional leadership is proposed by Sebastian and Allenworth (2013: 627-663). Their model includes a set of practices and conditions that can function as mediating variables in the relationship between the principal as instructional leader, as well as educators, parents and learners in improving learning achievement. They maintain that the framework of organisational support for the learners' learning, starts with instructional leadership as the driver for change. The principals, as instructional leaders, focus on four domains of work. Firstly, they **reach out to the parents and the community** to connect the schools to the children, families and communities that they serve. Secondly, they simultaneously work to **enhance the professional capacity** of the school by means of a deliberate focus on the staff's professional quality. Thirdly, by **strengthening the educators' knowledge and capacity,** they work to improve the quality of instruction. Fourthly, they act to **strengthen the overall learning climate**, thus creating an environment where the learners feel safe, challenged and supported to engage in an intellectual activity. These four domains influence classroom instruction, and thus work to produce high learner achievement.

This is a relatively comprehensive model, but similar to the previous two models places almost complete responsibility and accountability on the principal.

The principal-driven model, the collaborative/distributed leadership model and Sebastian and Allenworth's model of instructional leadership, together, could be used as the lens of what is supposed to be the ideal of instructional leadership. However, all these models places ultimate accountability on the principal, but fails to mention that given the principal's workload, it is critical that the principal is able to make every staff member and especially the SMT account for their responsibilities.

The next model, the Alig-Mielcarek and Hoy's Simplified model, incorporates the principal-driven model and Sebastian and Allenworth's model of instructional leadership with its focus of building social cohesion among staff and with parents, encouraging professional development among educators and creating a climate conducive to teaching and learning. It also alludes to the collaborative/distributed leadership model, as the monitoring that it speaks of, is naturally expected to be carried out by not only the principal, but also the SMT as part of the management team.

2.3.4 Alig-Mielcarek and Hoy's simplified model

In the 1980s and 1990s, the topic of instructional leadership was extensively researched. The instructional leadership models known as the Hallinger and Murphy Models (1985), Model Weber (1996), Model Murphy (1990), and Mc Ewan Model (2009) were among these studies (Aziz et al., 2017:19). In the early 2000s, Alig-Mielcarek and Hoy (2003) synthesised Hallinger and Murphy (1985), Murphy (1990), and Weber (1996) instructional leadership models and established the Alig-Mielcarek and Hoy's Simplified Model of Instructional Leadership after identifying three major similarities. The three dimensions of this new model were: first, the importance of instructional leaders defining and communicating goals and missions; second, managing instructional programs by monitoring and providing feedback on the teaching and learning process; and third, promoting a learning environment by emphasizing the importance of professional development (Alig-Mielcarek, 2003:47).

The reasoning underlying the three dimensions is this model's greatest strength. The three dimensions of the concept, according to Alig-Mielcarek (2003:47), are similar to Locke and Latham's goal setting theory (1984, 1990), which states that defining stated goals, as per dimension one, motivates people to improve their performance toward

those goals. It's critical to provide feedback, as per dimension two, in order to optimize the goals' driving force. Additionally, as per dimension three, individuals may require resources or professional development opportunities to aid in the creation of specific task strategies to achieve the stated goals. In conclusion, the three characteristics of instructional leadership show how goal-setting theory is used in a classroom environment.

Drawing on school goals, explaining school goals, supervising and evaluating teaching, coordinating curriculum, monitoring learner progress, protecting instructional time, maintaining learning support, providing incentives for educators, enforcing academic standards, promoting professional development, and providing incentives for learning are among the eleven instructional leadership sub-dimensions in this model. The model is illustrated more graphically, yet simply, in the table below:

Table 2.1: Elements of the simplified model of instructional leadership (Alig-Mielcarek & Hoy's Simplified Model, 2003:47)

Instructional Leadership		
Defines and communicates shared goals	**Monitors and provides feedback on the teaching and learning process**	**Promotes school wide professional development**
This means that the leader works collaboratively with staff to define, communicate, and use shared goals of the school. Goals are used in making organizational decisions, aligning instructional practice, purchasing curricular materials, and providing targets for progress. These goals focus the staff around a common mission to achieve.	This dimension describes the activities of an instructional leader around the academic curriculum. These activities include being visible throughout the school, talking with learners and educators, providing praise and feedback to educators, learners, and community on academic performance and ensuring that the instructional time of the school is not interrupted.	Encompassed in this dimension are behaviours that are consistent with life-long learning. The instructional leader encourages educators to learn more about learner achievement through data analysis, provides professional development opportunities that are aligned to school goals, and provides professional literature and resources to educators.

While most models of instructional leadership focus on the role of the principal, it is common knowledge that curriculum delivery is a shared responsibility, belonging mostly to the principal, but also to the SMT (DBE, 2016:18-32). Hence, the Alig-Mielcarek and Hoy (2003:47-48) model could thus far be considered for purposes of this study, as the most comprehensive model of instructional leadership, as it incorporates all the focus areas of the preceding models of instructional leadership and adds the involvement of the SMT with the critical aspect of monitoring. However, a study of more recent models of instructional leadership has led to the discovery of Baldanza's model of 21st century instructional leadership which, with its addition of a fourth dimension of adult professional culture, places it among the most comprehensive of all and warrants a review (Baldanza, 2018:1).

2.3.5 Baldanza's model of 21st century instructional leadership

Almost 15 years after the design of the Alig-Mielcarek and Hoy Simplified model of instructional leadership, Baldanza's model of 21st century instructional leadership emerged, inclusive of everything in the former model and with one small, but most relevant addition. The addition of an 'Adult Professional Culture', whereby everyone knows their purpose and goals and treats others with respect, which is very necessary for the 21st century, especially since democracy has become widespread and there is an ever-growing need for the profession to regulate itself by ensuring that its practitioners maintain the highest professional standards. This becomes abundantly clear later when the leadership skills of the principal and the supervisory skills of the SMT are discussed (Baldanza, 2018:1). The Venn diagram below of Baldanza's model of 21st century instructional leadership, very simplistically illustrates the coming together of four focus areas, which Baldanza (2018) sees as arenas for action.

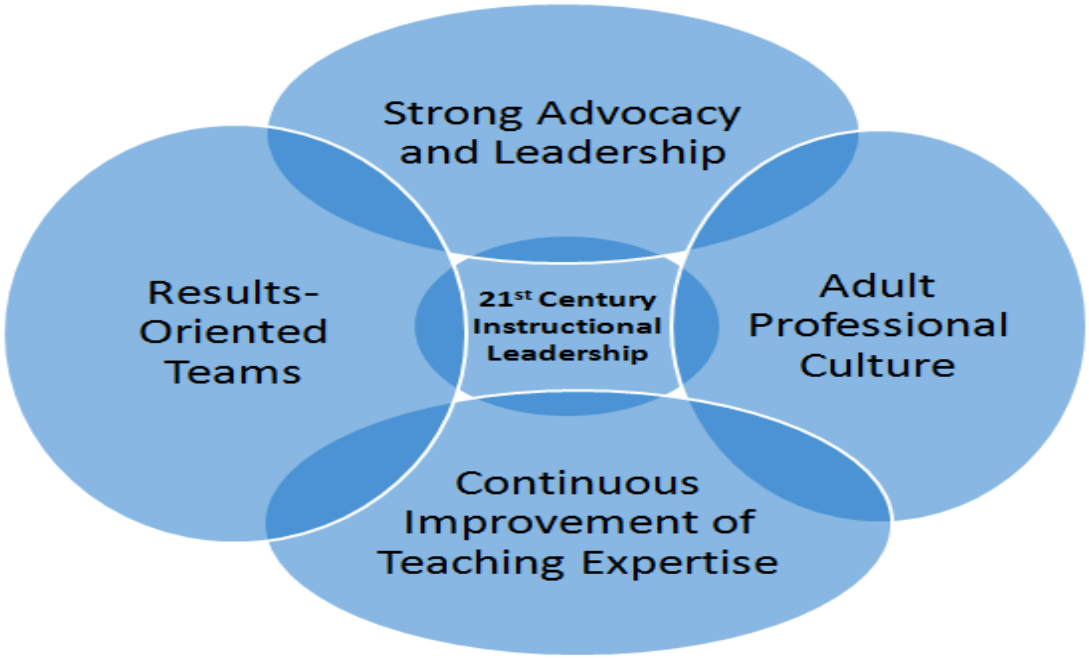

Figure 2.1: Venn diagram of Baldazana's model of 21st century instructional leadership (Baldazana, 2018:1)

The table that follows is an expansion of the four focus areas depicted in the Venn diagram (Baldazana, 2018:1).

Table 2.2: Four Focus Areas of Baldazana's model of instructional leadership (Baldazana, 2018:1)

Theory of Action 1: Strong advocacy and leadership If we develop, advocate, and enact a shared school mission, vision, and core values focused on each learner.	
How: By striving for equity and cultural responsiveness while managing resources toward goals and improved outcomes. By leading a learning community with an understanding of change management. By fostering productive and trusting relationships among and between stakeholders.	**Outcome:** Our advocacy and leadership will be a strong catalyst for improved teaching and learning for all.

By having our own personal learning network and mentor.	
Theory of Action 2: Adult professional culture If we act ethically and according to agreed-upon professional norms and insist that others do the same.	
How: By cultivating a caring and inclusive culture based on ethical practice and keeping learners front and centre. By applying adult learning theory to develop capacity in others and support professional learning. By providing opportunities for collaboration and job-embedded learning. By coaching and mentoring others to support modelling, questioning, and observing practice.	**Outcome:** Everyone knows their purpose, roles and responsibilities and is a full partner in the life of the school.
Theory of Action 3: Continuous improvement of teaching expertise If we develop and support rigorous curriculum, instruction, and assessment and accept no excuses for inaction and failure.	
How: By refocusing teaching after assessing and redesigning priorities around instructional needs. By embracing and incorporating digital tools to enhance collaboration and communication. By visiting classrooms frequently and delivering meaningful feedback to learners and educators. By fostering curricular coherence and innovation that links goals, learning tasks, and assessments around the mission, vision, and core values.	**Outcome:** We have established a forward-thinking culture focused on the Current and future needs of each learner.

Theory of Action 4: Results-oriented teams If we engage a professional learning community, including varied stakeholders, and in meaningful work.	
How: By monitoring and supporting high quality, standards-aligned curriculum, instruction, and assessment. By designing acceleration, not remediation, models of support for learners and educators. By collecting and analysing performance data to make instructional and support decisions. By identifying and developing educator leaders, including models for induction and mentoring.	**Outcome:** Our teams can be high functioning problem-solvers with accountability and authority to make shifts and decisions that support each learner.

Having explored six models of instructional leadership and progressively moved from the ones, which were focussed mostly on the role of the principal to the more comprehensive ones, which included instructional leadership by the entire SMT, building of social cohesion among all stakeholders, data-driven intervention, instilling a professional disposition and even the provision of resources, we now have a global understanding of what instructional leadership entails and are ready to move onto examining what instructional leadership means in the South African public education context.

2.4 BASIC TENETS OF INSTRUCTIONAL LEADERSHIP

As established earlier through the study of the various models, the principal as a transformational leader, will need to create the willingness for members to change and the principal as an instructional leader, will need to galvanise the support of his SMT to implement the change, and this is also exactly what instructional leadership in the South African context entails (Aziz et al., 2017:21). It could be argued, as will be evidenced in chapter three, that given the challenges faced in the context of South African township schools, instructional leadership is as explicated by the various models, and more. However, irrespective of the instructional leadership model/s used, there are certain essentials skills and a knowledge base that are essential. Hence, as we proceed with the study, we need to first examine the basic principles of instructional

leadership in its simplistic and academic form before moving on to discuss leadership styles that seek to implement instructional leadership through collaboration and support in mitigation of the challenging circumstances.

In chapter one, instructional leadership was briefly clarified in its most basic and academic form, as proclaimed in the Policy on the South African Standard for Principals. Leading teaching and learning, shaping the direction and development of the school, managing the school as an organization, managing quality of teaching and learning and ensuring accountability, managing human resources, managing and advocating extramural activities, developing and empowering self and others, and working with and for the community are all phrases used in the Policy on South African Standards for Principals (DBE, 2016:9-19). Certain skills are required to accomplish these duties, as outlined in the Policy on South African Standards for Principals. The next sub-section looks at these skills from a generic perspective for now, but their relevance will become abundantly clear when we move onto a discussion of progressive leadership styles that promote collaboration and transformation.

2.4.1 Skills required for effective instructional leadership

The skill set required of a principal and his/her SMT to be effective as instructional leaders, is multi-faceted and has at its core, human relations skills, as according to Bueno (2015:6), and it is that which drives the building of a school vision and ultimately the school culture, which can either be positive or negative. In a similar vein, but instead of skills, Kin and Kareem (2019:218-221) speak of competencies and provide a comprehensive framework of school leadership competencies that are required not simply for instructional leadership, but that which enables the school to keep pace with the advances of the Fourth Industrial Revolution (FIR). Education designed to keep pace with the advances of the FIR, is referred to as Education 4.0 (Kin & Kareem, 2019:218).

As indicated in Figure 2.1, Kin and Kareem (2019:218) identified 12 markers of school leadership competency. The inner circle depicts the central competency of school leaders, which is 'Leading for Learning.' Instead of 'knowledge feeding,' Kin and Kareem (2019:218) quote Wendy et al. (2017), who state that in the pursuit of teaching and learning excellence in the era of Education 4.0, school leaders must be capable

of leading and influencing educators in constructing knowledge on teaching and learning. Kin and Kareem (2019:218) conclude that for this to happen, principals themselves need to be learners first so that they may then be able to empower their educators.

Figure 2.2: School leadership competencies (Kin & Kareem, 2019:219)

The outer ring of the inner circle is the competency of integrity and accountability. According to Kin and Kareem (2019:219), integrity and accountability ought to form the basis of the culture of the school and is most critical in sustaining the performance of the school.

In the model's outer ring, there are eight more critical competences. Kin and Kareem cite Smith and Riley (2012), communication refers to the extent to which school leaders can successfully convey their vision and principles through direction, words, and acts to achieve school goals. Brolund (2016:43) considers communication to be crucial to the SMT, since they must provide professional support and development to educators, which necessitates intense interaction and, implicitly, communication.

Collaboration focuses on leadership practice whereby school improvement and effectiveness is a collective rather than an individual enterprise (Tai & Omar, 2018a) cited in Kin and Kareem, (2019:219). The school leaders are not the sole decision makers, instead they involve others in the decision-making process. Collaboration leads to empowerment and commitment as they share in the identifying of issues and the resolutions thereof (Jenkins, 2009).

Critical thinking is a broad term that refers to rational, analytical thinking. School leaders that are good critical thinkers see things from many angles, therefore critical thinking is a key component of school change (Kin & Kareem, 2019:219). Furthermore, Mason (2007), as referenced by Kin and Kareem (2019:219), claims that critical thinkers continually try to manage their companies in a sensible, reasonable, and sympathetic manner.

Creative and innovative is defined as the competence to demonstrate originality and inventiveness in work (Kin & Kareem, 2019:219). Seemingly, this competency of the school leadership, given the rapid advancements in the use of technology in teaching, is especially relevant in this era of Education 4.0.

Making a decision among different courses of action that establishes the necessary conditions for educational effectiveness is known as decision-making. Due to the increasingly complicated operational environment in which school leaders currently work, they must confront and reconcile competing interests while balancing a variety of values and expectations in their decision-making. To make good decisions with minimal negative effects, a skilled school leader must optimize his or her most valued beliefs, responsibilities, and commitments (Kin & Kareem, 2019:219).

Problem-solving: Because school leaders spend a lot of time solving instructional problems in the classroom, and their performance in solving those problems has a direct impact on the learners' grades, they must be skilled at coming up with new ideas and solving problems, as well as turning challenges into opportunities (Kin & Kareem, 2019:219).

The ability to induce change and persuade others to change in order to fulfil the demands of modern living is referred to as change management. In today's world, the process of leading and managing school transformation is growing more complex,

putting school leaders in the spotlight as the people in charge of implementing these changes and holding them accountable for their outcomes (Kin & Kareem, 2019:219).

According to Akbar and Obaid (2014), referenced by Kin and Kareem (2019:220), entrepreneurialism is described as the ability to structure and manage a school with great initiative and risk in order to create chances for the school's advancement. According to Kin and Kareem (2019: 220), entrepreneurialism has been highly encouraged because it allows school administrators to be aware and responsive to challenges of context and speaks to progressive and revolutionary possibilities.

The school leadership's ability to embrace digital technology ties together the previous eight instructional leadership abilities. The key responsibility of school leaders in this era, according to Kin and Kareem (2019:220), is to expand pedagogically meaningful use of ICT in class and out of class that supports teaching and learning that is appropriate for the needs of 21st century learners.

The dimension of Emotional Intelligence (EI) pervades the rungs of Kin and Kareem's (2019:218-220) framework, which is a set of abilities involved in reasoning about emotions and using emotions to inform cognitive activities such as reasoning and problem solving, according to Omar and Tai (2018b), cited in Kin and Kareem (2019: 220). The basic skill that school leaders must apply over the entire terrain of the organization is EI, which is placed at the outer ring of the entire model. If it is to be effective, school leaders must be able to administer organisations that address the emotional well-being of employees and kids (Pretorius, 2021: iii-iv).

2.4.2 Defining and communicating the school vision and mission

In the previous sub-section the basic tenets of instructional leadership was discussed from a global perspective, the study then moved on to a more localised level and examined the role of the principal in championing the vision and mission of the school he or she is leading. In so doing, we started to see how the skills of the principal is central to his/her successful leadership.

The principal as leader has two core functions. One function is *providing direction*; the other is *exercising influence* (Hoadley, Christie & Ward, 2009:376). Providing direction undoubtedly implies that the principal is the bearer of the vision of the school and

exercising influence may be understood as implementing ways and means of achieving the said vision, which in other words is the mission. This, according to Hoadley *et al.* (2009:376), would contribute to stability as the provision of direction and exercising of influence would ensure that the staff stay focussed and work consistently towards the ultimate goals of the school. This is where the skills and knowledge base of the principal is critical. Naturally, the provision of direction and exercising of influence brings almost all the skills and knowledge discussed in the previous two sub-sections into play, as the principal needs to be skilful in communication, planning and evaluation, as well as have a deep understanding of the changing concepts in curriculum and assessment to be able to be effective in the provision of direction and the exercising of influence.

The priority given to the role of the principal in driving the vision and mission, is clarified early in this chapter when almost all six models of instructional leadership studied and especially the last two, the Aileg Mielcare and Hoy Simplified model and the Baldazana model, which comparatively are the most comprehensive and advocated of the models of instruction to be used as a lens for this study, place great emphasis on the driving of the vision and mission of the school by the principal. The centrality of the role of the principal in driving the vision and mission of the school as an instructional leader is most succinctly stated by Brolund (2016:42), “instructional leadership is a pathway for setting and communicating a clear vision and goals for educators and learners…”

Brolund (2016:42) goes on to say that principals that practice instructional leadership will have a clear vision for their school and will convey that vision to their staff in order to encourage learner learning. When educators accept the vision and put it into practice in their classrooms, it will inspire trust, motivate learners, and empower them to do their best. Importantly, Brolund (2016:43) emphasizes the importance of the goals' content. According to Brolund (2016:43), instructional leaders should create goals that set high expectations for learner accomplishment. In high-performing schools, instruction and learner accomplishment are key to school goals.

Educators are more likely to match their professional development activities and their individual professional growth plans to the school goals when these goals are clearly outlined for them. To keep the spirit of lifelong learning alive, instructional leaders should help educators achieve their goals by: assisting them in improving their

practice, providing them with the resources they need, coaching and mentoring them, and providing formal and informal professional development opportunities (Brolund, 2016:42).

Principals acknowledged not having enough time or knowledge to be effective instructional leaders, and they were uncomfortable commenting on educators' classroom methods, according to Brolund (2016:42). It might be argued that, for practical purposes, instructional leadership should not be solely the duty of the principal, but should be shared among the SMT, including subject heads. In summary, the principal should actually be a co-ordinator of instructional leaders. Brolund's (2016:42) explanation of the role of the principal in supporting educators and the challenges they face, will not be elaborated upon any further at this point, but may be considered as a prelude to the discussions that are to follow, which include managing the curriculum and supervision for the monitoring of quality and rendering of support thereof.

2.4.3 Managing the curriculum and instruction

The leader of a school, Brolund (2016:42-44) poignantly states, has a high level of responsibility to learners, educators, parents, and the community. It may be argued that taking care of curriculum and instruction will indirectly take care of learners, parents and the community. This further implies that taking care of curriculum implies taking care of educators, with mentorship, support and provision of resources. To this end, Brolund (2016: 43) claims that educators need a leader and management team who will be supportive, motivating, and knowledgeable. This type of leader, as will be revealed later in the study, can only be a principal with a varied style of general leadership that draws on many different instructional leadership models.

For the principal to take care of all the constituencies as mentioned in the previous paragraph, it can be extremely challenging, and he will need to have a hands-on approach to management, administration and curriculum practices. Hallinger (2010: 276) alludes to the enormity of the task of instructional leadership, saying that instructional leadership has to be resilient and concentrated on curriculum and management. Given the oversight role the principal plays, it may be argued that instructional leadership, is the act of the principal influencing the culture of teaching

and learning through interactions with firstly, the management team, then educators and thereafter learners, in efforts towards achieving effective curriculum delivery and coverage. The principal will have to be resilient, contending with all the bureaucratic demands of the Department of Education, as well as the reticence from educators to be appraised and supported where they may be lacking.

As mentioned in the preceding section, the principal's role as a leader is divided into two parts. One function is to give orders, while the other is to exert influence. Whatever else the principal does, he must provide leadership and exert influence in order to maintain stability. While stability is typically associated with resistance and maintaining the status quo, leaping forward from an unstable base is tough for administrators and educators. School reform efforts have been most successful in schools that needed them the least, and schools with well-established processes and capacities provide the best foundations on which to develop (Hoadley et al., 2009: 376).

Stability, I am sure most people would attest to, is central to the success of any family unit, community structure and educational institute. Hoadley *et al.* (2009:376) explicitly state that stability stems from well-established capacities and processes. A point in case of well-established capacities and processes being central to the achievement of stability, is the WCED's criteria for functional schools. The number one criteria for functional schools as per the WCED criteria for functional schools, listed by Brian Schreuder, in the letter to schools, dated 22.02.2020, is the school having a permanent principal, which attests to capacity and stability. The second criteria is that all vacant posts in the school are filled, also alluding to capacity and stability. In agreement with Hoadley *et al.* (2009:376), as stated in the previous paragraph, the WCED attaches great importance to stability. It is clear, and arguably as per the laws of nature, nothing substantial and enduring can be built on an unstable foundation. Point number six in the WCED's criteria for functional schools deals with functional structures in curriculum and sport. This is critically important, because lines of management in both curricular and extra-curricular activities need to be spelt out to ensure structure and accountability (Schreuder, 2020:1).

Ideally, a school should have a diagrammatic representation of the management structure and the lines of accountability depicted on an organogram and displayed in public. Point number seven speaks to policies and this is critical to ensure that all

members of staff and learners abide by codes of conduct, term plans, safety plans and especially with polices, such as internal moderation, assessment and control of LTSM (Learning and Teaching Support Material), so that there is uniformity in how educators assess learners and every effort is made to preserve the resources of the school. Leading on, point number nine in the criteria for functional schools asks whether schools deal with poor performance of learners. This is the most salient of all points, as after everything is said and done with regards to curriculum delivery, it amounts to nothing if learners do not improve in their performance.

In summary, managing the curriculum and instruction is the main responsibility of the principal and the SMT as instructional leaders, if they are to fulfil their mandate to the learners, parents and community. Hence, the principal, as the co-ordinator of instructional leaders, needs to be inspiring, supportive, motivating and knowledgeable (Brolund, 2016:43), to give direction (vision) and exercise influence (mission) to meet with challenges (Hoadley *et al.*, 2019:376). From a stable foundation the school will then grow in leaps and bounds if proper systems and procedures are put in place to ensure that quality teaching and learning takes place, accountability thereof and professional development to address shortcomings (Schreuder, 2020:1). These systems and procedures that are to be established to ensure quality teaching and learning and accountability thereof, is what is commonly termed supervision.

2.5 SUPERVISION OF INSTRUCTION

Thus far this chapter has dealt with instructional leadership at a philosophical level when it examined some widely known models, then at an academic level, it looked at the skills and knowledge base needed of an instructional leader and gradually moved to the hands-on approach of the principal in driving the vision and mission of the school and at a more practical level the overall precepts in managing the curriculum. Logically, it now progresses on to what one may consider, the nuts and bolts of the delivery of quality education, which is supervision to ensure quality teaching and learning.

2.5.1 What is supervision of instruction?

The reticence on the part of educators to be subjected to monitoring, as mentioned in the sub-section on managing of the curriculum and instruction, probably emanates from the historical perception of supervision, as being purely evaluative and sometimes even punitive. This is exemplified by Sharma, Yusoff, Kannan, and Baba (2011:215), claiming that supervision is rooted in the bureaucratic, inspectional style of supervision and resembles a cold war between the group of supervisors and the group of educators. Hence, it would be pertinent at this point to clarify the position of the Department of Basic Education with regards to supervision. According to DBE (2014), supervision includes a focus on lesson planning, lesson presentation, assessment and Continuing Professional Development (CPTD) of educators. Monitoring of educator records, observation of instruction, moderation of assessment tasks, analysis of learner performance and conferencing with educators, will enable the supervisor to pinpoint areas for development, whereby educators may be capacitated to alter their practices, leading to improved learner performance

Supervision implies accountability, which arguably is central to the success of any and every institute. Sadly this is lacking in many schools within the South African public education system and it is not for lack of want, but according to Williams (2015:13), because school-based instructional leadership is not effective. For school-based instructional leadership to be effective, certain structural and cultural conditions have to prevail. Williams (2015:14) describes the structural conditions as the logistical arrangements made to accommodate teamwork in a school community and the cultural conditions as the culture and climate of a school, the less visible norms and values that inform practice, and the resultant ethos that prevails. Williams (2015:14) spells it out even more clearly, stating that structural support includes clear procedures, firm guidelines and clear accountability lines. This alludes to the monitoring and support inherent in shared instructional leadership and more specifically in supervision. In other words, to ensure that good teaching and learning is taking place, supervision is critical.

Kieleko (2015:17) echoes this sentiment, stating flatly that the goal of supervision of education is to improve instruction and learner learning. Kieleko (2015:17) goes on to

say that the goal of supervision of instruction isn't to judge or control educators, but rather to collaborate with them.

Kieleko (2015:18) acknowledges, in line with Williams, positing of the need for structural conditions that accommodates teamwork as a precondition for supervision, and that supervision requires planning and coordination. Kieleko (2015:18) however, differs slightly with Williams, claiming that supervision is an integral part of administration and principals' supervisory competency, is significantly influenced by their administrative experiences. Kieleko (2015:18) argues that since the administrative experiences of the principal is expected to be extensive, given that they are responsible for all aspects of school administration, they should be able to easily make the necessary logistical arrangements to accommodate the processes of supervision. While Williams (2015:14) appears to place a higher emphasis on the structural rather than the cultural climate as a prerequisite for supervision, Kieleko (2015:18) appears to place a larger emphasis on the necessity for an effective principal to foster a culture of shared belief and cooperation. A resourceful person who monitors and evaluates the efficacy of educational procedures is one who communicates and acts from strong ideas and values about education. One who appreciates discourse, above all, encourages educators to critically reflect on their own learning and professional practice.

While educator professional development is frequently recommended as a strategy for successful educational reform implementation, empirical data increasingly point to the importance of the conditions in schools that must be in place to support changes in teaching practice, resulting in improved learner achievement, as Sentocnik, Sales, and Richardson (2018:652) argue. They argue that school leadership is crucial in generating such environments in schools because school administrators have a significant indirect impact on learner results through their influence on educator morale and academic optimism. Principals must possess the knowledge and abilities necessary to re-culture and restructure school organizations in order to assist educators in sharing their expertise and connecting new concepts and tactics to their specific classroom situations.

In summary, supervision may be explained as the establishment of structural conditions with the institution that facilitates sharing of knowledge and expertise,

promotes staff morale and breeds academic optimism, and ultimately leads to improvement in learning outcomes. However, while this is what policymakers intended supervision to be, there continues to be apprehension, anxiety and negativity, associated with supervision of classroom instruction. So that a holistic picture of supervision is portrayed, the following sub-section will briefly look at the debate around supervision and the associated sensitivities before moving on to the basic tenets of supervision of instruction.

2.5.2 The supervision debate

Having described in detail what supervision of instruction entails, we need to look at what is actually happening on the ground and the arguments for and against it. As the researcher, I have over 13 years of experience as a level one educator and approximately 20 years' experience in senior management, and can safely say that from staffrooms to district offices, to university lecture halls and even at union meetings, there is a constant debate whether there should be more or less supervision. Sharma, Yusoff, Kannan, and Baba (2011:214) acknowledged that instructional supervision has long been a source of controversy among educators, administrators, higher education researchers, and legislators, and went on to undertake their own research on the subject. According to their findings, instructional supervision is a waste of time, a paper-filling exercise, and a punitive process that does not benefit educators. Mc Ghee (2020:4), in his article titled, "The supervision-evaluation debate" argues for the separation, rather than the conflation of supervision and evaluation so that supervision can serve to facilitate professional development and allow it space to flourish separate form evaluation. This will be explored further in the discussion on the Integrated Quality Management System (IQMS) that comes later in this chapter. At this point, it will suffice to say that Mc Ghee (2020:4), believes that rather than being consumed with monitoring and assessing educators, we should assume that they possess professional competence. Mc Ghee (2020:4) reports that his learners, as well as educators doing in-service training, were introduced to a system of exploring data collection methods, based on what the educator – who is the focus of the cycle – is curious to know about his or her classroom and they were delighted, even surprised, that they have never experienced such a model in practice

and were pleased by the concept of someone gathering and sharing the data that they desired to help improve their teaching.

Before proceeding with this debate, we need to establish what aspects of instruction should be supervised and which are not properly supervised currently. Williams (2015:7-8) gives a detailed account of reasons for poor supervisory practices, which include: positioning total authority in the principal by making him/her the one solely accountable for curriculum delivery, the lack of leadership training for learner educators and admin overload. Williams (2015:7-8) acknowledges that the SMT's appear to focus and complete routine admin tasks, such as teaching allocation and moderation of assessments, but most telling is their neglect of subject didactics and the associated educator development. The SMTs neglect of subject didactics could arguably stem from the conflict between educators, represented by the South African Democratic Educators Union (SADTU) and school management, with regards to classroom visits. However, this conflict characterised the early years of the implementation of IQMS, and as it will become clear in the following paragraphs, there is general acceptance of the need and value of supervision; it is the purpose of and the manner in which the supervision is conducted that is of concern.

There are arguments for thorough planning, as advocated by Lemov (2010:12) and for rigorous supervision, as postulated by Balfour (2014:18), however these are counteracted by Blasé and Kirby (2009) who argue that as professionals educators feel undermined when they are being policed. Glatthorn and Jailall (2009:121) take this argument a step further, by claiming that close monitoring implies a distrust of educators and therefore, damages the school climate by placing supervisors and educators in adversarial roles. Blasé and Kirby (2008:2-3), as well as Glatthorn and Jailall (2009:121), and later van Deventer (2016:33), instead posit the role of the principal as key to galvanising educators into a single unit, sharing the same vision and values. Blasé and Kirby (2008:2-3) elaborate, claiming that other leadership behaviours, collectively developing unified school goals, working to keep educator morale high, establishing an orderly environment, securing resources for programs and evaluating curricular programs, and thus more than merely regular clinical supervision of educators, promoted a healthy instructional climate where both educator and learner excelled.

Blasé and Kirby (2008:4) do not discard the concept of supervision completely, to be replaced by the aforesaid initiatives of the principal. Instead they argue that supervision as an external imposition of bureaucratic authority, is antiquated and educators are moving towards collective, and not individual practice of teaching, whereby educators and supervisors work collaboratively with each other. Hence, as extolled since the early nineties by Fullan and Hargreaves (1992: viii) and later by Gupton (2003:104), supervision should be collegial, working collaboratively, with respect between colleagues, trust in each other, shared decision-making, encouraging innovation and risk-taking. Glickman (1990:4) uses 'supervisory glue' as a metaphor to describe this collaboration and teamwork:

> *"We can think of supervision as the glue of a successful school. Supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action."*

Educators expect a certain degree of autonomy as professionals, however, it is not an overarching concern of educators who rate their principals as effective transformational leaders. These educators accept that with departmental policies and with the principals' expectations there are limitations, however, they expect that principals should involve themselves in classroom practices in a positive, constructive, non-judgemental, and supportive manner (Blasé & Kirby, 2008:64).

2.5.2.1 Non-evaluative, developmental supervision

The supervision debate seems to be centred on the sensitivities associated with the power-play inherent in supervision. It would be appropriate at this point to briefly look at a concept of supervision that to a large extent obviates the power-play, which is school walks as a means of supervision. Blasé and Kirby (2008:113) found that school walks have become a popular tool, which principals use to both show support and monitor curriculum delivery. It entails short visits to many classrooms. They create a sense of normalcy around observation and open dialogue between educators and administrators.

Just as principals expressed an affinity for school walks as a tool for supervision, according to Blasé and Kirby (2008:114), educators experienced these school walks

as management visibility and they saw it as positive and non-threatening. They indicated that visibility in the hallways helps to pre-empt some discipline problems, which could impede teaching and learning. Visibility in the classroom is associated more typically with observation of instruction, but instead principals could walk around the class to see what learners are doing or even participate with the learners, demonstrating that learning is a lifelong activity and thereby implicitly motivating learners to be more dedicated to their studies. Principals could provide feedback as to how he/she experienced the lesson, making this an effective and acceptable strategy, as it is accompanied by genuine interest and support. It is not viewed as obtrusive and punitive. Instead, the educators associate visibility with opportunities for improvement and increased accountability. While Blasé and Kirby (2009:113-114) speak specifically about school walks being done by the principal, this study, with its focus being on the instructional leadership role of the SMT, postulates that school walks be conducted by not only the principal, but also the deputy principals and departmental heads. Arguably, the informal, yet professional nature of the interaction is what makes this form of supervision more amenable to educators and could help to build stronger, more mutually respectful relationships between the SMT and educators, as supervision will be viewed as less bureaucratic and evaluative and more developmental. Whether the supervision is formal or informal, developmental or evaluative, the supervisor (SMT) needs to have the requisite expertise to appraise lesson content presented and pedagogy used in the presentation, as well as a professional disposition to communicate the feedback in a supportive and constructive manner.

2.5.3 Expertise and disposition required of supervisory staff

The supervisory staff's expertise will be determined by the goals of supervision. Supervisory control, according to Agih (2015:68), is an administrative procedure through which a leader guarantees that all of his subordinates are contributing to a successful learning process. According to Agih (2015:68), supervision aims to investigate educators' comprehension of curriculum content and learning program design, learner grouping, assessment methods, identifying learners' progress and reporting thereof, teaching methods, classroom discipline, and resource utilisation. All

of these are thoroughly analysed and discussed in order to improve the learners' learning and development. It may be inferred at this point that for the discussion (conference) post the evaluation to be successful, the supervisor ought to present the evaluations in a clinical manner, using observations and data analysis to substantiate it, so that the educator can appreciate the objectivity and welcome the advice proffered.

The discussion that follows the evaluation, post observation feedback conference, Agih (2015:69) explicates, requires the supervisor to have a certain disposition that will be frank and fair without being undermining and that will inspire professional development. To accomplish this, the supervisor must be able to maintain self-control, be a good listener rather than a talker, be responsive to the needs of others, be a good counsellor, lead without appearing to dominate, and share the planning and directing process with others. Kieleko (2015:16) suggests that a good supervisor should be able to foster self-acceptance, respect, trust, and rapport between himself and his subordinate. Effective supervision, according to Kieleko (2015:16), requires objectivity, which is free of personal biases. This is arguably the most important dynamic in the relationship between the supervisor and the subordinate, as the moment personal biases enter into the interaction, it becomes a power struggle and the objective of supervision is lost, and instead we have a cold war.

In summary, it may be stated that an effective supervisor links human (interpersonal) skills to build educator morale and academic optimism, with technical skills (observation and recording), located within a holistic understanding of context, to thereby improve instruction. Having explored the objectives of supervision and the dynamics relevant for its effective implementation at a macro level, the next sub-section is more focussed and looks at the educators' planning and preparation at a micro level.

2.5.4 Supervision of educators' planning and preparation

2.5.4.1 Educators' lesson planning and preparation

Educators' duty to plan lessons and assessment tasks is clearly spelt out in the Personnel Administrative Measures (PAM), as contained in the Educators

Employment Act (EEA) 76 of 1998 (RSA, 2016:18-32), as is evident in the excerpt from Annexure A2 of the PAM document. Of the five core duties, teaching is number one, and integral to teaching is lesson planning:

> *"To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field".*

Educators could benefit immensely from the advice of Lemov (2010:12), who advises that the planning must reflect cognisance of learner performance in formative and summative assessments, their socio-economic backgrounds and possible barriers. Lemov (2010:12) goes further by advocating for planning combined with intuition and anticipation. Lemov (2010:12) asserts that lesson planning can be a powerful tool if done not simply to describe what is to be done in class, but rather to be done as a design of what is expected to take place in class. This, Lemov (2010:12) claims, could be achieved with detailed planning that outlines the pace of the lesson, making provision for possible learner questions and anticipated learner responses to questions and/or tasks. In summary, Lemov (2010:12) unequivocally states that lesson planning above the norm, is a key driver of learner achievement. The University of Colorado (2021) School of Educator Education Classroom Management Guide appears to concur with Lemov (2010:12), stating that planning of all aspects of teaching and assessment is key to being organised, which is vital for an educator to be effective and in the long run it saves a lot of time.

The Department of Basic Education in South Africa does not provide schools with a checklist to be used in the monitoring of lesson planning and delivery, however taking cognisance of the points made by Lemov and the University of Colorado School of Educator Education Classroom Management Guide, the following is a simple illustration of the essential components of a lesson plan, followed by a table of a more detailed description of what each component ought to include.

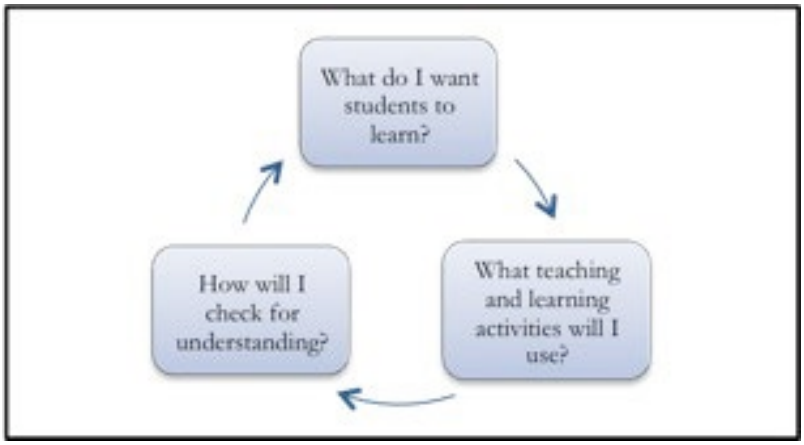

Figure 2.2: Components of a lesson plan

Table 2.3: Elaboration of components of a lesson plan

STEP 1: WHAT DO I WANT LEARNERS TO LEARN?	Aims/Objectives/Outcomes Does it fit into the Annual Teaching Programme/Work Schedule? Educator tells learners the aim/s of the Lesson. Establishes prior knowledge. Connects lesson to learners' reality.
STEP 2: WHAT TEACHING STRATEGIES AND ACTIVITIES WILL I USE?	**Resources:** Audio Visuals/Charts/Hand-outs **Methods:** Role Play/Demonstration/Oral Questioning/Argumentation/Humour/ Group work **Content:** Connectedness/Concepts/Meta Language/Sequential presentation of content/reasoning behind theories and conclusions/examples Educator anticipates challenges.
STEP 3: HOW I CHECK FOR UNDERSTANDING?	Oral questioning/Consolidation Assimilation activity/Peer Editing Discussion of responses. Compose/Construct

2.5.4.2 SMT monitoring of lesson planning

Just as the principal needs to be hands-on with regards to instructional leadership, as stated earlier, so too does the SMT and more especially the deputy responsible for curriculum oversight and departmental heads who are as per their job description at the forefront of ensuring quality teaching and learning (DBE, 2016:10-14; DBE, 2016:27-35).

The critical issue with regards to supervision of lesson planning is whether the supervisor establishes a routine for checking of the lesson plans and advising thereof. This is very important, as there are many incidental occurrences in any normal school day and it could distract the seniors who may have scheduled time for supervision. The SMT needs to appreciate the critical importance of supervision and prioritise it accordingly, so that it becomes routine and part of the school culture, as alluded to earlier by Williams (2015:15).

Monitoring of accountability starts with the principal as the co-ordinator of instructional leaders, as he/she has to make sure the deputies account for their respective subordinates and the deputies have to make sure their respective departmental heads account for the educators within their departments (DBE, 2016:10-14; DBE, 2016:27-35).

While the format used in the writing of lesson plans may differ from school to school and from learning area to learning area, the template used as a checklist in the process of supervision for quality teaching and learning will more or less be the same for all schools and all learning areas, as the performance indicators of quality teaching will emanate from the points contained in each of the three steps in Table 2.2. A very good example of a supervision tool that may be used for monitoring of educator preparation and lesson delivery, is a checklist that is attached as Annexure A, used by some subject advisors at Metropole East Education District (MEED), in the Western Cape. It could easily be adapted to suit any school and any learning area. Importantly, the items on the checklist also fully cover the first three performance standards in the IQMS' appraisal checklist, so that the lesson observation could be aligned to the developmental and evaluative processes, as prescribed in the developmental appraisal system of IQMS or the new QMS (DBE, 2020).

2.5.4.3 SMT monitoring of lesson delivery

Equally important as the planning of the lesson, is its delivery. Lemov (2010:12) advises that to ensure a successful lesson, the educator needs to internalise the lesson plan, as failure to do so becomes evident in the educator's pre-occupation with what he or she is going to do next, rather than focusing on what learners are doing at each moment and guiding their thinking towards deep understanding.

Vigilant supervisors should note points in the lesson where educators ought to be assessing its success or failure, so that they are able to adapt the lesson to immediately respond to learners' misunderstandings and ensure that all learners are learning the material. Depending on the number of learners who may display a lack of understanding of the material being taught, the educator may have to even reteach the lesson or parts of the lesson. This is what informal assessment is and in fact the educator should be doing it all the time (DBE, 2012:5; Yan, 2016).

2.5.4.4 Educator conferencing as a means of developmental support

This last part of the lesson observation process is potentially the most difficult, as the supervisor and educator have to now have a frank and open discussion of the lesson observation. However, if the supervisor understands the debate associated with supervision and possesses the relevant expertise and disposition as discussed earlier, he/she should be able to mediate the associated anxiety. The supervisor's evaluation, using a checklist, such as Annexure A, of whether the lesson objective was achieved and the possible reasons for the success or failure, will determine the advice to be proffered (Agih, 2015:69). It should conclude with an agreed-upon or directed statement, clearly outlining the changes expected and where appropriate, the specific professional growth activities, such as content training or development of ICT skills that will be offered to achieve the desired changes. The respective supervisor, who could be the departmental head, deputy principal or principal as the senior, will have the responsibility of ensuring that the educator does receive the necessary training and development (DBE, 2020).

2.5.5 SMT monitoring of assessment tasks

2.5.5.1 Informal assessment

As per the National Protocol on Assessment (DBE, 2012:4-5), there are two types of assessment that should take place in the classroom. The first being, as alluded to earlier, informal assessment, which may be considered as assessment for learning or daily assessment, as it is ongoing and is done incidentally through educator observation and educator-learner interactions, initiated either by the educator or learners. Informal or daily assessment can be as simple as pausing during a lesson to observe learners or discuss how learning is moving with them. It should be utilised to provide feedback to both learners and educators, as well as to close gaps in learners' knowledge and abilities (DBE, 2012:4-5).

The nature of informal assessment makes it almost impossible for the SMT to monitor, unless observing a lesson. At best educators could be advised to regularly use oral questioning to assess learners' understanding as the lesson progresses. Educators are not required to record performance in informal assessment tasks, but may do so if they wish, to possibly later review and look at ways of improving the teaching and learning process. The value of informal assessment cannot be underestimated as it builds towards formal assessment. Educators should not only focus on the formal assessment, as the use of informal assessment and the supplying of feedback will help prepare learners for the formal assessment (DBE, 2012:4-5).

2.5.5.2 Formal assessment

While informal assessment has great value, its implementation is left to the discretion of the educator, whereas the second type of assessment, namely formal assessment, is highly prescriptive, providing educators with a systematic way of evaluating how well learners are progressing in a specific subject and in a particular grade (DBE, 2012:4-5). Educators are required to ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Thereafter, feedback should be provided to the learners and could take the form of a whole-class discussion or educator-learner interaction. Examples of formal

assessments given in the National Protocol for Assessment (DBE, 2012:4-5) include: projects, oral presentations, demonstrations, performances, tests, examinations, practical demonstrations, etc. The forms of assessment used, should be appropriate to the age and the developmental level of the learners in the phase. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed (DBE, 2012:4-5). The educators, usually in consultation with the district subject advisors, will design a programme of assessment for their respective learning area that spreads the formal assessment tasks across the academic year. The programme of assessment comprises of School Based Assessment (SBA) or Continuous Assessment (CASS), which forms the year mark and the final examination. Depending on the grade and learning area, there is different weighting given to the CASS/SBA and final examination (DBE, 2012:4-5).

The monitoring of assessment by the SMT will be almost solely focussed on the formal assessment tasks, as contained in the Programme of Assessment (POA). The National Protocol on Assessment (NPA) (DBE, 2012:4-5), prescribes the minimum formal assessment requirements per grade, as well as per learning area, for progression purposes. The monitoring of assessment starts very early in the year, when educators submit their POAs to the SMT so that the SMT could compile a comprehensive POA or what the NPA (DBE, 2012:4-5) refers to as the Annual Formal Programme of Assessment for each grade. The principal, according to the Policy for South African Standard for Principals (DBE, 2015:21) must "[w]ork with and for the community", which implies regular communication with parents of learners. To foster the spirit of "[w]orking with and for the community", the principal ought to strive for greater parental involvement in the education of their children and one of the key strategies of doing so is to get parents involved in ensuring that their children prepare for assessments by sending them the programme of assessment early in the year and communicating through regular reminders.

School Based Assessment, as depicted on the POA is a compulsory component for progression and promotion in all the different school phases: The recorded formal assessment tasks are included in the final School Based Assessment mark for progression (Grades 1-8) and promotion (Grades 9-12) purposes (DBE, 2012:4-5). This means that those tasks that are used for formal assessment are recorded and

are used to decide whether a learner should progress or be promoted to the next grade. According to the NPA (DBE, 2012:8), moderation of formal assessment tasks needs to be executed to assure the standard and quality of the said tasks. The NPA (DBE, 2012:10) document also states that to ensure authenticity and credibility of the marks allocated, it needs to 'checked and authenticated'. See Annexure B for an example of a checklist used by Subject Advisors in the moderation of formal assessment tasks. The NPA document also provides templates that educators are required to use to maintain adequate and accurate records of learner performance.

Once the educator has recorded learner performance in formal assessment tasks, he/she ought to perform a diagnostic analysis to identify the common errors and use the information to plan instruction and any necessary remediation and enrichment. Lemov (2010:11) elaborates on this, in that educators who are most proficient at using data, examine them, not only to tell learners who got what right and what wrong, but why. Wrong answers are analysed for clues to learners' thinking and lessons are planned to teach better. In this way educators can maintain consistent and challenging expectations for all learners.

2.5.5.3 Reporting and intervention

For the SMT monitoring of learner performance in formal assessment tasks to not end at the record keeping, the greatest responsibility is preparing and making sure authentic reports are given to parents (DBE, 2012:17-23). Thereafter, educators plan as departmental units and the staff as a whole, about the intervention strategies that will be implemented to address the shortcomings (DBE, 2016:13-14). These meetings wherein facts and figures are scrutinised and analysed, can be very unsettling to some as, often when learners underperform, educators see themselves as failures, hence this is when the competencies, as mentioned by Kin and Kareem (2020:219-220) in section 2.4.1 of communication, collaboration, problem solving and emotional intelligence, come to the fore. The competency of emotional intelligence (Kin & Kareem, 2020:220) is critical in ensuring that underperformance is managed very tactfully by the SMT and more especially the principal, so as not to destroy educator morale, but instead instil greater commitment and a resolve to improve.

The need to establish a collaborative work ethic is especially important as we move on to a discussion of the role of IQMS/QMS in the supervision of instruction. Thus far we looked at supervision as a means of monitoring for school functionality and quality within an ethos of collaboration and commitment. IQMS on the other hand, takes supervision to the next level of supervision, which is much more bureaucratic, evaluative in nature and attached to monetary reward (Segoe, 2014:727-729).

2.6 IQMS AS A TOOL FOR EDUCATOR APPRAISAL AND DEVELOPMENT

While the preceding discussions on supervision of lesson planning, lesson delivery and assessment were viewed from a monitoring for accountability, developmental for professional growth and supportive perspective, and IQMS is supposed to fit within the same supervisory framework, it does not necessarily do so, because it is primarily evaluative in nature and is attached to monetary reward (Segoe, 2014:727-729).

IQMS has been implemented since 2005 and from the outset it was beset with challenges. Even though IQMS is a much more collaborative means of appraisal, as compared to the pre-democracy years when appraisal was done in an autocratic manner by principals and department officials, it is perceived as not being very authentic. IQMS is intended to be a process that involves development for most part of the year and a summative evaluation towards the end of the year (Segoe, 2014:728). Rabichand (2011:236) and Segoe (2014:728), report that IQMS on the contrary, at best is a once-off event, as most appraisal activities are reserved for the end of the year when summative evaluations are due for submission to the district office.

It is now over 15 years since the start of the implementation of IQMS, and since early in its implementation there were numerous criticisms, which according to Biputh (2008:1V) included among others: summative evaluation is based on one or two lessons that may have been aggrandised for show, being evaluated by colleagues leads to subjectivity, there is too much paperwork, the instrument is generic and does not always cater for local conditions, being linked to remittance, which is a pittance, is an insult to the dignity of the profession and it is basically a futile exercise, as it is not accompanied by development.

Since it has become clear that summative evaluation and development does not align, Mc Ghee (2020:4) advocates for a separation of supervision and evaluation. According to Mc Ghee (2020:4), no research has found a correlation between educator evaluation methods and improved classroom practices or learner performance. Standardised appraisal instruments, he explains, are just not conducive to the kind of experimentation and self-reflection necessary for meaningful growth and improvement. According to Mc Ghee (2020:4), many educators regard summative evaluation as a threatening, which is incompatible with the trusting, risk-taking atmosphere required for professional development. The time-consuming nature of most appraisal systems adds to the complexity of the situation. According to Mc Ghee (2020:4), a principal's time is divided among a variety of duties, requiring the leader to divide his or her energies and attentions in order to balance building administration with instructionally-related activity. When formative supervision and summative assessment are confused, Mc Ghee (2020:4) believes that evaluation wins.

Given the time constraints that management faces, Zepeda (2017:1) proposes that adopting an every-other-year or every-third-year appraisal timeline for educators could help to alleviate the perennial conflict between instructional supervision and summative evaluation, as well as the mixed messages that result in a loss of trust between educators and administrators. Formal evaluation would be less frequent, recognizing the need of accountability through evaluation but giving professional development activities more time and attention.

Educators might explore a wide range of professional development activities, tailored to their particular growth requirements and guided by the principal, if they had the right structures and time. Clinical supervision cycles, classroom action research, collaborative learning walks, collecting and using learner feedback, collegial support groups, video or audio evaluation of classes, and portfolio construction are examples of such endeavours that can lead to professional advancement. Formative improvement efforts capitalize on adult learners' need for self-direction, rapid application, and enthusiasm for addressing real-world problems, in addition to allowing educators to create their learning goals based on needs and evidence from their own classrooms (Glickman et al., 2018). The function of the principal or deputy principal in these instances is that of a supporter and resource giver.

Having established the contradictory nature of supervision and evaluation, this study progressed on with a focus on the role of the principal and his/her management team, using their repertoire of leadership styles and skills to mediate the two so that supervision, with its focus on quality control and development is allowed to flourish while also meeting the bureaucratic demands of evaluation.

2.7 ROLE OF THE PRINCIPAL IN INSTRUCTIONAL LEADERSHIP

Given the sensitivities associated with supervision, the principal is central to mediating any negativity that may arise from supervision, which is integral to instructional leadership, seeking instead to transform follower commitment into organisational goals (van Deventer, 2016:32). However, the principal is not the sole instructional leader in the school, but is instead a co-ordinator of instructional leaders. The next section looks at the rationale behind the distributed leadership alluded to, with the concept of co-ordinator of instructional leaders. This is affirmed by reference to the key policy documents that prescribe the roles and responsibilities of the principal and the SMT.

Inherent in instructional leadership is the element of driving change, building social cohesion and the achievement of high standards, which is characteristic of transformational leadership, distributed leadership, authentic leadership and transactional leadership. Hence, these leadership paradigms will firstly be outlined to secure an understanding of its conceptual underpinnings and thereafter it will be analysed for its relevance to instructional leadership, which is ensuring quality teaching and learning.

2.7.1 Principal as co-ordinator of instructional leaders

The Policy on South African Standard for Principals, as outlined in chapter one (DBE, 2016:8-19), provides a comprehensive picture of what is expected of the principal as head of the institution. While all eight of the standards listed in the policy, speak to functionality and growth of the institution, the following refer directly to the role of the principal with regards to instructional leadership:

- Leading the teaching and learning in the school;
- Managing quality of teaching and learning and securing accountability;
- Managing human resources in the school;
- Managing and advocating extramural activities;
- Developing and empowering self and others.

While the South African Standard for Principal Policy document broadly describes the role function of principals, the Personal Administrative Measures (PAM) document, as contained in Government Gazette number 39684 (2016:30-44), is more detailed and spells out explicitly that the principal is the one ultimately accountable for every aspect of the school functionality, including instructional leadership and the associated performance of the school. However, while the principal is the one ultimately accountable for every aspect of school functionality, the responsibility for instructional leadership extends across all post levels. It outlines the core duties and responsibilities of the entire School Management Team (SMT), with regards to instructional leadership duties.

Clearly for the principal to fulfil his/her responsibility as the accountable officer for instructional leadership, he/she has to use the principles of division of labour so that the entire SMT share in the responsibilities of instructional leadership. Furthermore, given the massive and diverse responsibilities of the principal (Kieleko, 2015:17; Mc Ghee, 2020:4), while instructional leadership by members of the SMT will involve direct supervision of educators, the principal will probably supervise a few members of the SMT and serve as co-ordinator of instructional supervision at a macro level. The principal serving as co-ordinator of instructional leaders, alludes to the distributed leadership model, which is the preferred leadership model of the 21st century (Van Deventer, 2016:33).

2.7.2 Principal as champion of distributed leadership

Distributed leadership models believe that organizations develop policies and make decisions through a consensus-building process. Power is distributed among some or all members of the organization, who are assumed to share a common understanding

of the institution's goals. The participatory method will be successful in 'bonding' personnel and relieving burden on school principals (Van Deventer, 2016:33).

According to Van Deventer (2016:34), distributed leadership necessitates a fundamental shift in the principal's understanding of leadership, a relinquishment of some authority and power, which may be difficult for some principals, and a repositioning of the role from exclusive leadership to one that focuses on brokering, facilitating, and supporting others in leading innovation and change. Staff are more engaged, feel more trusted, and are more inclined to take ownership of their job when they are directly involved in decision-making. According to Van Deventer (2016:34), the successful implementation of distributed leadership relies heavily on worker empowerment and faith in their abilities. Because empowerment of employees is a feature of transformational leadership, van Deventer (2016:34) concludes that distributed leadership and transformational leadership are related.

However, before progressing onto a discussion of transformational leadership, it is important to note that Van Deventer (2016:34) cites Bush and Middlewood (2013:22), who contend that the ensuing bureaucracy, authority and hierarchies of governmental powers cast a dark shadow over distributed leadership, and is thus to a certain extent associated with managerialism. This is implicitly expected as the participative aspects of decision-making exist alongside the structural and bureaucratic managerial components of schools, which hold the principal primarily accountable for everything that happens at the school.

2.7.3 Principal as transformational leader

Being the driver of distributed leadership and more specifically the co-ordinator of instructional leaders, implies bringing together instructional leaders to work synergistically together towards quality teaching and high standards of learner achievement. While this study focuses on the role of the principal as an instructional leader, it goes further and looks at how the principal could better achieve the goal of instructional leadership by also using indirect leadership strategies as opposed to direct leadership to influence the culture and ethos of the school, thereby instilling a collaborative team spirit and a positive attitude among all members of staff. This influence on the culture and ethos of the school, in an indirect manner, through

motivation and inspiration, is what makes the principal a transformational leader (Van Deventer, 2016:32; Nazim & Mahmood, 2016:19).

One such leadership strategy is transformational leadership. Transformational leadership is characterised by charisma and exceptional human relations skills, thus someone who is able to recognise that every person has special gifts to use for their own fulfilment, as well as for the attainment of the vision of the institution (Blanford, 2012:47). In so doing, the principal builds a school culture, which is one of respect, appreciation and care. The principal's recognition of individual educators' strengths helps maintain and develop educators' skills, while promoting educators' confidence and satisfaction. This then enhances instructional performance and indirectly teaching and learning. Pretz (2017:1146) summarises the impact that a positive environment and collegial spirit has on the school, saying that it builds school culture (shared beliefs and attitudes) and a positive climate, which includes faculty cohesiveness and support for school goals.

Grewer and Taylor (2006:156) give credence to the symbiotic nature of the relationship between principal and educators, postulating that the principal's failure to instil a synergy in his educators will reflect in their commitment and dedication, causing them to lack a sense of ownership and failure to see that the school's fortunes and their reputations are indistinguishable. They explicitly state that the principal has to take the first steps, which allows the team to develop themselves by nurturing a spirit within his educators as you would nurture a seedling: "If you want a plant to grow you must place it in fertile soil, feed it, water it, protect it from the extremes of the elements – and then it will grow on its own." Similarly, once the team starts to become effective, allowing them to lead, it reinforces their sense of ownership and builds upon the cycle of courage, which epitomises the success of most institutions.

The commitment and capacities of the organisation's members are at the centre of transformational leadership. Through the leader's motivation, intellectual stimulation, and customised consideration to modify followers' views in order to establish a new, more motivating vision, commitment is heightened and capacities strengthened (Van Deventer, 2016:32). While transformational leadership seeks to establish a congruence of goals between leadership and followers, commitment and capacities alone might not be sufficient to make it sustainable. As is human nature, reward and

reinforcement might be necessary to ensure sustainability, hence this brings transactional leadership to the fore. In the discussion thus far the connection between distributed and transformational leadership was noted, and the transactional leadership model will now be discussed as complementary to the transformational leadership model.

2.7.4 The principal as transactional leader

Transactional leadership is a type of leadership in which relationships with educators are built on the basis of a trade for a valuable resource. As a result, transactional leadership is concerned with the exchange of rewards for achievement. Transactional leadership focuses on motivating people by appealing to both higher and lower order demands, through the use of intrinsic rewards like self-fulfilment, and more tangible extrinsic rewards like certificates (Van Deventer, 2016:30-32; Nazim & Mahmood, 2016:19).

Transactional leadership, according to Van Deventer (2016:30-31) is understood as a contractual or trading process between leader-managers and followers (educators). The leader has agreed that educators will strive toward achieving organisational goals while also agreeing to provide good working conditions and meet the requirements of educators.

Transactional leadership, sometimes known as managerial leadership, is concerned with the supervision, organisation, and performance of a group. This type of leader focuses on specific duties and uses rewards and punishments to motivate their people (Nazim & Mahmood, 2016:19). Transactional leaders, as contrast to transformational leaders, are primarily concerned with sustaining the status quo. Transformational leaders aim to persuade their people to believe in their ideas and vision. Transactional leaders, on the other hand, delegate duties to members of the group and hold them accountable for their completion. They do not operate as accelerators for organisational growth and change. Instead, they're concentrating on upholding existing standards and expectations. These executives excel at setting expectations and standards that maximise an organisation's efficiency and productivity. They are more likely to provide constructive criticism on follower performance, allowing group members to increase their production (Van Deventer, 2016:32; Nazim, 2016).

However, some (Derue, Nahrgang, Wellman & Humphrey, 2011:10), cited in Van Deventer (2016:31), argue that transactional leadership, although important, is not nearly as effective as transformational leadership. Humphrey (2012:740) cited in Van Deventer (2016:31) asserts that good leaders perform both types of leadership behaviours to motivate their followers to achieve their full potential. In the school set-up motivation of educators is critical as Duraku and Hoxha Orr (2021:1-7) poignantly point out namely that the type of leadership used by the school management has a major impact on the self-efficacy levels of educators and implicitly on the quality of education they deliver.

Evidently there is a link between distributed leadership, transformational leadership and transactional leadership and most importantly there is the inescapable connection to management and its associated authority, hierarchies and bureaucracy. This highlights the need to examine instructional leadership as comprising of both, different leadership types and management. However, this will be done in the closing of this chapter. Prior to the closing of the chapter, it is important to look at one last leadership model. The model to be dealt with is the authentic leadership model and the reason it is prioritised, is that it forms the moral and ethical basis for everything that any type of leader may or may not do.

2.7.5 The principal as authentic leader

Authentic leadership is a relatively recent leadership philosophy that includes qualities, behaviours, styles, and abilities to promote ethical and honest behaviour, resulting in better long-term outcomes for leaders, followers, and organisations. Authenticity, according to proponents of the notion, makes leaders more effective, capable of leading with meaning, purpose, and values, and more suited to deal with organisational issues (Covelli & Mason 2017:1).

The basic tenets of authentic leadership, such as those alluded to above, are summarised into nine points by Avolio and Gardner (2005:322-328), as cited in Van Deventer (2016:28-29):

1. Possessing positive psychological capital, such as confidence, optimism, hope, and resilience, authentic leaders possess positive psychological capital. Self-

awareness and self-regulatory behaviour are enhanced by positive psychological states.

2. A positive moral perspective: Positive behaviour contains a moral and ethical component, which may be required for leaders to face ethical challenges and achieve real and sustained moral behaviours, such as moral ability, efficacy, bravery, and resiliency.
3. Self-awareness of the leader: Self-awareness is a good place to start when it comes to authenticity, and authentic leadership increases self-awareness. Self-awareness happens when people are conscious of their own experiences and what makes them who they are, which leads to a better knowledge of human actions, desires, and intentions.
4. Self-regulation of leaders: Self-regulation is the exercise of self-control that entails the coordination of actions and goals. Self-regulation allows for consistency in behaviour, both as an individual and in interactions with others.
5. Leadership processes or behaviours: Authentic leaders are known to exhibit certain behaviour's. Leading by example, promoting happy affective states, and positive social exchanges are examples of such behaviour.
6. Follower self-awareness: Authentic leader's influence and nurture positive behaviour in followers, resulting in reciprocal patterns of self-awareness and self-regulation.
7. Follower development: Positive leadership and a positive relationship between leaders and followers is the obvious and unavoidable result of follower growth.
8. Organisational context: Because leadership takes place within an organisation, context and leadership are inextricably linked. Leadership has an impact on context, and context establishes the parameters for leadership action, therefore optimism and development associated with authentic leadership should have a beneficial impact on both the context and the organisation.
9. Veritable and sustained: Favourable developmental behaviour on the part of both leaders and followers, as well as positive repercussions for the organisations in which they work, should have long-term positive effects. Competitive advantage, resulting from outperforming other institutions, and performance above and beyond typical expectations are all long-term beneficial consequences.

The positive and developmental nature underlying an authentic leadership approach appears to underlie most approaches to leadership. To be a leader, no matter how leadership is approached, a leader needs to be realistic and genuine: in other words, authentic. The virtues of authenticity, such as optimism, a positive moral perspective and self-regulation will ensure the respect of the followers and a willingness to be led, thereby facilitating instructional leadership and promoting school improvement (Van Deventer, 2016:29). Having established that authentic leadership is the basis for any of the other leadership styles to be successful, this chapter will close with a discussion of the tension between leadership and management and the coming together of the two dimensions in the form of instructional leadership.

2.7.6 The principal as instructional leader-manager

The principal as an instructional leader, functioning within the ideologies of distributed leadership, transformational leadership and transactional leadership, locates this study within the social systems and collaborative theoretical frameworks. However, as much as collaboration advances the cause of the institution, Van Deventer (2016: 33-34) argues, it exists alongside the structural and bureaucratic managerial components of schools, which leads to tension. Gage and Smith (2016:3) explain this tension by claiming that schools in South Africa are generally hierarchical, bureaucratic environments in which school leaders' focus on managerial responsibilities, while leadership practices such as delegation of responsibilities, shared vision, and participatory decision-making are not consistently implemented.

Arguably, given the ever-increasing bureaucratic demands of the Department of Basic Education, principals are constantly fighting against time and as a result are in a never-ending tussle to balance implementation of collaboration and building of social cohesion through distributed and transformational leadership with the managerial responsibilities associated with departmental bureaucracy (Brolund, 2016:44). For schools to function effectively and optimally, it has to be done. Hence, to illustrate the coming together of management and leadership in the delivery of quality education, firstly the differences between management and leadership is tabulated and thereafter a diagrammatic illustration positions curriculum delivery at the centre, while elements

of both management and leadership feed into its realisation. The table below illustrates the differences between management and leadership:

Table 2.4: Kadalie's (2006:21) cited by Maponyana (2015:23), differences between a leader and a manager

DIFFERENCES BETWEEN LEADERSHIP AND MANAGEMENT	
LEADER	**MANAGER**
Does the right things	Does things right
Innovates – introduces new things	Administers – controls affairs of school
Focuses on people - relationships must work	Focuses on systems and structures
Inspires trust – empowers followers	Relies on control - regulates
Has a long range perspective – focuses on future	Has short range perspective – focuses on the present
Interested in change	Prefers stability – school is firmly established
Caught up with vision	Pre-occupied with rules
Has courage of his own convictions	Consensus-driven
Concerned with issues of substance – core business	Motivated by question of procedures
Asks what and why	Asks how and when
Knows how to simplify	Enjoys complexity
Has eyes on the horizon – knows what is apparent/about to happen	Has eyes on the bottom line – knows the crucial factor or essential point
Uses intuition feelings without conscious reasoning	Relies on logic – the ability to reason
Challenges the status quo	Accepts the status quo

Leadership is clearly related to mission, direction, and inspiration, as well as influence over others to structure and transform activities and relationships, as seen in the table above. Leadership is also based on strong personal and professional principles. Management, on the other hand, entails creating and executing these planned strategies, as well as completing tasks and collaborating efficiently with others. It will become evident as the conversation goes that a school principal must be both a leader and a manager.

The primary purpose of management work or leadership work, is to enable educators to perform their core duty as educators, which is that of teaching and learning. This does not mean that the school principal will be the only person involved in all management tasks and leadership areas. As the school leader and manager, the principal will be the key person, but each and every educator at a school will in some way or another be a leader and manager during the course of a school day. The principal's primary task is to see to that the educators carry out their teaching work effectively (Van Deventer, 2016:111). This implies that the quality of management-leadership determines the success or failure of a school. The diagrammatic illustration below explicitly illustrates the coming together of the various facets of management and leadership to ensure quality education delivery.

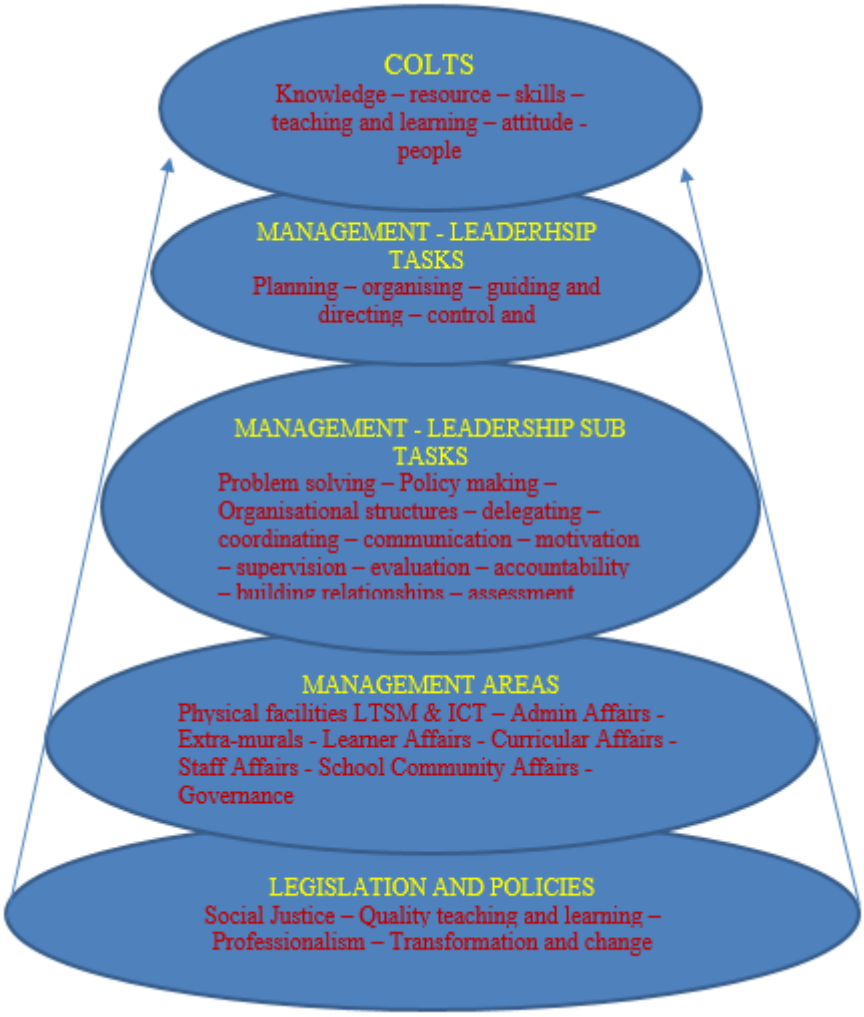

Figure 2.3: The education management leadership process model (Adapted from Van Deventer, 2016:122)

The top circle is both the main function of schools and the core of the education management-leadership process-model. It contains the acronym COLTS, which stands for culture of learning, teaching, and service. This culture encourages high-quality teaching and learning approaches in order to boost learner accomplishment (Van Deventer, 2016:122).

Within the first circle, alongside the acronym, COLTS, are the broadly identified components that need to be managed to achieve a high level of the culture of learning and teaching service: giving direction to people, stating outcomes or needs, and allocating resources. This is achieved, as indicated in the second, third and fourth circle, by means of management-leadership tasks and sub-tasks, characteristic of schools. This is done under the leadership of a school manager, who delegates tasks to those responsible for the functional work of teaching and learning (Van Deventer, 2016:123). While Table 2.3 tabulates the differences between leadership and management, Figure 2.3 illustrates the coming together of leadership and management for the effective delivery of curriculum, implying therefore, that a principal as an effective instructional leader, has to be both a leader and a manager.

2.8 CONCLUSION

Within the scope of this literature review, examples of models of instructional leadership were examined for its relevance to South African public schools. Having established, through the study of the instructional leadership models, that the principal shares the responsibility of instructional leadership with the SMT, the literature review moved on to what needs to be supervised and how, including follow-up educator conferencing as a means of development and support.

Evidently, schools are moving towards collective and not individual practice of teaching, whereby educators and supervisors work collaboratively with each other towards a shared vision. It also became abundantly clear that instructional leadership can only be truly effective when used in combination with distributed leadership as a driver of collaboration, transformational leadership as a model for motivation and a driver of change, and transactional leadership as means of ensuring a sustainable push for excellence. Authentic leadership is foregrounded as the ethical and moral basis for any and all leadership styles. The chapter concludes with a discussion of

education management and leadership, the differences between the two, their inter-relatedness, and ultimately their coming together to manifest as instructional leadership. The next chapter focusses on the massive challenges faced by township schools, the role of the SMT in mitigating of those challenges and the support received from the relevant sectors.

CHAPTER 3
THE INSTURCTIONAL LEADERSHIP ROLE OF THE SMT IN CHALLENGING CONTEXTS

3.1 INTRODUCTION

The SMT's instructional leadership role in five secondary schools in the Western Cape was the subject of this study. The main research question was divided into six sub-questions, with three of the sub-questions being addressed in chapter two. The final three study questions in Chapter 3 are: how do contextual factors position instructional leadership methods of school management teams, and how does the school include parents in their children's education? The chapter concludes with the third question, which examines how the education district office assists the school in addressing contextual challenges both inside and outside the school, as well as providing guidance for the delivery of high-quality education through monitoring and professional development.

3.2 CONCEPTUALISING CONTEXTUAL CHALLENGES IN TOWNSHIP SCHOOLS

Unquestionably the core function of a school is curriculum delivery. The work of the principal therefore will be to implement the curriculum policy of the Department of Education. However, given the massive disparities between schools, especially with regards to race, language, wealth and social class, naturally policy will be implemented differently in different contexts. The broad principles of the curriculum policy will probably be implemented universally, while the specifics might be implemented differently as per the demands of the context, implying that policy implementation is context specific. The implication for the school’s leadership is that leaders need to employ practices in the implementation of the policy that caters to their specific contextual requirements (Terhoven, 2016:13; Walker, Pearce, Boe & Lawson, 2019:4-8).

According to Terhoven (2016:28), the contextual factors that determine how the policy is interpreted and translated into action, include: the culture and history of the school, the available resources and the interaction between people involved. Terhoven, (2016:28) highlights the importance of context in policy implementation, citing researchers Ndou (2008:23) and Mafora and Phorabatho (2013:118), who indicate that the successful implementation of a curriculum depends on how the policy is understood, in relation to the school environment in which it is implemented.

Hence, this study looks at the inextricable link between the school environment, curriculum policy implementation and learner performance. However, it does not stop there, but by acknowledging that the school environment is linked to the living conditions of the community it serves, it also explores the impact of the depraved living conditions in the townships on the delivery of quality education. The need for the management of township schools to ensure a school climate conducive to optimum teaching and learning, while at the same time striving to mitigate the challenges associated with the depraved living conditions in the surrounding township/s, give credence to the view, as alluded to in chapter two, that every aspect of school functionality falls within the ambit of instructional leadership.

The critical importance of school management teams establishing a school climate conducive to quality teaching and learning, is further emphasised by Korir and Kipkemboi (2014:240), arguing that learners' academic success is greatly influenced by the type of school they attend. They explicitly express their contention, stating that:

> *"The school that one attends is the institutional environment that sets the parameters of a learners' learning experience".*

Elaborating on their claim, Korir and Kipkemboi (2014:240) cite Barry (2005) as stating that depending on the environment, which includes the structure, composition and climate, schools can either open or close the doors that lead to academic performance. By implication, as alluded to in the previous chapter, the SMT, as the leadership of the school, by applying the principles of the contingency and compensatory theories, should seek to establish a school climate that develops learners to their maximum potential.

Central to the SMT establishing a school climate conducive to quality education, is the building of social cohesion with all role-players having a shared purpose (Maponyana,

2015:29; Walker, Pearce, Boe & Lawson, 2019:9-12). Although this might sound deceptively simple, the building of social cohesion and having a shared purpose, take much time and effort, and include thorough planning, establishment of structure, implementation of systems and ensuring accountability. Sebastian and Allensworth (2012:643-647), point out that establishing a school climate conducive to quality education, includes, among others, taking care of the basic needs, such as order and safety at the school, which can have a strong effect on the motivation and the learning of both the educators and the learners. Given the high levels of crime in the townships, concerning poor infra-structure and lack of security personnel in township schools, the school management has a mammoth task to ensure the basic needs of order and safety is adequately taken care of, so that educators and learners may be able to focus on teaching and learning respectively (Tshatshu, 2014:1-4).

Historically, with the system of apartheid and its associated racial segregation and inequality, there were only Black, Coloured and Indian townships. There were no White townships. Given the horrific nature of apartheid, it is natural that the legacy of apartheid would still be very evident and impact on the climate of the school. Hence, it is imperative that as a prelude to the discussion of the massive contextual challenges, we examine the disparities perpetuated by apartheid and which manifest even today as major challenges, especially in township schools.

3.3 OVERVIEW OF EDUCATION PRE-1994

Prior to the advent of democracy in South Africa, education was based on the ideologies of apartheid, which meant it was segregated and unequal (Tshatshu, 2014:1). Tshatshu (2014:1-5) states that apartheid was a crime against humanity, as it deprived the black people of South Africa a right to quality education and thereby human dignity. It had a horrendous impact on almost every aspect of the lives of all non-whites, but more especially the Blacks. Tshatshu (2014:1-5) explains that the policies of segregation and oppression led to the establishment of black townships and goes on to outline graphically the levels of poverty and crime that prevail in the townships. There is a large volume of studies (Msila, 2009:81; Gerard, 2011:4; Chishlom, 2012:85) published, which describe the impact of apartheid education on especially the disadvantaged race groups. The poor quality of education given to non-

whites led to cognitive dissonance, exclusion from the economy and untold suffering, associated with their living conditions. These publications explicate that under apartheid there were multiple racially defined departments of education, each of which provided very different types and qualities of education, based on the perceived role of that race-group in the apartheid society. With the Whites expected to play superior roles in the economy and government, their schools received the greatest amount of funding per learner and hence their schools were lavish campuses, optimally resourced with learning and educator support materials, as well as teaching and support staff (Msila, 2009:81: Gerard, 2011:14: Chisholm, 2012: 85:1-2). The Indian and Coloured departments of education received significantly less funding per learner and were able to arguably provide a mediocre service, but it was much higher than that allocated to the black learner. Consequently the black schools were of the poorest quality, lacking an adequate infra-structure, including proper ablution facilities, poorly maintained facilities and were grossly understaffed (Tshatshu, 2014:4-5).

The poor quality of education services in black schools, Spaull (2012:3) argues, coupled with the aftermath of resistance against apartheid and the perception of education as an instrument of subjugation, resulted in most black schools being characterised as institutions of disorder, distrust and rebellion, and lacking a culture of teaching and learning. We may contend that this is exactly what the apartheid system intended to achieve, as apartheid was based on the premise that so long as the black population could be denied a proper education, they could be kept subjugated.

Why should anyone think otherwise, given that that almost every piece of apartheid legislation, including among numerous others, the Group Areas Act, the Job Reservation Act and more specifically the Bantu Education Act of 1953, were intended to ensure that the Blacks lived in perpetual poverty. Once trapped in a cycle of poverty or as stated by Bloch (2008), enslaved in a survivalist economy, it is almost impossible to break out, except with the acquisition of a sound education, which the apartheid government ensured they did not have access to.

3.4 SYSTEMIC REFORM OF THE EDUCATION SYSTEM POST-APARTHEID

According to scholars of South African education such as Bloch (2008:5), Spaull (2012:2), and van der Berg, Spaull, Wills, Gustafsson, and Kotzé (2016:14), the most

important item on the national agenda in the years following the political transition in South Africa was the social, economic, and political integration of all South Africans, particularly those marginalized under apartheid. The post-apartheid administration had an enormous challenge of extending service delivery, lowering widespread unemployment, and encouraging economic growth after decades of systematic segregation and mandated racial exclusivity. Education was prioritized for expansion and reform as a method to this purpose and to create social harmony.

Given the centrality of education to the inculcation and maintenance of the apartheid ideology, and on the other hand quality education being the key to liberation, decent living and upward mobility, it is unsurprising that this area of social policy was highlighted for systemic reform in the post-apartheid years. Spaull (2012:2), however, reports that while there was a sharp break in political ideology between the pre and post-apartheid governments, many of the country's social institutions, such as schools, continued to function as they did under apartheid. The racially-defined departments were abolished in favour of nine provincial Departments of Education, which operated in collaboration with a single national Department of Education. This being said, Veriava (2010:4-6), a researcher for the Studies in Poverty and Inequality Institute (SPII), and later Chisholm (2012:81), however argue, that not much has changed at ground level, as there continues to exist a huge dichotomy between the historically advantaged schools and the historically disadvantaged schools, which is located mostly in the townships and rural areas, including even the newly established township schools.

3.5 CONTINUING DYSFUNCTIONALITY OF TOWNSHIP SCHOOLS

Spaull (2012:3) asserts the persistence of this huge dichotomy between the historically advantaged and disadvantaged schools, despite the abolishment of apartheid and the establishment of a new democratic government, the informal schooling institutions inherent in township schools during the apartheid years remain largely intact. Spaull (2012:3) substantiates, saying that the ongoing informal institutions of disorder, distrust, rebellion, and lack of cooperation, have undermined efforts to create an appropriate culture of teaching and learning in these schools. Severe underperformance, high-grade repetition, high dropout rate, and frequent educator

absenteeism are some of the performance markers that characterise the dysfunctionality of these schools. While many of these factors are undoubtedly due to the socioeconomic disadvantage of the learners they serve, Spaull (2012:3) contends that there is also an undeniable impact of more intangible elements such as ill-discipline, inefficient management, and low cognitive demand, all of which are apartheid legacies. Later in this chapter, when dealing with the situational challenges and professional cultures, these impediments to the delivery of quality education and the responsibility it places on the management, as well as the education district office, will be examined in extensive detail.

This low educational quality is accentuated, according to Spaull (2012:3), and later iterated by Jansen (2014:19), when compared to former 'Model-C' schools (ex-White), which are comparable to schools in industrialised countries – both in terms of educational inputs and educational outcomes. While Spaull (2012:2-3) might be justified in attributing the dysfunctionality of township schools to: social inequalities, the lack of learner and educator discipline, lack of capacity in the management staff and the setting of low standards in curriculum delivery, he unfortunately fails to acknowledge, as Patillo (2012:26) does, that the vast differences in the availability of human and physical resources between the previously advantaged schools and the township schools, continue unabated and are perpetually growing, and contribute significantly to the huge dichotomy between the two sectors.

Spaull (2012:3) postulates another, more contentious reason for under-performance of township schools, claiming that in low income families there was a “lingering fear of education as an instrument of political subjugation” in the years following the political transition. Spaull (2012:3) elaborates that partly as a result of this social inertia, in combination with a host of other factors, many of the township schools, which were entirely dysfunctional under apartheid, remain largely dysfunctional today. While it may be true that many of the township schools, which were entirely dysfunctional under apartheid, remain largely dysfunctional today, it may be argued that parents value education highly and do not fear education as an instrument of subjugation, but rather view the education offered by township schools as below par, of little value to their economic and social growth, and therefore not what they would want for their children (Dlamini & Sobuwa, 2020:1). This would account for the report by Msila (2009:84) that

there are large numbers of learners travelling daily from the townships to the ex-Model-C schools in the suburbs.

Furthermore, only a small number of township high schools have overcome significant obstacles to obtain high matric pass rates. Despite the fact that the majority of their learners live in shack settlements, these high-performing 'outlier' schools provide a high-quality education (Zille, 2011:8). Parents vote with their feet in townships, thus you can identify which schools suit this criteria. The few 'outlier' township high schools are heavily oversubscribed, while the bulk of failing schools are losing learners (Patillo, 2012:31). This also speaks volumes of the quality of instructional leadership in these top-performing township schools (Zille, 2011:8). A study of their best practices, which is alluded to in this study, could contribute significantly to the improvement of learner performance in township schools across the board.

This section on the transition from a fragmented race-based apartheid education system to a single non-racial system of education started with highlighting the brutality of apartheid and the prioritising of education as the vehicle for social change, in line with the ideals of the Constitution of the new democratic South Africa, however it sadly concludes that it is more than two decades since the advent of democracy in South Africa and after the numerous initiatives to improve education in township schools, they still largely continue to perform below the norm (Bloch, 2008:8; Bahemia, 2017:10; Roodt, 2018:1-3). The next section seeks to examine extensively the underlying reasons for the underperformance of township schools, from the socio-economic challenges faced by the community, to impediments encountered by the school, such as lack of resources, the challenges associated with the management of the human resources, and external support. These impediments and challenges allude to the multiple theoretical frameworks used in this study. Hence, reference will be made to the relevant theoretical frameworks in our unpacking and sense making of the challenges. Throughout, the instructional leadership role of the SMT in dealing with the challenges will be highlighted, as it is one of the main facets of this study.

3.6 CURRENT STATE OF AFFAIRS

The preceding sub-section delved into the unequal education system during apartheid and in assessing the prevailing situation, established that more than two decades since

the abolishment of apartheid, its legacy of dysfunctional township schools continues. Since most township schools operate within a similar context, it would be only natural to look at the context within which township schools operate to secure an understanding of the contributing factors to the prevailing level of under-performance.

In seeking to understand the context within which township schools generally function, a slightly adapted version of group dynamics of context and cultures, as conceptualised by Ball *et al.* (2012:43), cited in Terhoven (2016:34), is used. The adaptation is the addition of the fourth dynamic of 'external contexts':

- The 'situated contexts' or situational challenges: referring to the location of the school and challenges faced by the broader community and its impact on learners. Where the school is located, its socio-economic status, its history and the background (language and race) of the learners whom it serves, is pivotal in the leadership practices that are performed in the school.
- The 'professional cultures': referring to values of learners and educators, educator commitment and the management of human resources by the SMT. The various people working in a school environment, their inherent values, dedication, professionalism, attitude, relations, administration and organisation, are key to constructing a school's learning environment;
- The 'material contexts': referring to the staff establishment, the school budget, buildings, technology and infrastructure. The material resources, such as the staff establishment, finances, buildings, facilities and infrastructure are indicative of their capability to implement much needed intervention.
- The 'external contexts': referring to the degree and quality of learning area support, pressures and expectations from various authorities, as well as support from NGO's and corporates contribute to SMT capacity, professional development with human resource and/or finances for improved school effectiveness.

The above four components are crucial in the exploration of school leadership practices for curriculum implementation in the township school context. These different groups of contextual factors are interconnected but differ from school to school. These contextual factors impact heavily on the types of leadership practices that are employed to lead the curriculum (Terhoven, 2016:34). Hence, throughout the

unpacking of the four group dynamics of context and cultures, the leadership role of the SMT is highlighted.

The critical need for an understanding of the context within which education delivery takes place, is espoused by Ball *et al.* (2012:43) when they argue that policies are shaped and influenced by contextual factors. It is rational that context dictates the shaping of policies, otherwise the policies will be irrelevant and ineffective. The next sub-section looks at the situational challenges faced by schools and in answering one of the key research questions, examines the impact of the situational challenges on leadership practices.

3.6.1 Situational challenges

Having established the modus operandi for the way forward, this sub-section starts with examining the situational challenges faced by the school, as the first step in painting a picture of the contextual challenges faced by township schools. The situational challenges refer to the location of the school, challenges faced by the broader community and its impact on learners (Terhoven, 2016:34). This sub-section also delves into the leadership practices that are implemented to mitigate the negative effect of the situational challenges on the attainment of quality teaching and learning.

Terhoven (2016:33) tellingly describes the challenges and struggles of working class contexts and how they impact on school processes, referring to a 'virtual schoolbag' that learners bring to school, which contains all the resources that they have that enable or disable them in their schooling. The 'virtual schoolbag' is a concept built on the premise that all children come to school, not only with their conventional schoolbags, but also with virtual schoolbags filled with familial, cultural and linguistic resources. This virtual schoolbag, in the case of the working class child, contains poverty (Pillay, 2017:1), insufficient resources at home, such as access to reading material (Plaatjies, 2019:2), lack of family structure, fragmented relationships and unique knowledges (Jabr & Cahan, 2014:4-5).

In alignment with the principles of the contingency and compensatory theoretical frameworks, the contents of the 'virtual schoolbag' of learners need to be kept in sight and to be worked with, not against. It is with these 'resources' that the curriculum is

implemented and it is within this space, between the learners' resources and the implementation of policy that the curriculum is institutionalised. Engaging with these contents of the learners' 'virtual schoolbag' shapes leadership practices in response to its contents on a daily basis. The school needs to engage with the policy and use the available resources to be able to bring about meaningful education for the working class learner. Terhoven (2016: 35) cites Ball *et al.* (2012:43) as referring to this as the 'messy' reality of school life. Linking the four group dynamics of context and cultures, as discussed above, to South African township schools, one can consider the situational context as being characterised by violence, a history of inferior education and widespread poverty (Christie *et al.*, 2007:89-97).

The Coleman Report of 1966, as contained in Christie (2008:1), is one of the most prominent studies on context and learner performance. This research tested 570 000 learners and 60 000 educators to ascertain why African American learners performed poorly. The report showed that learners' personal, namely their psychological make-up, and family characteristics, which alludes to the cohesion between all members of the nuclear family and their socio-economic status, were more influential than schools in affecting learners' life chances, but that facilities and the curriculum have some important effects on these learners' school performance (Christie, 2008:167). The 'Schools that Work', a study done in South African schools (Christie *et al.*, 2007:99,104), to explore the dynamics of well-functioning schools in disadvantaged contexts in achieving learner success, found that school performance is strongly influenced by context, but that schools can make a difference in terms of their focus on teaching and learning. Implicitly, the findings in these reports indicate that school factors that take context seriously, can make a difference to the learning experiences of learners.

3.6.1.1 Poverty, poor housing and lack of resources

For leadership, especially in disadvantaged contexts, to take context into serious consideration, they need to have a deep understanding of the living conditions of their learners. It is only then that the leadership of the school may be able to put in place contingency and compensatory measures to mitigate the challenges associated with poor living conditions, such as overcrowding, excessive noise levels and the lack of a

dedicated study space and the absence of reading material, such as novels, magazines and newspapers (Gerard, 2011:36). While there are numerous cases of learners who have excelled, despite living under extreme conditions of poverty, these are exceptions to the rule, especially considering Jabr and Cahan's (2014:4-5) claim that the personal characteristics of learners, their family background and living conditions are the primary determinants of their ABS (ability to benefit from schooling), as illustrated in the diagrammatic illustration below:

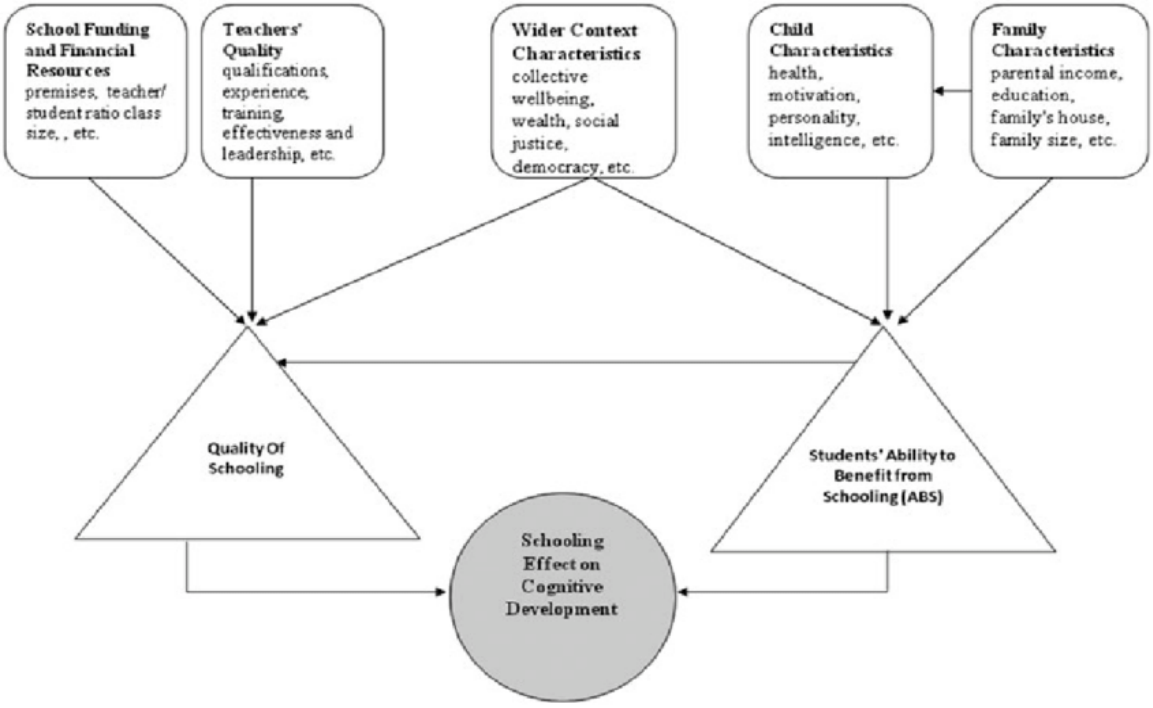

Figure 3.1: Diagrammatic representation of impact of systemic and social factors on schooling (Jabr & Cahan, 2014:6)

Jabr and Cahan's (2014:6) claim is corroborated empirically by the results of a study conducted by Pillay (2017:1), which revealed that in general, there is a correlation between living conditions and literacy abilities. The findings indicate that most learners who live in informal houses, such as a shack and/or in overcrowded conditions, generally perform poorly in the literacy tests, as compared to those learners who live in conventional (brick) houses that are not overcrowded. Families in impoverished houses have in general, limited access to books, newspapers, magazines and the Internet. This is mostly because of the lack of finances, as parents are either

unemployed, employed in low-paying jobs or living on a social welfare grant. The lack of access to reading material is, according to Plaatjies (2019:1), a serious impediment to learner achievement throughout their academic and work lives, as literacy forms the basis for all learning and in the world of work, as the basis for communication, it could pave the way for success or hinder vocational growth. Plaatjies (2019:2) posits the lack of access to reading material as a major contributor for the underperformance of township schools in standardised literacy tests.

This dire state of poverty in the townships was brought to the fore most vividly by the COVID-19 pandemic. An influx of reports/studies (Tshuma, 2020:5; Govender, 2020:11; Moodley, 2020:8; Reddy, 2021:10), on the impact of COVID-19 on schooling has revealed that the learners in the townships were the ones who suffered most. While most private and ex-Model-C schools continued with online teaching during the lockdown from April to June 2020, the schools in the townships were unable to do so, because learners do not have the necessary technology (devices) and/or data to access online lessons (Moodley, 2020:8; Njikem, 2021:10).

The viciousness of poverty is captured poignantly by Shange and Sindane (2021:14) in a write-up on the aftermath of the riots in July this year in Kwa Zulu Natal and Gauteng:

> *"Poverty is the highest form of violence – it imputes indignity, it kills, and recreates itself as it transmutes into different forms between generations. The violence of poverty is evidenced in its ability to dehumanise people by stealing their humanity and their capability to lead a full lifestyle."*

3.6.1.2 Parental involvement

Implicit in the lack of a dedicated space for study and the excessive noise, as mentioned earlier, is the role of the parent. This is supported by Pillay (2017:1), contending that just as much as socio-economic conditions are critical to educational achievement, equally crucial is parental involvement, the lack of which could have an adverse impact on educational achievement. Plaatjies (2021:398-399) gives credence to this, reporting that an abundance of research published in the recent years, reveals that the involvement of parents has a positive outcome on learner improvement in academic performance, cognitive development, behaviour and emotional functionality.

According to Plaatjies (2021:399), unfortunately parents in low income families are rarely involved in their children's education. Plaatjies (2021:399) substantiates this, stating that schools in low income areas are characterised by weak parent support and the lack of community support. This is a serious indictment on the poorer communities and needs to be explicated.

While on the surface this may seem like a serious disjuncture between parenthood and the associated responsibilities, it is in fact a manifestation of historical inequalities, since most parents in township schools are products of poor quality rural and/or township education and a large contingent have not even completed schooling (Gerard, 2011:36). While parents appreciate the value of education, they acknowledge their low levels of education and place their complete faith in the school to ensure their children achieve to the best of their ability (Gerard, 2011:36; Dongo, 2016:3). This amplifies the need for the leadership of the school to invite parents as alluded to by the invitational theoretical framework, by communicating regularly with them through newsletters, social media platforms, by telephone, through cell phone messaging and at parent meetings, to work with the school in whatever way they can to support to their children. This could be simply ensuring a space free of noise, so that the child could work on his/her studies and do less chores, so that more time is spent on studies (Gerard, 2011:36).

3.6.1.3 Poor learner discipline as a manifestation of social deprivation

Another major impediment to educational achievement, is poor learner discipline. Schools are experiencing more and more learner discipline problems in the form of violence and a complete disregard for the rules (Arends, 2017:8). Unruly learners and disciplinary issues are an unavoidable part of any educator's job; yet, it appears that, despite the fact that most schools have passed a code of conduct to manage learner behaviour, it does not always have the desired impact. South Africa's education authorities have devised and implemented policies and measures to reduce school violence and insubordination. The South African Schools Act prohibits corporal punishment and allows governing bodies to establish a code of conduct for learners; the South African Council of Educators (SACE) established the Code of Professional Ethics for educators; and the Safe Schools Project launched to create disciplined

learning environments, including many detailed policies from the Department of Basic Education, such as ‘Alternatives to corporal punishment’, ‘Signposts for safe schools’, ‘Manifesto on values, education and democracy’ and ‘Building a culture of responsibility and humanity in our schools: A guide for educators’. In the recent past few years the WCED has been promoting values-based education with the hope that it would contribute to a mind-set change and thereby improve learner discipline. Despite all these policies, classrooms in township schools remain to a considerable extent unruly, undisciplined and violent (Arends, 2017:8).

Only in a safe and secure school atmosphere can effective teaching and learning take place. Township schools are particularly vulnerable to unsafe conditions and threats of violence, owing to a variety of factors, including a lack of resources and infrastructure, as well as their poor location, particularly in and around informal settlements – all of which are not conducive to sound and authentic education (Ngqela & Lewis, 2012:89).

Meyer (2005:85-92) pinpoints poverty and unemployment, usually associated with townships and informal settlements, as the root cause of crime. Meyer (2005:85-92) argues that poverty and unemployment often leads to learners trying to find alternative ways to provide for themselves - whether by selling drugs, gambling or mugging a fellow learner. Exacerbating the problem of crime, is drug dependency and alcohol abuse, which are social ills associated with poverty and unemployment and is often the precursor of antisocial behaviour or the result of other general delinquent acts and sometimes violence. The prevalence of crime in the townships is widespread, resulting in the majority of residents who are law abiding and striving to improve their lot, living in constant fear.

There is no one determining factor that could be pinpointed as the origin of school violence. Ngqela and Lewis (2012:90) however, posit that a major contributor is the violent patterns and problem-solving skills that prevail in the township homes, due to poor parenting skills, and these are very often transferred from the family to the school system, thereby reflecting the interaction and transference of violence from one system to another. Meyer (2005:85-92) contends that there are so many factors involved, which make poor discipline and violence a very complex issue, which needs as much input and thought as possible. This assertion by Meyer, alludes to the critical

need for the leadership of township schools to involve all sectors of the school, community structures, such as churches and neighbourhood watches and local law enforcement agencies in dealing with the issues of crime and learner discipline if there is any progress to be made.

While thus far the focus of the source of ill-discipline and crime has been the community, often the ethos of the school becomes fertile ground for the seeds of aggression and violence to grow. In untidy, graffiti-covered, and unclean schools, learner conflict is more likely than in clean schools with a pleasant school climate (Ngqela & Lewis, 2012:91). School size, negative school ethos, discipline concerns, and the school's failure to handle sexual harassment issues are all factors that make schools more susceptible to violent behaviour. Sexual harassment, abuse, and violence at school, on the other hand, are not confined to township schools and can occur in prestigious, rich schools. Although privilege does not shield a learner from sexual violence, it has been discovered that the poverty that prevails in township schools makes a learner more vulnerable (Ngqela & Lewis 2012: 91; Dlamini & Sobukwa, 2020:26).

As alluded to by numerous researchers, such as Ngqela & Lewis (2012:8), Arends (2017:9), Bahemia (2018:10), the perpetrators of crime and violence in schools, are usually a tiny, minority but crime and more especially violent crime, has a massive impact on firstly the victim and secondly on the psychological wellbeing of the learners and personnel. Most of the learners are very concerned about violence at school, as it directly affects their education. The majority of learners are serious learners who are concerned about their prospects and who are concerned that a problem like violence will not harm their futures. They go on to say that violence can have long-term physical, emotional, and psychological consequences for instructors, adolescent learners, and community members. Fear, tension, and post-traumatic stress disorder (PTSD) are among them, as are low self-esteem, despair, and suicide, as well as lower school attendance and dropout, impaired focus, and a reduced ability to learn.

Arends (2017:9) reports on the impact of violence on educators in an article titled: ‘Classroom stresses take toll on educators’, that educators already struggling with large classes, also face physical attacks from criminals who force their way into schools, as well as from the learners. At least 52 attacks on educators were reported

to SADTU and 33 assaults were reported to the National Professional Teachers Organisation of South Africa (NAPTOSA) by their members between January and March of 2017. Arends (2017:8) adds that, according to the WCED, there had been an increase in depression and stress-related leave being taken by educators but, due to a lack of research, the cause could not exclusively be linked to the school environment.

While much more needs to be done from the side of the DoE to improve safety and security of schools by reducing overcrowding and improving infrastructure and provision of security personnel, the management of the school has a moral and legal responsibility to do everything possible to ensure the safety and security of all within the school premises. Ngqela and Lewis (2012:91) make a very salient, yet poignant point when they claim that often the ethos of the school becomes fertile ground for the seeds of violence and aggression to grow. They elaborate that schools that are neat and have a positive school climate are less likely to experience incidents of learner violence. Ensuring that the school is neat and has a positive climate alludes to Jabr and Cahan's (2014:4-5) ABS (Ability to Benefit from Schooling) model, which speaks of financial resources.

3.6.1.4 Learner late-coming and absenteeism

A less stressful, but equally challenging problem facing township school leadership, is learner late-coming, which according to Maile and Olowoyo (2017:1) is endemic, particularly to township schools, with serious consequences. According to them, current research has shown that many South African schools are underperforming due to wasteful utilization of teaching and learning time. They contend that, while significant administrative interventions are made to improve the quality of teaching and learning, late-comers appear to receive little attention. Late-comers have turned into a cancer that saps substantial initiatives and skews the performance of a few local schools in the wrong direction. Maile and Olowoyo's (2017:4-5) research reveals the main reasons learners give for late-coming is sleeping late, because of too much homework, too much household chores or simply because they were watching television or playing computer games. Girl learners complained that they were delayed in the mornings, because they had to do chores, which included preparing their

siblings for school and in some cases taking them to the crèche. The findings and conclusions made by Maile and Olowoyo (2017:1, 4-5) point to the need for school leadership to attend to the seemingly small things (late-coming) so that the bigger objectives (improved learner performance) could become a reality.

The argument presented by Maile and Oloyowo (2017:1), with regards to late-coming applies equally to absenteeism. Therefore, schools need to treat the matter of learner absenteeism with the seriousness it deserves. Understandably managing the phenomenon will pose a serious challenge to schools, as it is a complex matter, there is both authorised and unauthorised absenteeism, as well as valid and non-valid reasons for absenteeism. Otto (2016: iii) argues that not all types of absenteeism should be dealt with in the same way, and therefore all schools should be encouraged to develop measures for the management of absenteeism to be incorporated in respective policies.

Another major contributor to learner absenteeism is pregnancies. Learner pregnancies can be very disruptive to the respective learners' education and also to the ethos of the school. As principal of a school with an average of 20 pregnancies per annum, I can testify that the presence of pregnant learners is unsettling, it goes against the ethos of the high discipline one associates with quality schooling. Educators complain that pregnant learners are often temperamental and add to their discipline woes. Most disturbingly, Matlala, Nolte and Temane (2014:1) report that educators are expected to deal with the emotional and physical needs of pregnant learners, but absolutely no training is provided by the Department of Education. As a result, some schools "turn a blind eye to pregnant learners," according to Mpanza and Nzima (2010:433), by refusing to play an active part in adhering to the specific requirements of pregnant learners. Simply said, the presence of pregnant learners on secondary school grounds is concerning, as schools are unable to appropriately meet these learners' health needs. As a result, some schools "turn a blind eye to pregnant learners," according to Mpanza and Nzima (2010:433), by refusing to play an active part in adhering to the specific requirements of pregnant learners. Simply said, the presence of pregnant learners on secondary school grounds is concerning, as schools are unable to appropriately meet these learners' health needs.

Arguably the DoE encouraging learners to remain at school during their pregnancy promotes teenage pregnancies for it normalises something that is not supposed to be considered normal. The DBE policy on learner pregnancy is noble in its protection of the rights of the pregnant learner, but provides absolutely no support to schools, except for the availability of social workers who the principal may call upon to offer respective learners counselling. All other arrangements, which include ensuring the learner catches up with class work, as well as assessments that may have been missed as a result of absenteeism, is the responsibility of the principal and the management (DBE, 2018).

To summarise this part on situational issues, we refer to Pillay's (2017:1) everlasting cycle of poverty, which claims that various research studies have been published on the relationship between housing, neighbourhoods, and schools. When these investigations were integrated, they came up with a few conclusions. The first point made was that bad housing circumstances can have an influence on children's scholastic development and outcomes, reinforcing the cycle of poverty because their employability affects where they can live as adults. Second, overcrowding and homelessness have a negative impact on children's educational achievement, as well as their physical and mental health and future prospects. The next section focuses on the current professional cultures and what has to be done to increase professionalism, particularly within the SMT, as a vital way of achieving academic achievement.

3.6.2 Professional cultures

To begin on a positive note, Kennemer and Knaus (2019:2) recognise that, despite the vastly different conditions in South African schools, educators in township schools do their best to establish caring, compassionate places that empower learners. They go on to say that despite a lack of resources and substandard curricula, many educators in South African schools are nevertheless able to engage learners. They eloquently argue that instructors at township schools strive to be positive role models for learners despite managing daily obstacles such as overcrowding, low resources, and inaccessible curricula.

This being said, since the advent of democracy in 1994, the South African education system has seen wave after wave of curriculum policy changes, massive financial

investments and yet in the township schools there is no significant improvement in results in standardised tests and exams (Dongo, 2016:4; Seobi & Wood, 2016:1). While there are numerous factors that may contribute to improvement in learner achievement, the educator being at the core of teaching and learning makes him/her the key to improvement in learner achievement. Hence, this sub-section begins with a focus on the educators' professional disposition in the establishment of a conducive ethos and his/her pedagogic practices.

3.6.2.1 Educator capacity, performance and professional development

There is an abundance of research that posits the role played by the educator, other than the social and family background of learners, as the key determinant of the educational achievement of learners (Christie *et al.*, 2007:12; Naidoo, 2011:73; Seobi & Wood, 2016:1). Sadly, according to Pattillo (2012:15) and Dongo (2016:32), most schools in the townships underperform because they face challenges, which include: high rates of tardiness and absenteeism by educators, and a lack of effective teaching. The central role played by educators in ensuring the delivery of quality education is amplified when researchers (Christie *et al.*, 2007:119), in a report titled, 'Schools that Work', unequivocally state that principals are fully aware of the importance of selecting and retaining good staff.

As in almost every sphere of endeavour there will always be those who are driven by passion and commitment, while at the same time there are those who do the bare minimum and have a do not care attitude. It is then that the responsibility of the school management to engender a spirit of collaboration and togetherness and ultimately accountability, comes to the fore. This will be explored further later in this chapter, in the discussion on the instructional leadership role of the SMT. At this point it is more pragmatic to examine educators' pedagogic practices.

Gerard (2011:16) observed lessons in a Cape Town township school and concluded that educators tend to model how they teach based on their own experiences as learners, as well as the strategies and approaches of their previous educators, who were possibly products of the apartheid system of inferior education or products of its legacy. However, they fail to adapt these tactics and lessons to varied situations and types of learners with varying backgrounds and talents. Gerard (2011:31) went on to

say that patterns have formed that point to rote learning, poor teaching skills, low morale, and school learning circumstances as key drivers of high dropout and failure rates.

While the issues of low morale, poor learning conditions and dropouts are for the leadership and management to deal with, the educator certainly needs to make a concerted effort to improve his/her pedagogic skills. Naidoo (2011:72) emphatically states that if we hope to improve the quality of education we offer our learners, we need to make a concerted effort to align the curriculum to the promotion of Higher Order Thinking Skills (HOTS) and simultaneously start a widespread movement to educate and equip educators to become facilitators for the development of HOTS. Dongo (2016:4) concurs, asserting that effective teaching and learning prevail when most learners are able to answer higher order questions through the acquired problem-solving skills.

Naidoo (2011:74) proposes that, as a starting point, an educator could use Bloom's or any other renowned taxonomy of cognitive levels as a checklist to reflect on lessons taught and refine lessons planned. Once educators have acquired the habit of reflection and intrinsic understanding of the various cognitive levels, they may move on to the more intricate aspects of teaching of HOTS. For this to happen, educators need to see themselves as lifelong learners and cultivate the skills necessary for the teaching of HOTS through extensive reading, attending relevant workshops, and guidance from seniors. Nevertheless, there are basic principles that an educator could practise that would promote the development of Higher Order Thinking Skills. These basic principles that an educator could use may be explained in one simple yet profound statement: A classroom needs to be open and welcoming, but at the same time a closed, warm and safe place of learning (Naidoo, 2011:74).

3.6.2.2 Establishing an open classroom

According to Naidoo (2011:75), in an open classroom, learners should be encouraged to share their opinions about the problems at hand, even if others may have differing or opposing viewpoints. They must be able to accept when their answers do not match those of others, and they must learn to back up their results with correct data. They must also respect the beliefs of others and communicate their opposing viewpoint in

a courteous manner. According to Naidoo (2011:75), an educator who wants to create an open classroom should create lessons with activities that allow learners to consider a variety of different answers or approaches to address an issue rather than just one correct method or answer. Learners should be encouraged to explore as much as possible rather than focusing on specific procedures or preconceived answers. Smith (2008) asserts that when educators convey uncertainty about the conclusion of an activity, learners are more likely to take ownership of the challenge, work harder, and feel like they are 'discovering' something. Naidoo (2011:75) references Smith (2008).

Learners may become more critical thinkers, according to Naidoo (2011:75), if they recognize that there isn't always one right solution. Such thinking, according to Naidoo (2011:75), would allow people to be as creative as possible in their approaches to thinking and learning. This is a talent that the learners should be able to use for the rest of their lives.

3.6.2.3 Establishing a closed classroom

Just as much as an open classroom is important for the development of High Order Thinking, so too is a closed classroom necessary for effective learning to take place.

Naidoo (2011:75) references Palmer (1998), who defines a closed classroom as one in which learners feel safe and accepted, are not afraid of failing, and are not averse to voicing their opinions and presenting their ideas. Many learners find it difficult to muster the bravery to express their opinions or to publicly investigate new ideas. Educators must work hard to make all learners feel like they are valuable members of the classroom community. They can do this by not calling on a certain group of learners every time and never dismissing learners' responses. Instead, educators should encourage all learners to participate and ask them to explain their reasoning, even if it is incorrect.

In order for learners to feel accepted in the classroom, some discomfort is unavoidable. When learners' conceptual understanding is tested or they are encouraged to take a risk, such as practicing public speaking, it is appropriate for them to feel uncomfortable. A stressed learner, on the other hand, could be calmed by describing how science and other fields of study would stagnate if individuals were

unwilling to take risks and attempt new things. Most importantly, the aim of the class is for learners to learn, and learners will not always have all of the correct answers and may even make mistakes while learning (Naidoo, 2011:76).

The promotion of some degree of HOTS is possible in most lessons, if the educator applies his own powers of HOTS to strategically manipulate and present curriculum content in a manner that will demand of learners to use HOTS. Naidoo (2011:76) highlights the need for educators to appreciate that, in the same way that we learn reading through repeated attempts, we also learn the skill of reasoning and solving problems with regular practice. Reasoning and problem solving are hallmarks of Higher Order Thinking and once these skills have been cultivated in learners, then they are well on their way to becoming creative and innovative thinkers, which is at the pinnacle of HOTS.

Teaching is an art that requires specific skills and knowledge. The pinnacle of the art of teaching is the teaching of HOTS. The teaching of HOTS requires a deep understanding from educators of theories of cognitive development, the use of various teaching methods to cater for the varying learning styles of learners and the development of their multiple intelligences. Therefore, as mentioned earlier, every principal understands the importance of appointing and retaining excellent educators. However, that alone is not sufficient to ensure a highly functional school. Hence, the next sub-section deals with the critical aspect of instructional leadership as proffered firstly by the HOD's and in more of an oversight role, the principal, as it is the SMT who should be championing the teaching of HOTS.

3.6.2.4 Departmental Heads as motivators and supervisors

The term departmental head or education specialist refers to school-based educators hired under the EEA (Educator Employment Act 76 of 1998), who are appointed at post-level two and are responsible for curriculum management in addition to teaching. Departmental heads are members of the school management team (SMT) in South Africa, and they are the SMT's first line of defence in terms of guaranteeing quality education through monitoring and support. They are subject/s specialists and besides the technical task of monitoring, they act as subject catalysts, constantly promoting

and building capacity among educators in their respective departments (Mpisane, 2015:6-11; DBE, 2016: 36-44).

The HODs, as the frontline supervisors of educators, are the key components of school leadership, influencing the quality of education in schools. This they do by managing curriculum with regular monitoring, building capacity in knowledge and pedagogic skills among their educators, enhancing learner achievement with special programmes and interventions and managing resources for maximum benefit (DBE, 2016: 36-44). Implicit in Mpisane's (2015:11) description of the role function of the HOD, is that the guiding principle for all HOD's should be the provision of enhanced educational opportunities for learners through influencing the behaviours of educators.

How should HODs go about influencing the behaviours of educators? Seobi and Wood (2016:1-2) list four steps that HODs should take to influence the behaviours of educators:

1. Assist educators in setting and achieving personal and professional goals, related to the improvement of school instruction, and monitor that these goals are successfully achieved;
2. Do regular formal and informal classroom observations;
3. Do post classroom observation conferences with educators, with the focus on improving instruction; and
4. Provide constructive critical evaluations, making recommendations for personal and professional growth goals, according to individual needs.

The role function of the HOD, in terms of instructional leadership as explicated by Mpisane (2015:11), and Seobi and Wood (2016:1-2), is validated by Agih (2015:68-69) in her statement that scholars have long since identified educator competence to relate to effective planning, management and evaluation. Agih (2015:68-69) expounded on the concept of instructional supervision, stating that it refers more specifically to the monitoring of educators' planning of lessons and assessment. Agih (2015:68-69) explicitly states that instructional leadership is required to ensure that each individual educator within the school system has been performing the duties for which he or she was scheduled and to improve the effectiveness of educators so that they can contribute meaningfully to the institution's goal.

The instructional supervision role of the HOD is largely technical and bureaucratic and if not executed diplomatically, could lead to tension and unhappiness between the HOD and the educator/s. Hence, the critical importance of the HOD striving to build social cohesion among the members of his team, cannot be underestimated. The building of social cohesion implies the coming together of the team and Mpisane (2015:12) strongly advocates for the regular coming together of the team, proposing that the HOD should have at least two departmental meetings per month. It is at this forum that educators may be given a clear direction on what is expected of them, regular evaluations of the state of the various subjects within the respective departments could be made, planning for improvement, brainstorming and professional development activities presented by senior educators.

Schools where learners are under-performing, implies educators are failing. Schools where educators are failing implies that the departmental heads are failing. Throughout this study, reference has been made to the fact that the vast majority of the township schools consistently under-perform in the standardised tests and exams. Having clarified the role function of the departmental head, the next step is to examine the reason for the departmental head failing, as implied by the under-performance of learners.

According to Seobi and Wood (2016:1-2), the involvement of participating departmental heads in instruction tended to be limited to acting as "final checkers" of educators' reports of work covered, where they adopted a task-oriented management role, rather than working with educators on an ongoing basis to improve instruction, in a study conducted at under-resourced schools. They claim that departmental heads struggled to understand the prescriptions for what they should do and to translate these prescriptions into a cohesive and long-term instructional support structure. They also discovered that they chose a hierarchical, transactional leadership style, which did not build the trusting connections required for effective mentoring, coaching, and teamwork, all of which are critical for providing high-quality instructional support. This indicates the need to look at ways to assist departmental heads reflect on improving their instructional leadership practices (Seobi & Wood, 2016:1-2).

Mpisane (2015:61-63) and Bipath and Nkabinde (2018:2) differ with Seobi and Wood (2016:1-2), arguing that HODs know what their job description and roles are as leaders

of learning, however, contextual factors present a challenge. They report that in examining the role of high school HODs as leaders of learning, it emerges that HODs experience many challenges when managing their departments. The main challenge is that HODs have huge workloads, having to manage their department, as well as teach almost a full teaching load. Given such workloads, they are not likely to be very successful as leaders of learning. HODs carried out their duties as best they could, especially by conducting meetings, communicating with educators and visiting classes.

While Seobi and Wood (2016:1-2) and Mpisane (2015:61-63) differ on HOD's understanding of their roles, they both concur that there is insufficient professional development through mentoring and coaching. HODs, according to Mpisane (2015:61-63) should foster professional development by encouraging educators to attend workshops and seminars, and they should provide constructive criticism in departmental or topic meetings, as well as in writing.

Mpisane (2015:61-63) succinctly, yet poignantly encapsulates, the pivotal role of HODs in the delivery of quality teaching and learning, stating that HODs should endeavour to lead by example; that is the most powerful tool one can use in leading people.

To conclude this section on the instructional leadership role of the HOD, we examine the most undervalued, yet most powerful ally available, the parent. One of the HOD's main responsibilities is to increase communication and build a collaborative relationship with educators by ensuring that educators contact parents early in the school year to explain class and assignment processes and to learn about their problems, talents, interests, and availability. They must remember that home-school collaboration is an attitude, not just an action, regardless of the nature of the communication – phone conversations, e-mails, small or big group gatherings, or newsletters with call-in invitations (Bipath & Nkabinde, 2018:2).

Most crucially, Harris and Chapman (2002:6) cited by Bipath and Nkabinde (2018:2), state that schools that have a relationship with the community are more likely to receive support from the community in difficult periods. Parents should feel free to visit the school to speak with staff, use the facilities, and use the school as a resource to help their children and themselves improve. According to Hargreaves (1995:23–46),

referenced by Bipath and Nkabinde (2018:2), this is a 'cultural relationship' with the parent community, based on values of openness and collaboration in the accomplishment of good learner performance. Parents should feel free to visit the school to speak with staff, use the facilities, and use the school as a resource to help their children and themselves improve. According to Hargreaves (1995:23–46), referenced by Bipath and Nkabinde (2018:2), this is a 'cultural relationship' with the parent community, based on values of openness and collaboration in the accomplishment of good learner performance.

3.6.2.5 Principal professionalism

The preceding sub-section outlined the instructional leadership role of the HOD, which included supervision of educators, planning, preparation and lesson delivery, with appropriately aligned professional development through training, mentoring and support. The principal and his/her deputies in turn, as line managers and instructional leaders, must ensure not only that the HOD's teaching practices are of a high standard, but that he/she is able to account for everything that happens in his/her department. It is only then that the principal will be able to account to the district office for everything that happens in his/her school.

For the effective implementation of effective instructional leadership, there are certain structures, systems and procedures that need to be in place. According to Fataar and Paterson (1998:31), most schools in the townships are lacking these structures and strong leadership, making them dysfunctional. They define and describe dysfunctional schools as disorderly, chaotic environments with intermittent interruptions in the school's daily programme. They (Fataar & Paterson, 1998:34) add that leadership in these schools is mainly interpreted as mediating between conflicting groups and alliances in schools.

Miller (2014:22) discovered that little has changed in underperforming schools, as few principals act as genuine instructional leaders, and their days are filled with management activities such as scheduling, reporting, managing relationships with parents and the community, and dealing with the numerous crises and special situations that are unavoidable in schools.

To this day, the majority of township schools continue to under-perform, as alluded to throughout this chapter. Township schools are under-performing for failure in one or more of the critical aspects of instructional leadership, compounded by the host of other challenges, generally associated with the situational challenges, as discussed earlier and material conditions, as will be discussed in the next sub-section.

Miller (2014:115-118) conducted research in high-performing schools in the Western Cape and identified the hallmarks of their success. The practices identified as hallmarks of success in high-performing schools could be used as a yardstick to identify what is lacking in the under-performing township schools. At high-performing schools:

1. As strong, directive leaders who promote a culture of excellence and share a common commitment to teaching and learning in a trusting environment, principals are the focal point of instructional leadership.
2. Principals establish procedures to ensure that subject teams concentrate on the most important aspects of learner learning, such as curriculum coverage, school-based and external assessment, learner achievement analyses, and plans for increasing results.
3. Professional roles are clearly defined, and collaborative accountability units emerge as a result.
4. Principals provide the conditions that allow educators to deliver the curriculum in a collaborative and communicative environment. Protecting instructional time, professional development, and, most importantly, the manner that successful school principals focus the majority of their energies on the kids on a social, emotional, pastoral, extra-mural, and academic level reinforces this. They immerse themselves in their learners' lives during the school day and at events where their learners represent their schools, while successfully delegating instructional leadership functions to experienced senior members of staff, such as Subject Heads, Heads of Departments, and Academic Heads.
5. The principal's primary responsibility is to work with educators to develop and articulate a vision of academic success. Principals are thought leaders in the field of education. Even if there is a high level of collaboration among empowered experts, this does not negate the necessity for strong, directive leaders.

6. Instructional leadership is not centred on the principal. School principals indirectly practice instructional leadership by delegating this responsibility to others and, as a result, building professional, social, and decisional capital. Senior staff directs, manages, and supports instructional practice without the involvement of the principal.
7. Both principals and educators are accountable to the profession, the learners, their parents, the community, and each other for their learners' learning and academic achievement. The schools have a high level of internal coherence, with educators rallying behind a single set of professional principles and standards, where collaboration leads to success, and where learners' achievements are celebrated.
8. Instructional leadership is a crucial enabler of learner accomplishment, and school principals assist in the creation of internal accountability conditions inside high-performing schools that leverage high-quality teaching and learning, which has a favourable impact on learners' learning.

In summary, at the high-performing schools, there are high levels of shared instructional leadership and strong internal accountability systems. Educators work closely with the principals to improve learners' academic outcomes and to enhance their effectiveness as professionals for the learners' benefit. Principals create a community of educators with shared norms and values with high expectations of learners. These schools could be termed as 'professional learning communities'.

In concluding this aspect of principal professionalism, it is important to note that no matter the level at which the school is performing, there is always the potential to improve. However, this will only be possible if the management adopts a constructivist attitude, is willing to deal with their weaknesses and share best practices. They must acknowledge that they can turn their weaknesses into strengths by working collaboratively with colleagues, without being judgemental. The ultimate test will be in the creation of a school that is able to meet emerging needs (Hesbol, 2012:5; Nelson, 2020:19).

For the management to be able to lead effectively, they need to get the rest of the staff to share the same vision. To achieve this, there needs to be strategic planning, which includes motivating of the staff and other role players, by holding regular meetings and

having robust engagements. However, while the professional cultures prevailing within the precincts of the school is malleable and could be shaped and reshaped towards the achievement of delivery of quality education, there are certain conditions within the school that cannot be changed or are very difficult to change and these are what we refer to as the material conditions. The next sub-section of this chapter examines the material context within which the school operates. Often the material context is a major impediment and it is only with the support of the staff and other support structures that these impediments may be overcome.

3.6.3 Material context

The material context of township schools almost always lends itself to issues of lack of physical and human resources, overcrowded classes and poor infrastructure (Christie *et al.*, 2007:65; Moloi, 2010:622; Walker, Pearce, Boe & Lawson, 2019: 4-9). The physical resources would include, among others, textbooks, audio visual teaching aids and laboratory equipment; human resources would include educators, as well as cleaning, admin and security staff; overcrowding would indicate either a shortage of educators or sometimes a shortage of classrooms; and infrastructure would refer globally to all buildings and facilities on the school premises.

3.6.3.1 The link between learner Socioeconomic Status (SES), social status of the school and learner performance

Van der Berg, Burger, Burger, de Vos, du Rand, Gustafsson, Moses, Shepard, Spaull, Taylor, von Broekhuizen and von Fintel (2011:3) looked at the relationship between reading and math scores on the one hand, and the socio-economic status of schools and learners on the other, in order to see if there was a link between these and higher learner achievement. They discovered that the mean of a school's SES socioeconomic status (SES) depicted on a graph had a positive impact on the intercept, indicating that wealthier schools did better. This trend is confirmed by an examination of different international, regional, and provincial tests. The Southern African Consortium for the Monitoring of Education Quality (SACMEQ III) study, for example, found that the effects of the community and combined socioeconomic status of schools are greater

than the individual-level effect of socioeconomic status. In other words, a child's socioeconomic background has less bearing on his or her performance than the region in which he or she lives and the school to which he or she goes. Although improving a learner's SES will result in improved accomplishment levels, Van der Berg, et.al (2011) study reveals that raising a school's SES has a significantly greater impact on delivering higher results. Thus, in poor schools, even high individual SES scores could not produce a decent reading score since performance was bad across the board, (but) in rich schools, even those few children with low SES fared better than similar individuals in poor or average schools.

According to Gustafsson (2005:23), inter-school differences in performance are bigger than inequalities in socio-economic position when compared to overall inequalities. It's critical that it's the other way around. Schools should help to level the playing field in society. Gustafsson's point is picked up by Taylor (2007:538), who says:

> *"…instead of ameliorating the inequalities in South African society by providing poor children with the knowledge and skills needed to escape poverty and contribute to national development, the majority of schools, at best, have no equalising effect; at worst they may even be further disadvantaging their learners".*

What is it that defines these schools that are possibly perpetuating the cycle of poverty? While there is probably a whole host of features that define these poor or average schools, the most blatantly visible feature of a poor or average school is its infrastructure.

3.6.3.2 The link between learner SES and infrastructure in township schools

Young South Africans still experience a number of obstacles to accessing education of sound quality. Thousands of schools lack basic and safe infrastructure, chairs, tables, well-trained and professional educators, libraries, sports fields and science labs. These limit children's progress. There are, nonetheless, some excellent and very well-resourced schools in the country. However, learners may find themselves excluded from what could be considered quality education, due to their home language and class standing. For those unable to send their children to private schools or former "Model-C" schools in the suburbs, the only options available to them, remain the run-

down and under-resourced schools in their respective townships and rural villages (Ngubeni, 2016:22).

While the causal connection between the level of resources and infrastructure that a school has and its learner outcomes may be debatable, Gustafsson's (2005:19) analysis of data in a SACMEQ report, found that similar to the connection between SES of a learner and the 'social' status of the school, there was also a connection between learner performance and the infrastructure of the school, stating that "better school infrastructure… is strongly associated with better learner performance".

Arguably, the conclusions drawn by Gustafsson (2005:19) might be considered questionable, unless all other variables have been accounted for. Nevertheless, his inference that there is a causal connection between the level of resources and infrastructure that a school has and its learner outcomes, is important, as resources and infrastructure alone might not necessarily translate into higher learner achievement, but it does play a significant role in that it contributes to the creation of an environment more conducive to quality teaching and learning (Equal Education, 2010:3). Basic infrastructure, such as fencing, proper ablution facilities and piped water, speak to the basic human needs of safety, sanitation and nourishment and the lack thereof vividly depicts the vast disparities between the rich and poor schools. A social audit conducted by Equal Education in 2016, confirms the extent of the disparities. According to the report, only half of the schools audited had a fence that could actually keep people out. At 74% of the schools audited, there was no toilets for disabled learners. A report on school infrastructure was included in the audit, which revealed substantial backlogs in the provision of basic school resources such as water, sewage, power, libraries, labs, and computer centres, among other things (Equal Education Pamphlet, 2017). In view of the disparities in access to basic resources between South African schools, the direct link between enhanced school physical infrastructure and higher learner performance must be explored. This indicates that the existing system is failing to appropriately handle the problem and may even be exacerbating it.

Classrooms, either permanent structures or mobile units, are the first basic requirement for the housing of learners. A shortage of classrooms would result in the

creation of larger than normal class units. Larger than normal class units, lead to a myriad of challenges.

3.6.3.3 Classroom conditions

Historically, due to apartheid legislation, infrastructure in the non-white, especially black schools, as alluded to throughout this chapter, has been inadequate and of a poor standard. With the advent of democracy and policies of redress, accompanied by increased funding, the infrastructure in non-white and more especially, township schools has improved. However, there still remains a clear distinction in the standard of infrastructure between schools in the more affluent public sector schools (quintile 5) and the schools in the townships. The impact of this, according to Korir and Kipkemboi (2014:240), is that affluent public schools tend to have better funding and smaller class sizes than public schools. The smaller class sizes pave the way for easier access to resources, such as computers and lead to better academic performance.

In South Africa, Spaull (2011:27) identified the important effect of class size on reading performance. Where the class size comprises of more than 30 learners, there was a negative and moderately large impact on reading performance. Marais (2016:1) goes further to state that learners in smaller classes scored higher in assessments in general, than those in large classes. Marais (2016:1) cites numerous researchers who encountered classrooms in South African schools with learner numbers in excess of 100, crammed into a single classroom and three to four sharing a single desk.

In the 21st century, where learning styles are rapidly being acknowledged as individualised, individual attention translates into better performance, provided the educator is competent (Balfour, 2014:18). This alludes to the need for small classes, educator competency and commitment. The reasons for learners in smaller classes performing better than those in large classes is tenfold; however for the purposes of this study, the most obvious are listed:

1. Educators are unable to use a variety of techniques, such as higher-order questioning and active learning strategies. In fact, educators are practically limited to using the 'chalk and speak' approach of instruction

2. In large classes, disciplinary issues multiply dramatically. Larger classes are noisier, more prone to shoving, crowding, and aggression, which can have a negative impact on classroom discipline. Because they spend the majority of the lesson trying to control the learners, educators waste crucial lesson time.
3. Educators cannot give individual attention to learners. In smaller classes there is more opportunity for the learner to get individual attention form the educator. The educator is able to give the learner individual attention, not simply because the numbers are fewer, but because he/she has more time on hand, as he/she does not have to deal with disciplinary issues.
4. Time management: with smaller numbers, the educator has less admin and can spend more time on actual teaching.
5. The impact on learners: in large classes, due to the disruptions, learners cannot pay attention and do not get to participate actively in lessons (Coetzee, van Niekerk & Wydeman, 2010:81; Marias, 2016:2-3).

The benefits of small classes to the learners, are most significant where the learners are socially and economically disadvantaged. These learners, who are socially and economically disadvantaged are, mostly located in the townships and attend township schools (Marias, 2016:1-4). Most township schools are no-fee schools, hence, due to lack of funds, it is almost impossible to employ educators additional to those paid by the Department of Education.

The Department of Basic Education, according to Sephton (2017:251), prides itself on its educator-learner ratio in the high schools being 1:35. The formula used to calculate the staff establishment (post provisioning) does give consideration to disadvantaged schools, which according to Sephton (2017:251) includes: languages offered and quintile level (degree of poverty) among others. However, Sephton (2017:251) does agree that it tends to favour the wealthier schools and the wealthier schools are able to employ staff additional to the departmental allocation. Having served in the senior management for over twenty years, my understanding of the staff establishment in its simplest form is that the total number of learners is divided by 35 and that is the total number of educator staff, which includes the management that is allocated to the school. This then implies that if the school is to have class sizes of 35 each, then the entire educator staff, including the management, must teach a full load. Hence, since this is not practical, the management are given reduced teaching loads so that they

could attend to their leadership and management duties, which means that there needs to be fewer class units and this then implies larger class sizes. According to Isaacs and Maserow (2015:107), this results in a school in the township of Khayelitsha, having on average more than 50 learners in each class whilst Model-C schools have admission policies restricting classrooms to, in some cases, as little as 18.

3.6.3.4 Workload of educators

Isaacs and Maserow (2015:107) point out that what is probably the single most distinguishing factor separating township and suburban public schools, is, with funding from the charging of school fees, they are able to employ additional educators and thereby keep the learner/educator ratio well below the WCED norm of 1:35. In effect what this means is that despite the workload of educators being spelt out in the PAM document in reality it is relative to the wealth profile of the school. In my 17 years of experience as principal, I can unequivocally say that the single biggest complain educators have in township schools, is the large classes and the associated marking load, which includes the monitoring of learner books, assessment of orals, and marking of: assignments, tests and examinations. With large class sizes, the associated admin task of record-keeping is also increased.

The issue of teaching load extends beyond the classroom, to include the extra-mural duties, and pastoral responsibilities, such as relief-teaching and ground duty. Once again, as a principal in a typical township school, I can testify that the staff complement is significantly smaller than in the more affluent schools, hence the extra-mural duties, serving of relief for absent educators and being on ground duty during breaks, among others, is being shared by a smaller complement and this inadvertently leads to a bigger workload per educator.

In summary, my experience as principal of a performing township school leads me to believe that educators in performing township schools dedicate way beyond the 1800 hours per annum or nine hours per day, as prescribed in the PAM document, to their professional duties.

3.6.4 External context

According to Wolhurter, van der Walt, and Steyn (2016:1), there has been a trend among educational leadership experts to limit the scope of school leadership to issues that directly affect the institution. They argue, however, that variables beyond the school gate have an impact on a school principal's professional leadership. The dimensions of the education system in which school leadership, organizational change, and development are to occur are contextual forces that educational leadership should consider.

At the start of this chapter, the external issues, related more specifically to the local community, were examined and termed situational challenges. This section on the external context, focuses more specifically on the role played by the Department of Education, the corporate sector and other non-governmental structures.

3.6.4.1 Role of the District Office

The Education District Office, operating within the social system's theoretical framework, is an arm of the provincial Department of Education mandated to monitor and support schools. Within the District Office there are various pillars, namely curriculum and assessment, psycho-social support services, corporate services, school admin and governance. The principal is free to call for support from the District Office whenever the need arises. The District Office, especially the curriculum pillar and the corporate services pillar, however does have a scheduled plan for monitoring and support of schools. The support from the curriculum pillar includes content-training sessions, cluster meetings, supply of relevant policies and teaching material, as well as classroom visits. Unfortunately, due to the limited personnel at the District Office and the number of schools each subject advisor has to cover, the under-performing schools get more support than the other schools. Sadly the same principle applies with regards to funding allocated for intervention programmes, such as holiday classes and virtual tutoring. The under-performing schools are given priority, while the schools that are performing seem to be getting punished for doing well.

In the recent past the admin required by the Department of Education has increased tenfold, with principals having to compile lengthy documents, such as the School

Development Plan (SDP), School Improvement Plan (SIP), Annual Academic Performance Report (AAPR), SGB Functionality Tool, Building Blocks, School Assessment Irregularity Committee (SAIC) Report and the new Quality Management System (QMS) Work Plan, among others. The performance of admin tasks, such as admissions, appointment of contract staff, staff leave and annual survey, among numerous others, being now done online, has increased the workload of the admin staff, but there has not been a corresponding increase in the post provisioning of additional admin staff.

3.6.4.2 Role of the WCED

The perception on the ground of the WCED is that they are the bosses and staff allocation, salaries, leave, norms and standards funding, building of schools, supply of furniture and major repairs and maintenance, are at their discretion. WCED employees dare not challenge the WCED or they will be charged and summoned to a disciplinary hearing at the labour relations directorate (Mlamla, 2020:1).

A case in point is the collection of funds by no-fee schools. The WCED places a lot of emphasis on the provision of an after-school programme, which includes extra-curricular and co-curricular activities with the intention of keeping learners off the streets and developing their skills and values. Keeping learners off the streets is with the expectation that they will focus on doing constructive things, rather than experimenting with sex, alcohol and drugs and indulging in crime. While the intention is laudable, the amount allocated by the WCED to no-fee schools to cater for these extra-curricular and co-curricular activities, is inadequate (Naidoo, 2020:8). Naidoo (2020:8) adds that when principals and SGB's prescribe a minimum contribution to be made by parents, they are not supported by the WCED, but instead threatened with disciplinary action. The lack of proper facilities, equipment and transport, are major impediments to the promotion of extra-mural activities.

School leaders, with or without support from outside agencies, must engage with the situational challenges, professional cultures and contextual factors and act decisively to bring about meaningful education. In other words, how they mediate and construct their actions with the resources they have at their disposal, are essential for curriculum implementation. Engaging with these situational challenges, professional cultures and

contextual factors, relate to Leithwood *et al.'s* (2008) leadership practices of setting direction in terms of goals, developing people to upgrade their knowledge, re-designing the organisation with an emphasis on collaboration, motivation and an understanding of people's needs, as well as managing the curriculum to ensure effective monitoring of the goals that were set. The specific actions and behaviours associated with each of these core leadership practices, depend on the specific context of the school and is subject to the school's unique needs and this entails 'taking risks' and challenging the status quo (Terhoven, 2016:36; Gillet, Clarke & O'Donoghue, 2016:594). Central to any action taken by the leadership to effect improvement, is the educator. Hence, the next sub-section, titled 'the educational reform agenda', concludes this chapter with a focus on the educator.

3.7 THE EDUCATIONAL REFORM AGENDA

Having examined the situational challenges, professional cultures, material and external context within which township schools operate, which included the challenges associated with: township-living, lack of capacity and commitment, poor discipline, inadequate human resources, inadequate and/or poor state of physical resources and infrastructure, the study now concludes with the intervention that needs to be implemented to mitigate the said challenges, so that quality education is delivered, despite the challenges. We could term this 'the educational reform agenda'.

In South Africa, like in many other nations, the educational reform agenda represents a growing interest in improving schools under difficult or challenging circumstances. These schools are frequently found in under-served areas, though it should be noted that there are many effective schools in these settings, and in many cases, schools that are perceived to be failing due to poor performance on high-stakes tests are actually adding value to their under-served learners (Muijs et al., 2004:149).

3.7.1 Quality educators central to quality education

Extraneous factors stifle change in many circumstances, and these issues must be addressed first in order for the school system to enact policies and processes that will increase learner performance. The direction that system leaders must take, as well as

their point of departure, will be determined by context, culture, politics, and governance. However, none of these factors will be as crucial to the school system and its leaders in delivering significant progress in outcomes as three guiding principles: 1) The quality of an education system is only as good as its instructors, 2) the only way to enhance outcomes is to improve instruction, and 3) reaching uniformly excellent outcomes requires putting in place procedures to ensure that schools give high-quality instruction to every kid (Hayes et al., 2006:12; Barber & Mourshad, 2007:61).

This argument is supported by Isaacs and Maserow (2015:4), who claim that if every school has water, electricity, security, transportation, adequate nutrition and sanitation, sufficient textbooks, libraries, and laboratories, and is supported by functioning school governing bodies, strong learner organisation, accountable school leadership, responsive and effective provincial academies, educational quality will significantly improve and educational inequality will significantly decrease if every school has water, electricity, security, transportation, adequate nutrition and sanitation, sufficient textbooks, libraries, and laboratories. Similar to Mc Kinsey, they (Isaacs & Maserow, 2015:4) argue that having all the amenities and resources, however, will not be enough. Learners will still need the best possible teaching.

Australian researchers, Hayes, Mills, Christie and Lindgard (2006:12) and later Mc Neel (2019:1), posit the quality of interaction between the educator and learners in the classroom as the single most important determinant of the quality of teaching and learning, other than family background. Their claim is based on research conducted in over 1 000 lesson observations in Queensland, Australia.

While Mc Kinsey, Isaacs and Maserow (2015:4), and Hayes *et al.* (2006:12), all posit the educator as the key to improvement in learner achievement, the following concluding sub-section to this chapter examines the secondary factors that contribute to the overall functionality of the school and its impact on learner achievement.

3.7.2 The principal's role in creating a positive school climate and the sustaining of excellence in township schools

In this concluding sub-section of this chapter, the principal's role in creating a positive school climate to bring about sustainable improvement in learner performance will be outlined, placing the principal's efforts within the five theories that formed the theoretical framework of this study. This, in effect, sets the foundation to a comprehensive model for improvement of schools in challenging circumstances.

3.7.2.1 Compensatory theory

While there is no denying that there is a substantial link between social poverty and academic achievement, this does not rule out the possibility of bucking the trend. Some schools, despite their terrible circumstances, are able to significantly improve learner success and learning. As the compensatory theory suggests, in order to achieve and sustain development, such schools must go above and beyond what may be considered "normal efforts." According to Muijs (2014:150), recent study has demonstrated that educators in schools with challenging socioeconomic situations must work harder and be more devoted than their peers in schools with more favourable socioeconomic circumstances.

These schools that 'buck the trend' could be considered as outlier schools and the learners it produces, who achieve way above the norm, may be referred to as outliers. After the announcement of the NSC results of 2010, Zille (2011:8), the then premier of the Western Cape Province, in an article in the Cape Argus, used Malcolm Gladwell's thesis to illustrate the extraordinary achievements of two outlier learners, namely Asavela Rawe and Monde Simbosini. Zille (2011:8) narrates her experience when she visited the school and the learners' homes and essentially pointed out that as postulated by Malcolm Gladwell, when opportunity, talent coupled with hard work and fate come together, there is no limit to what could be achieved. For the purposes of this study we may focus on the opportunities and support given to learners as both a basic right, as well as to compensate for the challenges faced in township communities.

Zille (2011:8) reports touring the school and being very impressed with the decent basic facilities. However, Zille (2011:8) does state that while decent basic facilities are necessary to create opportunity, it is entirely insufficient on its own. Asavela and Monde informed Zille (2011:8) how they were permitted to stay at school till 9 p.m. so that they could study in a favourable setting. They worked in groups to help others with their schoolwork and negotiated the use of their classrooms after hours with their educators. When prefects left, they were given the task of shutting up. The next day, they were responsible for the condition of the premises.

Evidently the school created opportunities for learners to study, trying to compensate for the lack of a conducive learning space in learners' homes by accommodating them until late afternoon and early evening. The learners working in groups allude to cooperative learning, which is strongly advocated by Coetzee, Niekerk and Wydeman (2010:80&122) as a strategy for instruction by the educator in the classroom. As illustrated in the example of Asavela and Monde, cooperative learning among peers can be very useful, even when initiated by learners themselves.

The story of Asavela and Monde vividly illustrates that the key priority of any school should be to create real opportunities for learners to excel and as mentioned earlier, educators working in schools facing challenging circumstances, have to do much more to support learners if we are to create an 'opportunity' society.

3.7.2.2 Contingency theory

Muijs (2014:150) asserts that the extra effort that educators in schools facing challenging circumstances have to put in, has to be maintained in order to sustain improvement, as success can be short-lived and fragile in difficult or challenging circumstances. A key challenge facing township schools, as mentioned in subsection 3.4.3.3, is the class size. Coetzee, van Niekerk and Wydeman (2010:81) highlight the importance of the effective use of resources as a means of better managing large class sizes. Coetzee, van Niekerk and Wydeman (2010:81) advise that in order to address the problems of managing learning in a large class, the educator could use 'independence' strategies by which learners are motivated to become independent learners. They (Coetzee, van Niekerk & Wydeman, 2010:81) cite the 'independence ' strategies of Van der Horst and Mc Donald (2003:3) as listed in the table below:

Table 3.1: Independence Strategies (Adapted from Coetzee, van Niekerk & Wydeman, 2010:81)

PROBLEMS WITH LARGE CLASES	INDEPENDENCE STRATEGIES
Not sure of purpose of instruction	Use learning outcomes
Not sure whether they are progressing	Use self-assessment
Do not know how to improve	Peer feedback and assessment
Lack opportunity to read widely	Develop learners' research skills
Cannot get help to support independent work	Independent group works
Lack of opportunity for discussion	Independent, learner-led discussion groups
Educator struggles with variety of learner needs	Establish peer support groups
Difficulty motivating learners	Use problem-based learning for self-motivation

While such strategies as indicated in the table above, will help ensure more effective teaching and learning, it also implies that much more thought and planning would need to go into the planning of the lesson and preparation of resources (Coetzee, van Niekerk & Wydeman, 2010:82). This reverts our attention to the assertion of Muijs (2014:150) that educators in schools that face challenging circumstances need to put in extra effort and the effort needs to be maintained to sustain improvement. It could be argued that it is not fair to expect educators to consistently put in the extra effort, as it could ultimately lead to 'burn out'.

While a focus on teaching and learning is critical, the conditions for effective teaching must first be in place. Internal conditions are aligned with situational (external) elements, according to the contingency hypothesis. 'Schools facing challenging circumstances must look for an approach to intervention that provides a fit between the cultural status of the school and the developmental tactics adopted,' say Reynolds and colleagues (2006:437). It is critical to have strong discipline in place, especially in underprivileged regions. When compared to more affluent communities, townships have a higher prevalence of aggressive behaviour, which tends to spill over into school grounds. This does not, however, imply that schools should be overly strict. Effective schools value learners and make them feel like they are a part of the school's "family," as well as encourage learner involvement.

3.7.2.3 Invitational leadership theory

The involvement of learners in the setting up of rules, which becomes school policy in the form of the Learner Code of Conduct, is a form of invitational leadership. This setting up of rules should in fact include parents, as well as educators. This invitation of the various sectors of the school to participate meaningfully in the development of the school, indicates that the four pillars of invitational leadership, namely optimism, respect, trust and care are valued and in play. The coming together indicates an optimistic outlook for the future of the school, respect for the beliefs and values of all involved, trust in the sincere commitment to the best interests of the school and appreciation that all are prepared to make personal sacrifices, because they care (SA, 1996).

The ultimate aim of all role players within the leadership structures of the school, is to ensure a conducive learning climate.

The school's learning atmosphere refers to the school's principles, values, and daily interactions between educators, parents, and learners. The school climate encompasses basic necessities such as order and safety in the classroom, which can have a significant impact on both instructors' and learners' motivation and learning. Educators in schools with positive learning climates hold learners to high standards, pressuring them to engage in academic work with depth and rigor, based on these core requirements (Sebastian & Allensworth 2012:130).

3.7.2.4 Collaborative instructional leadership theory

Because the issues that these schools encounter are complex and sometimes appear intractable, effective school improvement in township schools ultimately rests on more than what the administrator and a few formal educator leaders do. The challenges that township schools face, according to Johnson, Reinhorn, Charner-Laid, Kraft, Ng and Papay (2014:4-6), include "technical challenges," for which there are clear, proven solutions, and "adaptive challenges," which necessitate new learning, not only about how to solve the problems, but more fundamentally, about how to identify and define them. Adaptive issues necessitate the collective intelligence of personnel at all levels, who must use one another as resources and collaborate to find solutions.

These "adaptive challenges" that may be faced in schools serving high-poverty leaners include addressing some of the critical facets of school functionality. These include ensuring that instruction is inclusive and coherent for all learners across all classrooms, how to meaningfully engage parents in their children's education over time, how to develop and implement an effective approach to order and discipline throughout all classrooms and corridors, and how to capitalize on the knowledge and skills of exemplary educators in support (Johnson et al., 2014:4-6).

The obstacles that educators face in low-performing, high-poverty schools are numerous, and they necessitate leadership from everyone, not just a few. In high-poverty township schools, success is contingent not just on educators applying proven or promising practices in their classrooms, but also on continual, collaborative study and improvement of practice with colleagues and school administration.

3.7.2.5 Social systems theory

The school operating as a hierarchy, with interaction between members of staff dictated to the protocols of the respective levels, makes the school a social system. Inherent in any school as a social system, is definition of job descriptions and accountability thereof.

While there exists the protocols defined according to post levels, schools often allocate other positions, such as grade heads and subject heads to the lowest level educators, based on their expertise and for purposes of professional development. These educator leaders are then expected to increase instructional coherence and improve learner performance (Johnson *et al.*, 2014:4-6). Whatever the duties allocated to formal educator leaders or internally appointed leaders, the effectiveness of the social systems theory operating as it should, would depend on the leadership demonstrated by the principal and the deputies. The senior management needs to inspire confidence in the rest of the leadership and thereby the entire staff. To do this, the starting point is the principal, as he/she should lead by example and be a role model (Johnson *et al.*, 2014:6).

According to Johnson et al. (2016:4-6), a small number of studies have examined the potential contributions and actual experiences of formal educator leaders (HODs),

identifying both the challenges they face in assuming roles that are often ill-defined and the struggles they face in gaining support from colleagues whose instructional practice they are expected to improve. They (Johnson et al., 2014:4-6) recommend for greater research on formal educator leaders' (HOD's) leadership roles, as well as leadership in township schools as a whole. Hopefully, this research of the SMT's instructional leadership role in township schools will help to improve our understanding of the dynamics of leadership in township schools.

Earlier in the chapter it was explained how the various leadership styles come together to make up what may be termed instructional leadership and thereafter instructional leadership operates inextricably with management. Given that the focus of this study was on schools in disadvantaged communities, it would be appropriate at this point to introduce what ought to be an overarching principle guiding the leadership roles of the entire management and that is leadership for social justice and care.

De Venter (2016:85) cites Freire (2007:37), who views social justice as an educational endeavour that should become the praxis of liberation, not merely from the dire circumstances of poverty and inaccessibility to basic human rights, but also in order to liberate the mind through education. This liberation of the mind is possible through critical consciousness of social justice issues that should lead to authentic social, cultural and historical emancipation. While liberation of the mind through education, is a form of social justice, for the majority of South Africa, the reality of being historically discriminated against and relatively stuck in a generational cycle of poverty, social justice primarily means improvement in living conditions.

While clearly the problems of inequality and poverty in South Africa needs to be dealt with at a systemic level, the leadership within schools could definitely contribute to the practice of social justice by creating caring school communities. The school leader hoping to attain social justice for his/her constituents, should strive to establish a school climate where every single individual feels that he/she belongs. A caring school community actively promotes a school climate where trust and understanding form the basis for relationships. Characteristics of this climate, according to the WCED (2007:1), as cited by De Venter (2016:97), should include: mutual respect, caring, knowledge of each other’s feelings, a sense of belonging and willingness to take responsibility for one’s actions and deeds. School leaders, and more so school leaders

serving at township schools, should have a passion for caring, which will naturally lead to the building of a strong sense of community within the school, which in turn will help overcome the obstacles to the attainment of excellence.

3.8 CONCLUSION

Chapter two dealt with instructional leadership very much at a philosophical level, focusing on instructional leadership models and types of leadership. Chapter three zeroed in more closely on the challenges faced by township schools, in establishing a climate suitable for the optimisation of learner achievement.

The challenges faced by schools was divided into situational challenges, professional cultures, the material context and the external context. The chapter concluded with the five theories that framed the study, used as the lens to plot the path towards improvement in learner achievement. It is a given that discipline, order and safety are major factors and form the basis for any significant improvement in school functionality. Strong leadership, professional development for staff and a firm focus on teaching and learning will improve learner performance, however it can only be realised with the collaboration of personnel, parents, department officials and learners. Most importantly, every school is unique, hence the strategies for improvement must be responsive to the contexts of the school and its learners.

CHAPTER 4
RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The literature review, as captured in chapter two and three, served to frame and inform the empirical investigation that is outlined in this chapter. In this chapter, the methodological underpinnings of the research are briefly discussed. It includes the nature of the research and research paradigms, research design and methodology. This includes a description of the sampling procedures, data collection and analysis process. Thereafter, measures taken to assure trustworthiness are explained, which include: credibility, dependability, transferability and conformability of the data. The chapter concludes with a report on the steps taken to meet the ethical requirements.

4.2 NATURE OF THE RESEARCH AND RESEARCH PARADIGMS

Research learner, Agherdien (2007:2), extensively researched theoretical frameworks and throughout her research she elucidates that the authenticity of any study lies in the relationship between the philosophical underpinnings that determine the theoretical framework. The paradigm, research methodology, research design, and research methods utilized to examine the object of investigation are all philosophical underpinnings. Because this study is based on an interpretivist research paradigm that emphasises experience and interpretation, it lends itself to a descriptive research design.

This study being located in the interpretivist paradigm, necessitates a deep understanding of the meaning of interpretivist paradigm. Dean (2018:3) proposes that this knowledge is based on a researcher's philosophical viewpoint. Dean (2018:3) emphasizes that choosing a paradigmatic camp on the basis of ontological considerations is fraught with underlying assumptions about reality. Is the researcher convinced that there is a single, objective reality, or does he or she see the universe as a social construct? Reality, according to interpretivists, is subjective, multiple, and socially generated, whereas positivists believe there is just one reality. Dean (2108:3) cites Flick (1998) on epistemological issues concerning the 'knowability' of the subject

or phenomena under investigation, claiming that positivists seek causes and effects by measuring and quantifying phenomena, whereas interpretivists believe that data cannot be collected or removed from context and thus promote the generation, discovery, or construction of knowledge. Many positivists use quantitative approaches to make generalisability claims, but interpretivists use a variety of methods, tools, and procedures to gain a thorough knowledge of the subject under study. Dean (108:3) quotes Yanow (2006) as saying that an interpretivist's reflexive research methodology is important to the researcher's unique entanglement with their study and the studied.

Cohen and Crabtree (2006:1) refer to this unique entanglement of the researcher with their research and the researched inherent in the interpretive paradigm as a dialogue between the respective parties, in order to collaboratively construct a meaningful reality. To facilitate this dialogue, the interpretive approach relies heavily on the naturalistic methods, such as interviews, observations and analysis of existing texts. These research methods are typically located in the qualitative research genre. Having located the study in the interpretive paradigm and within the qualitative research genre, the next sub-section looks at the research design from a global perspective before moving on to the in-depth examination of qualitative research.

4.3 THE RESEARCH APPROACH

With the study being located in the interpretive paradigm, the qualitative approach is considered to be the most suited for the purposes of obtaining a deep understanding of the specific phenomena, i.e. instructional leadership.

4.3.1 Aims of qualitative research

We want to know not just what happens, but also how it happens and, most crucially, why it happens the way it does in qualitative research. Qualitative research examines not only human behaviours, such as speech and writing, but also how they express their feelings and thoughts via these actions. The goal of qualitative research is to provide a clear and complete description of acts and representations of actions so that we can obtain a better understanding of our reality and effect social change (Lambert & Lambert, 2012:256; Hammarberg, Kirkman & Lacey, 2016:2). This is consistent with

the aim of this study which is to better understand the systemic and social factors that impact on instructional leadership in township schools.

4.3.2 Characteristics of qualitative research

The ‘variables’ in a qualitative study are not controlled because qualitative researchers want to capture the freedom and natural development of action and representation, as Hammarberg et al. (2016:2) suggest. Qualitative researchers are less certain that social facts exist. Their personal perspective on the world, they believe, has evolved over time as a result of their unique life experiences. They believe that other people see the world differently than they do, and they conducted study to learn more about other people's perspectives on the world. Their goal is to get insight into a perspective, not to obtain a set of facts (Johnson, 1987:21; Hammarberg et al., 2016:2).

4.3.3 Differences between qualitative and quantitative research approaches

According to Hammarberg et al. (2016:2), the distinction between the qualitative and quantitative paradigms is found in the drive for knowledge and in-depth inquiry. The control of all components in the actions and representations of participants – the variables – will be the subject of a quantitative investigation. Quantitative research is positivist in nature, assuming that social facts exist and can be discovered. They may hypothesize that these events follow certain patterns and are caused by specific factors. The goal of their research will be to quantify the occurrence of these phenomena in order to test their hypothesis.

Maponya (2015:122) expands on this distinction between quantitative and qualitative studies, citing White’s (2003:10) explanation with regards to structure, namely that in quantitative studies there is an established set of procedures and steps that guide the researcher while in contrast the qualitative researcher follows an emerging research design, rather than a step-by-step plan or fixed recipe. The qualitative researcher aims to isolate and define the phenomena and/or categories during the research, in order to comprehend and learn, whereas the quantitative researcher aims to determine the relationship between the phenomena and/or categories already identified and isolated, prior to the research. A key difference between the quantitative research and the

qualitative research methods is in terms of flexibility, namely quantitative research being less flexible than qualitative research. The most notable difference is that quantitative research presents statistical results, represented by numbers, whilst qualitative research presents results in a narrative format.

4.3.4 Advantages and disadvantages of qualitative research

The intensive but flexible nature of qualitative research appeals to the single-handed investigator, but qualitative approaches are slow and might generate anxiety due to a lack of structure or even an end objective in research design (Johnson, 1987:22). Furthermore, interpretivism is not without its detractors. Because of the small number of people involved in interpretivist studies, there is a recurrent criticism that they lack generalizability and objectivity. The objections of interpretivism, according to Dean (2018:3), are a question of philosophical differences, as interpretivists have over time built reliable and high-quality research techniques that refute these arguments.

4.3.5 Application of qualitative research approach in this study

The aim of this study was to explore the instructional leadership roles of SMT's. While policy documents, such as the SASP and the PAM provide broad guidelines on the instructional leadership roles of the SMT, the unique and challenging contexts within which township schools exist and SMT's operate can only be fully appraised through a qualitative study, which allows for a descriptive account of subjective experiences and opinions, as compared to a quantitative study, which is more clinical in nature and seeks to measure variables according to predetermined constructs.

4.4 THE RESEARCH DESIGN

The research design is the overarching method you adopt to combine the various components of the study in a logical and cohesive manner, ensuring that you will effectively address the research problem; it is the blueprint for data collecting, measurement, and analysis. In other words, it is the action plan or roadmap describing what the researcher will do from start to finish to achieve the goals of the research

(Flick, 2004:182; Maponyana, 2015:121, Adom, Hussein & Agyem, 2018:438). A research design can be regarded as the path that one follows during a research journey to find answers to the research question as validly, objectively, accurately, and economically as possible. Thus, through the research design, the researcher communicates to others the design of the study, how the information will be collected, the selection of respondents, analysis of data, and communication of findings (Dawood, 2020:50).

As mentioned in Chapter 1, under 1.8.3, the research design adopted in this study is the multiple case study design. Multiple Case Studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a programme, event, activity, process, or one or more individuals (Dawood, 2020:50). Dawood (2020:50) cites Creswell (2012), case studies are versatile as they use various methods of data collection i.e. from observation to interviewing to questionnaires. This was also the methods utilised in this study as explained in section 1.8.3. The multiple cases referred to in this study are the five schools where the empirical data of the study was collected.

According to Dawood (2020:51), Yin (2013) identified three types of case studies used for research purposes: explanatory, descriptive, and exploratory case studies. The case study the researcher uses in the research is dependent on the questions asked. This multiple case study is exploratory in nature. This meant that the research questions addressed required that the researcher get in-depth and valuable insight which was revealed by data gathered through interviews, questionnaires and observations. The ultimate purpose of a multiple case study is to learn from it and develop a theory from that approach (Dawood, 2020:51).

Learning from the findings of any study and strategising on the basis thereof is wherein the value of any research lies. The findings of a multiple case study is considered more solid than a single case study and this is due to the fact that using a multiple case study design allows for a more in-depth understanding of the cases as a unit, through comparison of similarities and differences of the individual cases (Heale & Twycross, 2018:7). Gustafsson (2017:3) elucidates this, stating that an all embracing fact is that evidence arising from multiple-case studies is often stronger and more reliable than from single-case study research. Multiple-case studies allow for a more

comprehensive exploration of research questions and theory development (Heale & Twycross, 2018: 7). Another significant difference, Yin (2003) cited by Gustafsson (2017:3), between single case study and multiple case study design is that with the multiple case study design the researcher is able to analyse the data both within each situation and across situations. Adding that multiple case studies can be used to either augur contrasting results for expected reasons or either augur similar results in the studies. In this way the researcher can clarify whether the findings are valuable or not. When the case studies are compared to each other the researcher also can provide the literature with an important influence from the contrasts and similarities Gustafsson, 2017:3). The greatest advantage of multiple case studies is probably that they contribute to the development of a more convincing theory when the suggestions are more intensely grounded in several empirical sources of evidence (Gustafsson, 2017:3). In this study the similarities and differences in terms of the contextual challenges and Instructional leadership roles and practices were constantly pointed out. By adopting this approach best practices came to the fore and areas that need improvement were identified.

Despite the obvious advantages of multiple case studies research design, there are limitations. The sheer volume of data is difficult to organise and data analysis and integration strategies need to be carefully thought through. There is also sometimes a temptation to veer away from the research focus. Reporting of findings from multiple-case research studies is also challenging at times (Heale & Twycross, 2018:7). Gopall (2015:7) lists collectively the challenges of a case study research design as identified by Pereira and Vallance (2006), Yin (2009) and Watts (2010): selection of the case study sites is limited to the scope of the researcher, limited time and resources available in studying multiple cases, research results cannot be generalised, case studies' lack rigour, the researcher might be biased and ethical challenges such as securing consent from participants. Steps to mitigate these challenges are discussed throughout this chapter, from section 4.21 to 4.25.

In choosing to use the multiple case study research design The researcher considered the strengths and limitations of the design and noting that it was within the interpretive paradigm, is qualitative in approach and descriptive in nature, resolved that it was the most suitable in ensuring I secure a deep and holistic understanding of the object of study, which is the instructional leadership role of the SMT in township schools (Brink

2018:1). This deep and holistic understanding is expected to be elicited by the multiple case study as by definition multiple case studies seek to explore real-life situations and collect meaningful data that involves multiple information sources (Brink, 2018:1). In this study, the real-life situation refers to what is happening at schools in terms of how members of the SMT execute their roles in the provision of instructional leadership. One of the advantages of a multiple case study is that it allows the researcher to explore a wider perspective of the research question and the theoretical framework, which enables the researcher to better understand possible similarities or differences of each case studied (Brink, 2018:1). Following this advice, in this study, the data was analysed according to themes, however in addition the five different cases were compared and similarities and differences were highlighted, as presented in Chapter 5.

4.5 THE ROLE OF THE RESEARCHER

My understanding of the research topic was informed by my experience as an educator and as a manager-leader in a township secondary school, in addition to the literature review that structured the empirical inquiry. My thirteen years of experience as a level one educator in numerous Indian schools, three years of experience as a deputy principal in a deep rural black school and seventeen years of experience as a principal in a township school, have equipped me with a broad and in-depth understanding of the education landscape and the functioning of the national, provincial and district offices.

Being the principal of a top performing township school that the WCED took eleven years to complete building, and having to cope with massive shortages in resources, I appreciate the endeavour it takes to achieve excellence in the holistic development of learners and therefore can never be judgemental without fully understanding the contextual factors. In my first year as principal, I was fortunate to have been given the opportunity to do the Advanced Certificate in Education (ACE) course in Education Leadership and Management with University of Cape Town (UCT). The single greatest lesson I learnt from doing the course was to be less task-focussed and focus on the building of social cohesion among the staff, which ultimately results in a shared vision and which leads to transformation targeted at achieving the desired vision. This does

not mean that the focus on task completion is totally neglected, instead staff are motivated to be more committed to complete tasks at a high level of efficiency, because they are intrinsically motivated and have a sense of ownership and work towards higher level rewards.

The key to ensuring that the study was conducted as objectively as possible, was for me as the researcher, to always maintain an open mind and sound out the perspectives of the participants to secure a deep understanding of the instructional leadership role played by the SMT in respective schools.

4.6 THE RESEARCH ENVIRONMENT AND POPULATION

This study was conducted in five township secondary schools, randomly selected from a list of township secondary schools within the jurisdiction of the Metropole East and North Education Districts of the WCED. As the dynamic being studied focused on the instructional leadership roles of the SMT in these schools, the target population best suited to address the aims and objectives of the research, was naturally the SMT, which comprised the principal, deputy principals and departmental heads. However, as a means of triangulation of data collected, the perspectives of the post level one educators could also be valuable.

4.6.1 Selection of participants

4.6.1.1 Purposeful selection

The essential premise of deliberate sampling is that information is accessible, and the researcher must determine which population segment can supply it. The researcher chooses that section and uses data collection techniques like questionnaires, interviews, and other survey-related tools to gather information from them. This allows the researcher to collect a lot of data. However, it is critical that the researcher explains why a particular sample was chosen (Braun & Clarke, 2013:56).

Purposeful sampling principles were used to choose participants. Purposeful sampling is a non-random sampling strategy that selects a sample based on a set of criteria or a specified goal. To select the sample, the researcher can utilize one or more

strategies or criteria. In qualitative research, purposeful selection is commonly used to identify and select information-rich instances linked to the topic of interest. This strategy provides in-depth knowledge and insight into the subject. It implies including examples (participants and texts) on the assumption that the researcher will be able to collect and analyse data that is rich in information (Braun & Clarke, 2013:56). In this study the senior management were interviewed while the departmental heads and educators completed questionnaires. The principals were selected by default, two schools had single deputies who were also selected by default, and the deputies in the other three schools were selected based on availability. The entire complement of departmental heads and educators were invited to complete the questionnaires and those who participated did so voluntarily.

4.6.1.2 Variation

According to Braun and Clarke (2013:56), variance is also relevant in the sample that the researcher chooses from the target population through deliberate sampling. However, understanding the sort of variation in a population can be challenging, especially when the population is huge. It is easier to establish and explain that variation once the researcher selects the sample and interviews them. As a result, researchers may pick the sample twice, in order to ensure that the sample is representative of the population's variation. This can be accomplished with the use of a multistage sampling technique. Multistage sampling is not always possible due to the time and cost involved (Braun & Clarke, 2013:56).

In this study there is sufficient variation, as the schools are both homogenous and heterogeneous in that they are all township schools (quintile 1, 2 and 3), located in townships, however, they differ in terms of learner enrolment, staff complement, infrastructure and learner achievement.

4.7 GAINING OF ACCESS TO THE RESEARCH SITE

Using Buchanan's (1988) four-stage access model, researchers Johl and Renganathan (2010:42) advocate for a relatively simple strategy for acquiring access to the study site: getting in, getting on, getting out, and getting back. Researchers are

supposed to be explicit about their aims, time, and resources when they first begin. After gaining access, it is required to renegotiate admittance into the actual lives of individuals in the organization, where basic interpersonal skills and procedures, such as decent appearance, verbal and nonverbal communication, play a critical role. In terms of exiting the stage, the ideal technique is to agree on a timeframe for the data collection process' completion. Finally, the researcher must be able to keep the possibility of returning for additional fieldwork, thus he or she must be able to handle the process of withdrawing from the organization while maintaining his or her rapport.

Johl and Renganathan (2010:42) mention that it is important for researchers, in executing these four stages, to establish a cordial relationship with gatekeepers, who are the principals, to be able to gain access to multiple participants. They (Johl & Renganathan, 2010:42) add that it is important to bear in mind that, in order to be granted access, the study has to be in line with the gatekeepers' hidden agendas, ideologies and cultures. In the case of this study, the appeal was the desire to contribute to the improvement of educational standards, especially in schools facing challenging circumstances. It is assumed that the gatekeepers, entrusted with the task of advancing education in disadvantaged communities, will appreciate objective input that could help them with their strategic planning.

Throughout the four stages of Buchanan's model of gaining access to the research site, there are formal and ethical requirements that need to be complied with.

4.8 FORMAL AND ETHICAL REQUIREMENTS

4.8.1 Ethical considerations

Vuban and Eta (2018:2) cite Marshall and Rossman (1999:566) to emphasize the importance of ethical considerations in conducting high-quality research, stating that research ethics refers to the "application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects." They go on to say that this means there are ethical rules of conduct or guidelines to follow at every level of the study process. These principles include, but are not limited to, informed permission, secrecy, anonymity, respect, reciprocity, risk assessment, privacy, and care, according to Rabichund (2011:144).

Once I was ready to commence with data collection, I completed the necessary application to the University of the Free State General/Human Research Ethics Committee, for ethical clearance and received written notification thereof (Appendix A).

4.8.2 Permission to conduct the study

Once I had received ethical clearance to proceed with data collection from the University of Free State, I proceeded to apply (Appendix B) to the Western Cape Education Department for permission to conduct the study in the five selected schools. The WCED granted the approval with provisos, which included: the time period within which the data collection is to conducted, educators are under no obligation to participate, at no time ever should the participants be identified by name, a copy of the WCED letter of approval must be given to the principals of the respective schools and finally a summary of the content, findings and recommendations of the study must be provided to the WCED Research Director

4.8.3 Informed consent

With the WCED letter of approval in hand, appointments were made with the principals and meetings were held with each one, wherein the invitation to participate (Appendix D) was presented. At this point the principals were provided with a copy of the information leaflet (Appendix E) and taken through the main points. While the information leaflet highlighted the potential benefits of the study at a national level, I explained to the principals that the content and findings specific to their school will be presented to them as a means of member checking, which they may then use in their strategic planning.

The idea of an objective outsider appraising the instructional leadership practices of the SMT was welcomed by all the principals, and they all signed the consent to participate (Appendix F) and willingly participated, as well as encouraged the rest of the SMT and educators to participate.

4.8.4 Voluntary participation

The WCED letter of approval (Appendix C) stipulates that educators are under no obligation to participate in the research study. The information leaflet (Appendix E) states that no potential participant is under obligation to participate and even though the participant may have signed a consent to participate form, he/she is free to withdraw at any time without giving a reason.

Rabichund (2011:144) advises that the principle of beneficence should always be observed; if and when a participant chooses to withdraw, their decision should be respected and their initial willingness to participate appreciated.

4.8.5 Confidentiality and anonymity

Vuban and Eta (2018:2) earlier mentioned that at every stage of the research process there are codes and guidelines to be followed, which include the issues of respect, privacy and care. Ensuring the respect for participants' privacy alludes to, according to Rabichund (2011:144), protecting their identities and anonymity by using pseudonyms. Rabichund (2011:144) adds that the ethical measures should extend into the actual writing and dissemination of the final research report. The information leaflet also outlines the procedure for the secure storage of the data and the ultimate destroying of the said files.

4.9 DATA COLLECTION STRAGEGIES

In this study the following methods were used to collect the data. The first method of data collection used was naturalistic observation, and it was followed by semi-structured interviews with the five principals and five deputy principals, questionnaires were completed by approximately ten percent of the departmental heads in each school and also by approximately ten percent of the post level one educators in each school.

4.9.1 Naturalistic observation

The researcher could use either naturalistic observation or participant observation. Given the highly organised manner in which schools function, it would have been a challenge to use participant observation, hence naturalistic observation was used.

4.9.1.1 Naturalistic observation in relation to participant observation

McLeod (2015:1) explains the differences between naturalistic observation and participatory observation. Covert or overt participant observation is possible. The term "covert" refers to a study that is conducted "undercover." The group being examined is kept in the dark about the researcher's true identity and purpose. The researcher assumes a false identity and assumes a role in the group, usually as a legitimate member. Overt research, on the other hand, is when the researcher discloses his or her genuine identity and purpose to the group and requests permission to watch. Naturalistic observation, on the other hand, is a non-participatory research method employed by psychologists and other social scientists, according to McLeod (2015:1). This method entails studying participants' spontaneous behaviour in their natural environment. The researcher merely takes whatever notes they can about what they see.

4.9.1.2 Strengths and limitations of naturalistic observation

McLeod (2015:1) lists both strengths and limitations of naturalistic observations.

Strengths:

1. Descriptive studies are more real and ecologically valid since they may examine the flow of behaviour in its natural environment.
2. The goal of case studies is to develop new ideas. Naturalistic observation is also frequently utilised to produce fresh ideas. Because it allows the researcher to examine the entire problem, it frequently leads to new lines of inquiry that were not previously considered.

Limitations:

1. These observations are frequently undertaken on a micro (small) scale, which means they may lack a representative sample and be skewed in terms of age, gender, socioeconomic status, or ethnicity. As a result, the findings may not be able to be applied to a larger society.
2. Natural observations are less trustworthy due to the inability to control other variables. This makes it impossible for another researcher to replicate the findings precisely.
3. Another disadvantage is that the researcher must be taught to recognize psychologically relevant parts of a situation that require additional investigation.
4. We can't establish cause and effect correlations with observations since we can't manipulate variables (or control over extraneous variables).
5. The disadvantage of this method is that the presence of the researcher could detract participants from their normal demeanour. They might do things that they often neglect to do, so that they do not appear to be under-performing. Here, the disposition of the researcher is critical, as the researcher needs to portray a friendly and non-judgemental outlook to obtain an authentic picture of everything that transpires.

Given that qualitative research seeks to help provide answers to the questions of who, what, when, where, and how, associated with a particular research problem and not necessarily provide conclusive answers to why, the limitations in number two and four above are not relevant.

4.9.1.3 Recording of data of observations

One of the most significant decisions a researcher must make in any observation study is how to classify and record the data. According to McLeod (2015:1), this usually entails a sample procedure. The three primary sampling methods, according to McLeod (2015:1), are:

1. A sampling of events. The observer determines ahead of time what types of behavior (events) he or she is interested in and keeps track of everything that happens. All other sorts of behavior are not taken into account.
2. The sampling of time. The observer chooses ahead of time that observation will only take place during specific time intervals (e.g., 10 minutes every hour, 1 hour every day) and only records the occurrence of the specified behavior during those times.
3. Real-time (target time) sampling. The observer chooses the times when observation will take place ahead of time and records what is happening at that time. Everything that occurs before or after the event is disregarded.

In this study time sampling was used whereby the observation took place over two days between 07:30 and 09:15, which is basically the start of the school day.

Maponya (2015:137) elucidates the centrality of observation to qualitative research by citing Cohen *et al.* (2005:181-183) who claim that observation lies at the centre of all qualitative research, because it allows the researcher to capture information *in situ,* and enables the case to be seen through the eyes of the participants, providing 'unique examples of real people in real situations'. Maponya (2015:137) adds that they, Cohen *et al.* (2005:305) further elaborate that all research is some form of observation, since we cannot study the world without being part of it.

Ethnographic observation seeks to describe holistically the culture and ethos of the school. The observation here may be considered ethnographic enquiry, as it focuses on a setting that is mostly statutory in nature and the observation is mostly participatory and extends over a longer period of time, as compared to a single standardised observation with a predetermined schedule (Henning, 2004:82). The observation involved the researcher to spend two mornings, with an interval in between, at each of the participating schools. Henning (2004:82) observed the routines, interaction between colleagues and general practices that contribute to effective instructional leadership and school effectiveness or ineffectiveness.

The researcher collected direct information about the participants in their natural settings, using an observation schedule (Appendix J), during his visits to the participants' schools. The researcher made the appointment for the interviews early in the morning before the commencement of the school day, so that the management of

late arrivals of learners and educators could be observed by the SMTs. The researcher also requested permission to move around the school premises, to observe the condition of the facility and the day-to-day functioning of the school. The observations of especially the start of the school day, helped to contextualise the role played by the SMT in ensuring that there are systems in place to set the stage on a daily basis for efficient school functionality and thereby ensure maximum time is devoted to teaching and learning. In this way the observations significantly added richness to the qualitative data and thereby confirmed the evidence collected through the other means of data-gathering, which included interviews, questionnaires and data sources. The triangulation of data collection is especially significant, because as a result of the nature of human biases and cultural differences, an ethnographer might misunderstand or misinterpret an observation. It is important for the ethnographer to ask questions, and interview relevant parties to get a better understanding of their practices (Fusch, Fusch & Ness 2018:20).

4.9.2 Semi-structured one-on-one interviews

4.9.2.1 Definition and characteristics of semi-structured interviews

The Semi-Structured Interview (SSI) is a questionnaire meant to elicit subjective comments from people about a situation or event they have encountered. It uses a very extensive interview guide or schedule and can be employed when objective understanding of an experience or phenomena is sufficient but subjective knowledge is lacking. The framework for the production of this guide and foci from which the construction of the interview question derives is the analysis of objective knowledge. The structure of the SSI is formed by these interview questions, which focus on each participant's responses. Participants are able to react in whatever way they want to these open-ended questions, and the researcher may follow up on their responses. The semi-structured part of this method is defined by the framework and the flexibility of the responses. It stands out among interview techniques because of the degree of topic relevance it delivers while remaining receptive to the participant (Hawel & Bradley, 2009:27; McIntosh & Morse, 2015:1).

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Numerous scholars (Bogdan & Biklen, 2003:97; Hofstee, 2006:132; Opdenakker, 2006:3, McIntosh & Morse, 2015:1) opine that semi-structured interviews are more like conversations, as issues are probed for a subjective understanding of the phenomenon at hand so that, in the case of this study, a comprehensive and authentic picture of current instructional leadership practices within the school is obtained, as well as the interviewee's perception of what is ideal. The one-on-one semi-structured interview (SSI) is, by its nature, time-consuming, however it is arguably the most reliable means of obtaining a deep understanding of the issue being probed. In support of qualitative interviewing, Rabionet (2011:563), emphatically states that qualitative interviewing is a flexible and powerful tool that may be used to capture the voices and the ways people make meaning of their experiences. Hence, it is the most relevant instrument to use with the principals and deputy principals, as it is they who are the senior management and the driving force behind instructional leadership and the study sought to make meaning of their experiences. Conducting separate one-on-one interviews with the principal and the deputy principal in respective schools, adds credibility to the data collected, as the veracity of information is implicitly being tested with concurrence or non-concurrence in responses.

The principals of all five schools, as well as one deputy principal from each of the five schools, were interviewed in semi-structured one-on-one interviews. The one-on-one SSI uses a mix of closed and open-ended questions and is conducted in a conversational manner. While open-ended questions assist to generate debate, closed-ended inquiries, according to Adams (2015:496-497), can be great gateways to open-ended probing. For example, after asking, "Was this program change a significant improvement, minor improvement, or no improvement in your opinion?" the interviewer could ask, "Why is that?" or "Why do you feel that way?" and continue exploring as needed. Rather of adhering slavishly to verbatim questions, as in a structured poll, the conversation can meander about the themes on the agenda, and may dig into completely unexpected issues. Relaxed, engaging, in-person SSIs can be longer than a typical survey, although they seldom last as long as focus groups. About one hour is considered a reasonable maximum length for SSIs, in order to minimize fatigue for both interviewer and respondent (Mc Intosh & Morose, 2015:4; Adams, 2015:293).

4.9.2.2 Disadvantages and advantages of one-on-one SSIs

Naturally, every instrument used in the collection of data, will have advantages and disadvantages. It is necessary as the researcher, to understand the advantages and limitations of the said instrument, so that the limitations may be minimized as far as possible and the advantages maximised.

Adams' (2015:294), and McIntosh and Morse's (2015:7) discussion of the disadvantages of SSIs could be summarised and listed as follows:

- It is time-consuming. The process of preparing for the interviews, setting up the interviews, conducting the interviews, and analysing the interviews is very time-consuming.
- Very labour intensive. SSIs usually entail the arduous task of analysing a huge volume of notes and sometimes many hours of transcripts.
- Interviewers are required to be smart, sensitive, poised, and nimble.
- Interviewers have to be knowledgeable about the relevant substantive issues.

Fortunately as the researcher, I am a trained guidance counsellor and much of the interviewing skills used in a counselling session, is relevant in the one-on-one SSI's. Also having been a post level one educator for 13 years, a deputy principal for three years and a principal in a township school for over 15 years, I am knowledgeable of the relevant substantive issues.

Adams (2015:494) argues, despite the disadvantages and costs of one-on-one SSIs, they offer some extra-ordinary benefits. One-on-one semi-structured interviews are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries. It is especially useful if:

- You need to ask probing, open-ended questions and want to know the independent thoughts of the interviewee.
- You need to ask probing, open-ended questions on topics that your respondents might not be candid about.
- You need to conduct a formative programme evaluation and want one-on-one interviews with key personnel.
- You want to explore "puzzles" that emerge after you have analysed findings.

Cohen and Crabtree (2006:1) summarised the advantages of SSI's, stating that SSI questions can be prepared ahead of time and thereby makes the interviewer appear more competent during the interview, allows interviewees the freedom to express their views in their own terms and importantly, can provide reliable, comparable qualitative data.

4.9.2.3 Designing and conducting SSIs

The success or failure of the use of SSIs as a research instrument, depends almost entirely on the researcher's understanding of the basic elements of the instrument and the level of requisite skills, demonstrated by the researcher during the interview. As much as the researcher may have been trained in interviewing skills, it remains vitally important for any researcher embarking on the collection of data through the medium of SSIs, to have an extensive and deep understanding of the processes involved in: selecting the participants, drafting the interview questions, conducting the interview, polishing of interview techniques, analysing of the interviewees responses and finally reporting on the SSIs (Appendix G and H).

4.9.2.3.1 Selecting respondents and arranging interviews

The researcher made a personal visit to each of the five principals. After explaining the purpose of the study, and to formalise the meeting, a letter of introduction was handed to the principal, noting the importance of the individual's participation and citing the project's endorsement by the WCED.

According to Adams (2015:495), prospective respondents will probably want to know how much of their precious time will be required. Adams (2015:495) suggests that by pretesting the interview should yield a rough idea of how long the questions will take. Furthermore, Adams (2015:495) suggests a late afternoon session may have the advantage of not running up against another meeting. While Adams (2015:495) makes a valid point, the researcher instead chose to let the respondent decide on his/her availability.

The most important element, aside from respondents' actually consenting to be interviewed, is the content of those interviews. The development of appropriate and well-crafted interview guides is essential.

4.9.2.3.2 Drafting questions and the interview guide

The interview schedule/agenda is not a fixed instrument to be read verbatim, but rather a guide with an outline of planned topics, and questions to be addressed, listed in their tentative order. The researcher drafted the questions in six categories, with each category seeking to answer the research aims as outlined in chapter one. It is important, Adams (2015:497-497) advises, not to try to cram too many issues into the agenda, but if the list of potential topics is long, decide in advance which ones are critical and which ones are optional. Once the top priorities are clear, classify the second and third tiers of questions to be raised if time allows (Appendix G and H).

Dilshad and Latif (2013:197) highlight the importance of the human relations skills that is central to establishing rapport early in the interview. The researcher must at all times be non-judgemental, open-minded, respectful of the participants, show patience and flexibility, and be sensitive to the participants' needs.

After establishing some rapport, next move on to more directly relevant, but still non-threatening questions. When introducing critique questions, put positive inquiries first, as this allows those people who might be reluctant to voice criticisms to share their complaints later, because they were already offered some praise. Another advantage of this approach is that people, once they adopt a harsh critical tone, find it difficult to say anything good, as if they fear they would be contradicting themselves or minimizing the seriousness of their grievance (Adams, 2015:498).

After looking at the positive sides of a topic, next move to its drawbacks, disadvantages, disappointments or areas that need improvement. Adams (2015:498) advises that the interviewer should always take a neutral, non-judgmental tone to avoid the interviewee becoming defensive.

The most potentially embarrassing, controversial, or awkward questions should come towards the end. Leech (2002:666) refers to this strategy as moving from the non-threatening to the threatening. Adams (2015:498) concurs, stating that at this point,

that is the latter stages of the interview, when the interviewer is no longer a stranger, but a pleasant, non-argumentative professional who seems genuinely interested in the respondent's opinions. So at this stage, more sensitive questions can be introduced, along with reminders of confidentiality, as needed.

Adams (2015:499) points out that during the course of their interviews, some respondents may refer to certain documents that the interviewer may not yet have seen. Interviewers should keep a list of any such documents that are of interest, so that these items can be collected after the interview.

4.9.2.3.3 Conducting semi-structured interviews

Adams (2015:501) emphasises that at the start of the interview, the matter of confidentiality must be addressed. It is worth explaining and emphasizing confidentiality to the respondent at the start of the interview to put the interviewee at ease and thereby get more authentic responses to the questions posed. To this end, the researcher explained to the respondent that this study is for the purposes of doctoral studies and in the report on the findings, no names of institutions and persons will be used.

Because semi-structured interviews frequently contain open-ended questions and conversations that deviate from the interview guide, Cohen and Crabtree (2006:1) argue that it is ideal to tape-record interviews and afterwards transcribe these tapes for analysis. Adams (2015:501) on the contrary, does not see any problem with taking notes, but advises that interviewers should do the best they can with their own shorthand systems and use quotation marks when writing verbatim phrases. Many notes will be paraphrases and should be treated as such when writing the report, but it is important to write down word-for-word and put quotation marks around any particularly valuable or memorable comments. Put any interviewer observations (for example, of respondent laughter, nervousness, or anger) in square brackets. Adams (2015:501) continues, if needed, it is fine, even flattering, for interviewers to ask respondents to pause for a moment, in order to finish writing down an important comment. Cohen and Crabtree (2005:1) on the contrary, believe that such interruptions in the flow of the interview could detract from the building of rapport, which is critical in interviews.

Adams (2015:501) suggests that immediately after the interview, interviewers should be able to rush to a computer to clarify and expand their scribbles and, while the interview is fresh, add any other key remarks that they recall, but did not write down at the time. Considering the challenges associated with the taking of notes, the researcher in this study resolved to take brief notes and tape-record the interviews as well. The notes were intended to serve as a back-up for clarity when transcribing the recording.

4.9.2.3.4 Polishing interview techniques

It would have been expected that this sub-section appear before the "Conducting of semi-structured interviews". The reason it appears here is so that once one has an understanding of the interview itself, and then the need to polish interview techniques will be better appreciated.

Adams (2015:500) posits that preparation is the most vital and therefore the starting point. Interviewers should be well-versed in the questions, as well as the goal and general priority level of each question in the overall study design. Meaning, as alluded to earlier, the researcher should have a clear understanding of the different categories of questions and its link to the research aims.

Adams (2015:500) cautions, when asking questions, that tone is extremely important. SSI interviewers should take a casual, conversational approach that is pleasant, neutral, and professional, neither overly cold nor overly familiar. In this relaxed, comfortable setting, probing is accomplished without the interviewer sounding astonished by anything said, as well as interested, but not shocked. According to Leech (2002:666), probably the best balance is to appear generally knowledgeable, in a humble, open-minded way, and not pose as more expert than the respondent. In the same vein, Adams (2015:500) iterates interviewers should not debate with or contradict a respondent; interviewers must be sure they understand interviewee's views. They should maintain a calm, non-reactive demeanour, even when faced with a respondent whose personality or comments are offensive.

From time to time, it can be constructive to restate concisely in one or two sentences, using mainly the respondent's own words, what was just said. This technique of active

listening builds rapport, reinforcing that the interviewer is indeed intently interested and can ensure that the interviewer does, in fact, understand a point. After any unrecognised lingo or acronyms, interviewers should not apologise, but just repeat the mystery word in a questioning tone (Leech, 2002:666; Adams, 2015:502).

Prompting respondents to elaborate can be done in many ways besides just asking, “Why is that?” “Could you expand on that?” or “Anything else?” Sometimes a simple “yes?” with a pause or repeating a key word, which Leech (2002:668) refers to as informal prompts and nodding in silence or forward tilting of the head, which Leech (2002:668) refers to as floating prompts, are sufficient to signal that the interviewer would like to hear more. Leech (2002:668) adds, a tilted head can also be a green light for more detail. Adams (2015:502) advises the interviewer to avoid asking, “What do you mean?”, because that accuses the respondent of failing to communicate. Asking for an elaboration or for an example is better. Leech (2002:668) boldly states that as important as it is to ask questions, it is equally important for the interviewer to know when to keep quiet. In the give-and-take of the conversation, take care not to interrupt and be overly controlling. Even when respondents drift into irrelevant territory, wait until they finish before making a soft return, back to a priority topic.

Adams (2015:503) highlights the need for the interviewer to be adept at conducting the interview, alert to the different nuances in the answers that may be worth exploring or at least noting in the report. Adams (2015:503) elaborates, entirely unexpected, but promising avenues of interest may open up, and, if so, interviewers should feel empowered to pursue them and even revise the agenda of the interview if necessary.

Closing the interview is as important as opening the interview. Adams (2015:503) suggests that near the end of each session, the interviewer should take a moment to review the agenda guide to ensure that no key questions were missed. If time is running out, the interviewer will have to make a quick decision about whether to omit some of the remaining questions (and which ones), to ask to extend the visit a bit longer, or to request a short follow-up meeting at a later date. At the conclusion of the interview, the interviewer should thank the respondent cordially for making his/her time available.

Other important tasks should also be completed daily (Adams, 2015:503). As the researcher, I found that it was very useful to record as much detail as possible of the

logistical arrangements of the interview in my diary. Interview notes were stored in plastic sleeves with a cover page, detailing the salient information. These notes were used in conjunction with the recordings to compile the respective transcripts.

4.9.2.3.5 Analysing and reporting SSI's

Analytically, the SSI is defined by comparing participants' responses item by item, according to McIntosh and Morse (2015:1). Data obtained may be mathematically processed and quantified because all participants are asked the same questions in the same order. The data was classified thematically in this study, and the prevalence or non-prevalence of each was assessed. Structured questionnaires, participant observation, or literature analysis cannot provide the type of data received through SSIs, though SSIs can be used in conjunction with these instruments.

Once the SSIs have been completed, the next step was to explore the results. For example, if roughly three out of four principals complained that they were burdened by mountains of paperwork, quote some comments to make this issue vivid and explain it in more detail. Ordinarily, omit the highly unrepresentative outliers, unless, for some reason, a particular comment, even if rare, should be conveyed to decision-makers (Adams, 2015:504).

A judicious appraisal of the findings should yield an in-depth understanding about the issues at hand, beyond that possible from the alternative survey techniques alone. All in all, effectively conducted semi-structured interviews, even though labour intensive, should be worth the effort, in terms of the insights and information gained (Adams, 2015:504).

4.9.3 Qualitative questionnaire

Initially it was planned to administer the qualitative questionnaire with only the level one educators and conduct focus group interviews with departmental heads, however, with the emergence of the Corona Virus pandemic and the need for social distancing, it was decided to use the questionnaire with both post level one educators (Appendix J), as well as departmental heads (Appendix I). Furthermore, with schools limiting

access to only essential visitors, the questionnaires were distributed electronically and hard copies were placed in a box in the respective school staff rooms. A separate box, styled like a ballot box, was placed alongside for the return of the questionnaires. I managed to get at least ten percent of the questionnaires returned in each of the schools by repeatedly calling upon the principal to remind educators.

4.9.3.1 Definition and characteristics

Departmental heads and level one educators answered anonymous self-administered, open-ended questionnaires to acquire qualitative data for this study. The responses to a qualitative questionnaire are quite similar to the results of other qualitative approaches, such as diary entries. Both are made up of memories, thoughts, and experiences. Qualitative questionnaires, on the other hand, are meant to gather information about a specific circumstance rather than diary entries. Respondents fill out a questionnaire that is heavily influenced by the questions posed (Eckerdal & Hagstrom, 2017:1).

The departmental heads and level one educators are at the core of curriculum delivery and canvassing their views on school functionality, the support they receive from the senior management and SMT respectively, in executing their core duties and the opportunities created for professional development, are critical to school improvement. The qualitative questionnaires were distributed to all departmental heads and the entire complement of level one educators electronically and where necessary in the form of a hard copy.

As with any data collection tools, there are always advantages and disadvantages. It is important to acknowledge these and take cognisance of its implications for the trustworthiness of the study and the limitations with regards to generalisability of the outcomes.

4.9.3.2 Advantages of qualitative questionnaires

The single most important advantage of using qualitative questionnaires as a tool for collection of data, according to Polit and Hungler (1997:25), and Rule and John

(2011:66), is that it ensures that the respondents take part in the study on their own free will and without any fear, answer honestly and are not influenced by the presence of the interviewer. In this study, the anonymity associated with the questionnaire, was especially important, as it afforded the departmental heads the opportunity to be critical of senior management and level one educators the opportunity to be critical of management as a whole, if they needed to, without fear of repercussions. The aim of the questionnaire is to gauge the perceptions that departmental heads have in relation to leadership of instruction by senior management and educators have in relation to leadership of instruction by the SMT. However, to ensure that the responses speak to the research question/s, the questionnaire needs to be quality-assured by piloting it at a high school, other than the five selected as the sample (Johnson & Christensen, 2004:164). Hence, the researcher piloted the questionnaire at his own school, which is not one of the five schools involved in the study and minor changes were made to especially the phrasing to remove any ambiguities.

4.9.3.3 Disadvantages of the questionnaire

As previously stated, it is critical to remember that the material created by this method, for both researchers and readers, may rarely be used as a basis for generalization. Its power, like that of other qualitative approaches, is in the deep insights that may be gleaned from its material, particularly the responses of the respondents. Another criticism is the tight control over what goes into the answers, which is explicitly stated in the instructions to the informants. The value of what may be learnt from the responses could be questioned, because the responses reflect not only what people have seen and done, but also what they believe researchers want to know and hence what they should write about (Eckerdal & Hagstrom, 2017:1).

The questionnaire alone can never be an authentic means of conducting research, as it is highly subjective and will need to be verified by means of triangulation with the other methods of data collection used. Hence this research study uses interviews and naturalistic observations as a means of triangulation.

4.9.3.4 Analysis of the qualitative questionnaires

According to Eckerdal and Hagstrom (2017:1) qualitative questionnaires could be a fruitful method for gathering of information, as it generates rich material for researchers in many disciplines, however, only if it is analysed systematically. They (Eckerdal & Hagstrom, 2017:1) claim that in all their studies, to obtain a deep understanding of the empirical material, they were guided by a singular set of questions:

- What concordances can we find in the material?
- Which answers has appeared as odd or unusual and what can we say, based on them? What is surprising or deviant?
- What silences do we note in the answers, and which questions did not generate any answers? Did we miss something?
- In what ways is the phrasing of the qualitative questionnaire shaping the answers? How do the informants and the researchers respectively formulate themselves?

The qualitative questionnaire used in this study, contributed significantly to the outcome of the study, as it explored one of the central tenets to the success of schools facing challenging circumstances and that is the nature of relationships. As elaborated upon in the literature review, solid relationships based on trust and respect and a culture of shared goals and values, are central to the success of schools facing challenging circumstances. The outcomes are narrated, based on concordances and deviances.

4.10 DATA ANALYSIS

This study is located in the interpretive paradigm, and interpretive research is not aimed at gathering “simple” data, but instead the way reality is accessed and systemised, organised or rationalised changes the data. The analysis process is arguably the “heartbeat” of the research, for it is herein the quality of the analyst’s thinking becomes evident. The analyst has to make meaning of utterances, which are seldom straightforward and linear (Henning, 2004:103).

While the analyst making of meaning is a central tenet of qualitative data analysis, the data analyst has a variety of options for the modus operandi, ranging from content

analysis to grounded theory (a type of content analysis that aims to build theory based on data), to a variety of discursive procedures, such as discourse analysis and narrative analysis, and also global analysis procedures in which the researcher formats the data into an portrait of the phenomenon being studied (Henning, 2004:103).

This study used a combination of content analysis, as well as the narrative and global analysis. Using content analysis, the datasets of all the data collection instruments were analysed thematically. According to Lochmiller and Lester (2017:168), this approach to analysis, allows you to move from a broad understanding of your data to identifying themes across the datasets. The data were transcribed verbatim and analysed through a process of coding and categorisation into themes and sub-themes, leading to the search for relationships and identification of common trends in practices and thinking on principles of instructional leadership practices. The data were substantiated or contradicted by relevant literature.

Once the data were transcribed, the researcher immediately engaged in the interpretation process. Therefore, the coded data that were most relevant to the research question(s), methodology and theoretical perspectives were interpreted. Findings were displayed by offering a series of quotes from the data and detailed interpretations of these quotes as they relate to the overarching theme(s) (Lochmiller & Lester, 2017:168).

The five schools involved in the study, each exist within a unique context, with a unique history and unique challenges. These would be best captured in a narrative analysis of each participant's role. The participants in the six respective schools operate as a unit and to understand the group dynamics therein, a global analysis is most suited as it suggests an integrated and holistic view of the data (Henning, 2004:109-123).

Finally, to a certain extent the study could be associated with a grounded theory, for ultimately it sought to explicate, clarify, illuminate and explain social processes and phenomena, which culminates in a theory/model on achieving improvement in instructional leadership systems (Henning, 2004:117).

4.11 QUALITY ASSURANCE OF THE RESEARCH

Qualitative researchers must establish four dimensions of trustworthiness: credibility, dependability, transferability, and confirmability (Trochim, 2021:1). The most significant aspect or criterion in determining trustworthiness is credibility. This is because, in order to illustrate the truth of the research study's findings, the researcher must clearly link the research study's findings to reality. Here, two key approaches, triangulation and member-checking, are used to build trustworthiness (Trochim, 2021:1).

4.11.1 Credibility

With the use of multiple data collection instruments, the researcher aimed to contribute to the trustworthiness of the study. While the use of multiple instruments for data collection, generally known as triangulation, is intended to secure an in-depth, 'thick' as against 'thin' understanding of the phenomenon in question, this implicitly also contributes to the credibility of the study, giving the researcher an opportunity to reconcile any material differences with the participants, thereby adding rigour, breadth and depth to the investigation (Henning, 2004:103; Khumalo, 2014:65).

The second key strategy used by qualitative researchers to build trustworthiness is member-checking. This is a strategy in which the participants are given access to the data, interpretations, and conclusions. It gives participants the opportunity to clarify their intentions, fix errors, and provide further information if needed (Trochim, 2021:1).

In this study, as a means of triangulation and securing of 'thick' as against 'thin' understanding of the phenomenon of instructional leadership, the members of the three sectors of the SMT were canvassed separately on their role as instructional leaders. The data gathered from the three sectors of the SMT, namely the principal, deputy principal and departmental heads, were checked for alignment. Thereafter, the perceptions of the post level one educators were canvassed to authenticate the data gathered from the SMT and/or identify inconsistencies.

Secondly, while the data are presented in chapter five thematically, the data were first collated per school and presented to the SMT as a means of member-checking. Except for minor issues of clarification in all five schools, there was acceptance of the data collected as being authentic.

4.11.2 Dependability

Because it demonstrates the research study's conclusions as consistent and reproducible, dependability is critical to trustworthiness. If additional researchers looked at the data, they would come up with identical conclusions, interpretations, and discoveries. This is necessary to ensure that nothing was overlooked throughout the research study, and that the researcher's final report was neither sloppy or misleading (Maponyana, 2015:140; Trochim, 2021:1).

While there are various approaches for establishing dependability, having an outside researcher do an inquiry audit on the research study is one of the finest ways to do it. An inquiry audit entails having a researcher who is not involved in data gathering and analysis analyse the data collecting, data analysis, and research study results. This is done to ensure that the findings are accurate and that the data obtained supports the conclusions. All interpretations and conclusions are scrutinized to see if they are backed up by the data (Maponya, 2015:140; Trochim, 2021:1).

With this research being part of a doctoral study, the supervisor played the role of outside researcher conducting *inquiry audit,* since all the data collected were presented to the supervisor. In this study, the data were presented to the supervisor in two formats: firstly per school and secondly thematically. The supervisor was in agreement that the data supported the findings.

4.11.3 Transferability

In qualitative research, transferability is synonymous with generalisability in quantitative research. The concept of transferability is established by showing readers that the findings of a research study may be applied to various locations, circumstances, times, and populations. The researcher cannot establish that the conclusions of the research study will be applicable; instead, the researcher gives evidence that they might be (Maponya, 2015:140; Korstjens & Moser, 2018:121-122).

The proof is just a lengthy description of the phenomenon. Thick description is a qualitative research technique in which a qualitative researcher gives a thorough and detailed explanation of their data collection experiences. A qualitative researcher is conscious of the cultural and social circumstances in which data is collected. This

entails discussing the location of the interviews as well as other components of data collection that contribute to a more complete picture. This permits outside researchers and readers to make decisions on transferability (Maponya, 2015:140; Trochim, 2021:1).

As a prelude to the presentation of the data, a detailed description of the biographical background of all five schools is provided. While there are significant differences between the schools, they all typify schools in the townships.

4.11.4 Confirmability

The last element of trustworthiness that a qualitative researcher must demonstrate is confirmability. This criterion refers to the degree of certainty that the outcomes of the research study are based on the participants' tales and words, rather than possible researcher biases (Mbanjwa, 2014:40). Confirmability exists to ensure that the findings are shaped more by participants than by a qualitative researcher (Korstjens & Moser, 2018:122). There are a few ways that can be utilized to determine the research study's findings' confirmability:

The audit trail is the most widely utilised method for establishing confirmability because it is quite helpful when writing the outcomes chapter. An audit trail is created when a qualitative researcher documents the data gathering, analysis, and interpretation process (Maponya, 2015:141).

Reflexivity is a qualitative research technique that is particularly beneficial in phenomenological research. When gathering and analysing data, a qualitative researcher uses a reflexive mind-set. To determine how his or her own past and position influence the research process, a qualitative researcher must examine his or her own background and position (i.e., selecting the topic, choosing the methodology, analysing the data, interpreting the results, and presenting the conclusions). A qualitative researcher can keep and maintain a reflexive journal to attain reflexivity (Mbanjwa, 2014:42).

In this study to ensure confirmability, was a sticky issue, as the researcher is a school principal and the potential for bias was always present, however the researcher made

a conscious effort to negate researcher bias by grounding every decision with regards to methodology in empirical enquiry.

4.12 DELIMITATION OF THE STUDY

Delimitations describe the set boundaries for the study. This study includes three township secondary schools in the Metro East Education District and two township secondary schools in the Metro North Education District, in the Western Cape. Whilst the geographical boundary of the study is limited to these two Education Districts in the Western Cape, the sample cohort may be identifiable to other black township schools in various districts.

4.13 CONCLUSION

This chapter located the research in the interpretative paradigm and the research design in the qualitative genre. Thereafter the data collection instruments used, were examined for its relevance and the value it added to the quality and authenticity of the study. The next chapter presents the data collected, using the said data collection instruments.

CHAPTER 5
PRESENTATION, DISCUSSION AND ANALYSIS OF THE RESEARCH FINDINGS

5.1 INTRODUCTION

This study included five secondary schools with varying levels of academic performance (see table below). The institutional facets of all five schools are tabulated on a single table to provide a background of the respective schools' contexts, while at the same time indicating any significant differences. Noting that the selected schools are a cross section of typical township schools, the table gives a global picture of each school respectively and township schools in general.

Thereafter the findings of the interviews with the principals and deputy principals and the findings of the qualitative questionnaires completed by the departmental heads and post level one educators, are presented according to themes aligned to the research questions. The findings from the data collected from the post level one educators are presented, in conjunction with the data collected from the SMT so as to corroborate or dispute the data obtained from the SMT, since it is the post level one educators who are the recipients of the instructional leadership offered and would likely be more objective in their assessment of the instructional leadership role played by the SMT. Throughout the process of presenting the findings from the interviews and questionnaires, the findings of the observations are brought in where relevant.

5.2 PHASE ONE: CONTEXTUAL FACTORS

The impact of contextual factors on school effectiveness and learner performance is illustrated by Muijs (2004:151) when he argues that schools located in disadvantaged contexts have to deal with a myriad of socioeconomic challenges and to compound the situation there are issues, such as high staff turnover and a poor physical environment. While theme two explores the role of the SMT with regards to contextual factors, such as the socioeconomic status of the community and the associated challenges, the table below provides, as a precursor, a global picture of the five

schools in this study in terms of the location of the school, the physical environment and human resources.

Table 5.1 below gives a basic outline of the institutional facets of each of the five schools in the study

Table 5.1: Institutional facets of each of the five schools in the study

SCHOOL	A	B	C	D	E
LOCATION	All Township Schools				
1. QUINTILE (Poverty rating of the school)	4	3	1	1	1
2. LEARNER ENROLMENT	1120	1168	961	1900	1200
3. NUMBER OF EDUCATORS	31	33	28	43	36
4. NUMBER OF DP'S	2	2	2	2	2
5. NUMBER OF DEPARTMENTAL HEADS	5	6	5	8	6
6. NUMBER OF ADMIN STAFF	2	2	2	2	2
7. No. GENERAL ASSISTANTS	4	4	4	4	4
8. No. OF SGB EDUCATORS	3	0	0	0	0
9. No. OF SGB SUPPORT STAFF	1	0	0	0	0
10. OTHER SUPPORT STAFF	0	0	0	0	0
11. AVERAGE CLASS SIZE:					
11.1 GRADE 8:	45	46	45	50	44
11.2 GRADE 9:	45	46	45	50	42
11.3 GRADE 10:	42	45	45	46	42
11.4 GRADE 11:	42	42	43	45	40
11.5 GRADE 12	38	40	40	42	38
12. NSC PASS RATE (Also referred to as the matric or grade twelve pass rate)					
12.1 2018:	86%	89%	66%	66%	63%
12.2 2019:	78%	87%	76%	65%	77%
12.3 2020:	88%	88%	85%	61%	47%
13. Infra-structure					
13.1 Brick & Mortar Classrooms	28	30	28	30	30
13.2 Mobile Classrooms	0	0	0	15	Nil

13.3 Functional Library	Yes	Yes	Yes	Yes	Yes
13.4 Computer Laboratory	1	1	1	1	1
13.5 Science Laboratories	2	2	2	2	2
13.6 Sports-field	Good	Nil	Good	Poor	Nil
13.7 Hall	Burnt	Yes	Yes	Yes	Yes
13.8 Fencing	Good	Poor	Good	Poor	Poor

5.3 PHASE TWO: FINDINGS FROM THE DATA COLLECTED

The data collected from the interviews with the senior management, qualitative questionnaires completed by departmental heads, qualitative questionnaires completed by post level 1 educators and through naturalistic observations, are presented according to themes that closely relate to the research aims of the study, as illustrated in Table 5.2 below.

Table 5.2: Link between research questions, main themes and sub-themes

• **RESEARCH QUESTION 1: How do members of the SMT execute their roles and responsibilities in instructional leadership in ensuring quality teaching and learning?**	
MAIN THEME	SUB-THEMES
1. Promotion of quality teaching and learning	1.1 Distributed leadership, communication and accountability 1.2 Supervision of teaching and learning 1.3 Maintaining order and discipline 1.4 Promotion of extra-murals 1.5 Greatest challenges with the promotion of quality teaching and learning
RESEARCH QUESTION 2: How do contextual factors position the instructional leadership practices of SMT's?	
MAIN THEME	SUB-THEMES
2. Instructional leadership and the social context	2.1 After hours study opportunities 2.2 Overcoming poverty 2.3 Substance abuse in the community and on the school premises

	2.4 Crime in the community and its impact on the school 2.5 Learner pregnancies and its impact on schooling 2.6 Extra classes
RESEARCH QUESTION 3: How do school principals provide guidance and support to the rest of SMT to improve their Instructional leadership practices and competencies?	
MAIN THEME	SUB-THEMES
3. Support offered by the principal to the SMT	3.1 Support offered to deputy principals 3.2 Support offered to departmental heads
RESEARCH QUESTION 4: How do School Management Teams provide guidance and support to educators to improve instructional practices?	
MAIN THEME	SUB-THEMES
4. Support offered by the departmental heads to educators	4.1 Orientation of new educators 4.2 Department meetings as a forum for support 4.3 Monitoring of planning and preparation 4.4 Target-setting and moderation of assessment tasks 4.5 Classroom visits for support and development 4.6 Analysis of learner performance
RESEARCH QUESTION 5: What is the level of guidance and support from Education district officials to School Management Teams in instructional leadership practices?	
MAIN THEME	SUB-THEMES
5. Support received from the district office	5.1 Support from the circuit manager and the governance pillar 5.2 Support from the curriculum pillar 5.3 Support received from SLES 5.4 Support with resources 5.4 Support with infra-structure challenges
RESEARCH QUESTION 6: How does the school involve parents in the education of their children?	
MAIN THEME	SUB-THEMES
6. Parental support	6.1 Learner attendance and late-coming 6.2 Parent meetings 6.3 Learner discipline

	6.4 Parental support with studies 2.1 Payment/collection of school fees/donations

Theme one: promotion of quality teaching and learning

This theme is aligned with research question one, with its focus on the instructional leadership role of the SMT in the promotion of quality teaching and learning. The principal of any school should naturally have, as the apex priority, the promotion of quality teaching and learning as alluded to by Gowpall (2015:18), who states that the core function of principals is instructional leadership. The promotion of quality teaching and learning as alluded to in the SASP's key areas of principalship numbers 1, 3, 4 ,5 and 6, extends across numerous aspects of school functionality, hence it is presented using five sub themes (DBE, 2016: 8-19).

5.3.1.1 Sub-theme one: distributed leadership, communication and accountability

As explicated in chapter one, section 1.6.5, a school is a social system, hence in keeping with the social systems theoretical framework, the individuals within the school function along the delineated hierarchical levels within the organisational structure (Bowen, 2007:62). The concept of the school being a social system and delineation of hierarchical levels, implies singular, as well as collective leadership. This singular, as well as collective leadership, are exemplified in SASP's key areas of principalship, numbers three and four, which respectively state that the principal must manage the school as an organisation and manage the quality of teaching and learning and secure accountability thereof (RSA, 2016: 8-19).

Hence, the first sub-theme under the theme of 'Promotion of quality teaching and learning' is distributed leadership, communication and accountability. This sub-theme sought to establish the leadership/management structure used in each of the five schools and the communication therein speaks to its effectiveness.

The interviews with the principals and deputies confirmed that in all five schools there is a system of distributed leadership, functioning in the form of a hierarchy. This hierarchy of accountability starts with the educators accounting to their departmental

heads, the departmental heads accounting to either of the deputies and the deputies accounting to the principal. However, while most of the schools' organograms depicting the hierarchy of accountability showed that the responsibilities of the deputies are divided between curriculum and admin/discipline, in School A the deputies are divided between curriculum and assessment. The principal of School A acknowledged that it is most unusual for the deputies to be divided between assessment and curriculum and explained:

> *"The Circuit Manager wanted it this way because curriculum and assessment is our core business and should be the business of both deputies."*

School A is a performing school and evidently quality teaching and learning is prioritised.

Indicating that the school operates as a social system and a system of distributed leadership prevails, all departmental heads, except for those of School D reported that the principal and deputies took leadership in planning of the academic programme for the year. This is in alignment with clause 3.1 of the job description of the principal and clause 3.1 of the job description of the deputy principal, titled "general/administrative", as contained in the PAM document (DBE, 2016: 39 & 41) . A departmental head from School B reported that thereafter it is discussed with the staff and that plans are reviewed at the start of every term. This interaction with staff, where they are given opportunities to express their opinions, is one of the tenets of executive leadership, as described in the SASP and is laudable, as it builds trust and social cohesion (DBE, 2015:11). On the opposite end, two departmental heads of School D said that there used to be strategic planning involving the staff, preceding the academic year, but it does not happen any longer. This goes totally against the essence of the invitational theory, which seeks to invite everyone within the school to work together and share in the success (Egley, 2003:57). It does not augur well for the school, as this lack of transparency and failure to create opportunities for educators to share in the planning of the school and thereby take ownership of the curricular programmes, appear to be a constant thread running throughout the findings from the data collection processes and probably contributes to the underperformance of the school.

Educators generally report that planning is led by the SMT and they found the year plan very useful in giving them direction to meet their goals and due dates and there

is enough time for responsible persons to prepare for respective events. One educator did state that however,

> *"Due to the pandemic one's planning doesn't always work out."*

Plans can never ever be cast in stone, because as mere humans, we cannot predict with absolute certainty what will happen even the next day, leave alone the emergence of a deadly pandemic. Hence, from time-to-time schools will, working within the principles of the contingency theory, have to find a best fit between their internal organisation and the contingency factors they are confronted with (Muijs *et al.*, 2004:151). A case in point is the COVID-19 pandemic, which herald frequent adjustments in the national government protocols that impacted on schools, hence there was and continues to be a necessity for the leadership to always keep abreast of developments and constantly communicate with the staff, so that necessary adjustments may be made.

The second important piece of macro planning is the organogram and duty roster. The SASP states that the principal ought to manage the school as an organisation and should constantly strive to improve organisational structures (DBE, 2015:16). The organogram and duty roster, by their nature, serve as tools for the management of the school as an organisation, as an organogram outlines the line management that ensures accountability and the duty roster illustrates the various committees, so that every member knows what their responsibilities are. Except for one educator from School B and another from School D, who said that the school does not have an organogram, all other educators from the five schools acknowledged the importance of the organogram as an instrument that reflects the division of labour and facilitates functionality. Some of the educators' comments included:

> *"It is useful, because it holds people accountable."*

> *"It gives clear guidance on who to approach when one encounters a situation and needs assistance, knowing exactly who to go to makes matters easy."*

Aligning with the findings of the interviews with senior management, the level one educators confirm that there is macro planning that is done and it is very useful in school functionality. In addition to the reasons given above for its usefulness, they generally all agree that the structures on the organogram, such as: sports committee, safety committee, maintenance committee and LTSM committee, ensure that there

are systems in place to make sure resources that are managed properly. An educator from School A said,

> *"The school has numerous committees, which ensure that the curriculum is delivered, e.g. maintenance ensures that the classroom space is safe to learn. The textbook committee ensures all learners receive textbooks and are accountable."*

It has thus far been established that the senior management, the departmental heads and the post level one educators concur that there is a system of distributed leadership within the hierarchy of the school and that it works effectively, as illustrated in the processes involved in the schools' macro planning and the testimony that the various committees function efficiently. Additionally, the functioning of the various committees is a perfect example of how, through indirect leadership strategies, the principal instils a spirit of collaboration among all staff and makes people accountable for their delegated responsibilities (Glickman, 1999:7; Kalungu-Banda, 2008:18). Kalungu-Banda (2008:8) points to the paradoxical nature of the collaboration; when individuals in a group share their talents consistently over a period of time, a general culture and routine emerge that enhance the organisation.

Distributed leadership is often referred to as collaborative leadership (Tienken, 2010:23) or participative leadership (Van Deventer, 2016:34) and is critical in the building of family cohesion so that there is a shared vision. Participative leadership engenders the involvement of all role players and to do this, communication is key. Open and free communication is critical, alluding to the theoretical framework of collaborative leadership, which serves to guide this study, forms the basis to the success of any institution. It is only then that the membership will feel like they belong and take ownership. The forums for this open and free communication in a school is usually via staff briefings and staff meetings. Except for School C, the educators of the four other schools agree that daily briefings do take place and it is very useful for the announcing of reminders and clarification of the day's proceedings. However, some have said that due to the COVID pandemic, daily briefings have been reduced to once per week and in the case of School D, it has stopped completely. As pointed out earlier, the findings reveal a complete breakdown in communication at School D. It could be postulated that the principal missed an opportunity to galvanise the staff and build collaboration and social cohesion by using the precepts of the invitational theory to

involve the entire staff in strategizing so that the school is able to cope with the changes and protocols associated with the pandemic.

Since the briefings are short and there is very little time for discussion, the staff meetings are critically important as a forum for educators to express their concerns and ideas. The educators of Schools A and B, two performing schools, agree that there are regular staff meetings and that there is open and free discussion of issues that affect the school and thereby contribute to the school's development. An educator of School A said,

> *"We do have staff meetings and fruitful discussions and suggestions on matters that may be hindering to the school or learners is discussed and often with helpful solutions."*

With the educators of School C generally finding the daily briefings not working as a means of communication, it was pleasing to see that one educator of School C said that there are regular staff meetings and it is very useful. In complete contradiction, a second educator from School C reported that staff meetings are not regular and are "one sided." All three educators of School D reported that they do not have regular staff meetings. The one educator summed up the problem;

> *"No, there's always unhealthy argument between the principal and some of the staff members, especially on school governing body matters."*

Another educator elucidated the extent of the problem, stating;

> *"The discussion generally ends up in a debate. I feel it's a waste of time personally."*

Communication is critical to the effective functioning of any institution and the building of social cohesion, but in some of the schools in the study there are very few opportunities created for communication and in the case of School D, where communication has almost completely broken-down, it is a major concern and is probably a major contributor to the problems encountered by the respective schools. While it has been established that distributed leadership prevails in all five schools, the tension between the post level one educators and SMT in Schools C and D, reveals major shortcomings in the instructional leadership role that the SMT ought to be playing. The two starting principles as alluded to by the theoretical frameworks of the Social Systems Theory and Collaborative Leadership, for school functionality is

lacking and therefore implies that the school is on a downward trajectory. This points to the claim by Mestry (2017:3) that nationally, most principals are not equipped to lead. This then begs the question as to whether the systems in place for the appointment of principals, needs to be reviewed.

5.3.1.2 Sub-theme two: supervision of teaching and learning

The second sub-theme, associated with the promotion of quality teaching and learning, explored the systems and procedures in place to ensure supervision of teaching and learning, which undoubtedly is critical to the academic performance of the school as a whole (Balfour 2014:18). All five schools indicated that there are systems in place to ensure supervision of teaching and learning, however while some schools have an explicitly defined system in place, others seem to have a very loose arrangement. Balfour (2014:18) alludes to what an explicitly defined system of supervision ought to resemble by stating that instructional leadership should focus on how the education process is being ordered, managed and translated into classroom practice. Agih (2015:68) provides a more detailed description of supervision, stating that it attempts to look into the educators' understanding of the content of the curriculum and design of learning programmes, the grouping of learners, methods of assessment, determining learners' progress and reporting thereof, the teaching methods used, the practice of classroom discipline and the use of resources. Agih (2015:68) explains that all the aforesaid are evaluated thoroughly and discussed in an attempt to improve the learning and growing of the learner. From my experience as principal and instructional leader, the starting point of supervision is the checking of educators' planning and preparation, followed by lesson observation and thereafter reflection on the said lesson, moderation of assessment tasks and evaluation of interventions implemented.

School A and School C principals spelt out very clear systems for supervision of teaching and learning, central to which is the classroom visits and regular reporting by departmental heads on the performance of educators in their respective departments. The principal of School C said,

"SMT meetings take place weekly. Early in the term the SMT identifies 15 educators who will have classroom visits in term one. HODs have weekly department meetings. Lesson plans are checked weekly."

The principal of School A said that the curriculum deputy has the responsibility of ensuring quality teaching and learning is taking place. She added;

"But still the entire teaching staff is divided among the senior management for classroom visitation. During classroom visits the management check also for usage of textbooks. You know, we spend large amounts of money on textbooks, so it needs to be used."

"What helps a lot…, the SMT meets every Tuesday and we use a standardised agenda, which includes reports by each HOD about issues in their department."

The principal of School E similarly, was also clear on the system of supervision used by the SMT and even stated what the SMT should be looking for when checking educator records and learner books. However, except for the deputies reporting to the principal quarterly on progress with regards to supervision, the involvement of the principal in monitoring of teaching and learning is almost totally absent. It seems that while the principal of School E appreciates the importance of supervision, as the instructional leader he has not prioritised it and is not personally involved in it. Williams (2015:14) argues that supervision is synonymous with accountability and in many schools there is a lack of accountability. He goes further and says that the lack of accountability goes back to the lack of structure

and a conducive climate. This is a major failing on the part of the principal, as it is the principal's responsibility to establish the requisite structure and culture for the management of the curriculum and instruction. The principal, as the co-ordinator of instructional leaders, is supposed to put proper systems and procedures in place to ensure quality teaching and learning takes place, accountability thereof and professional development to address shortcomings (Schreuder, 2020:1).

Interestingly, at School B the principal did not have much to say about supervision, except that departmental heads are responsible for supervision of the planning and preparation of their departments and that they do walkabouts, yet the school is a performing school. On further probing it became clear that over the recent years there developed a strong competition among the educators for their subject to be the top

performing subject. This alludes to the management using the precepts of transactional leadership, whereby educators derive reward for their efforts. This illustrates that while thus far, the concepts of distributed and collaborative leadership have featured prominently, there is also a place for transactional leadership within the scope of instructional leadership.

An interesting finding emerged from the interview with the principal of School D. She alluded to serious underlying issues that hamper sound supervision when she commented about proper supervision of teaching and learning,

> *"It is very difficult, especially when working with people that have very different characters. In my school the main challenge is monitoring. Planning is done in time, implementation is satisfactory, but monitoring is problematic. After planning my HODs tend not to go and see if the planning is implemented, so it is not monitored."*

The principal explained that each departmental head is given a date to submit their workbook. From the departmental head workbook she is able to assess the educators under the said departmental head. She unequivocally stated that the departmental heads lack the skills required for monitoring. This finding is in line with research conducted by Seobi and Wood (2016:1), who found that the departmental heads instructional leadership was limited to acting as final checkers of educators' reports of work covered, rather than working with educators on an ongoing basis to improve instruction, as stipulated in the PAM document (Government Gazette 39684, 2016:37). The curriculum deputy acknowledged that he is responsible for curriculum and therefore has to oversee the departmental heads supervision of educators. This is in line with his role as curriculum manager as outlined in the PAM document (Government Gazette 39684:40). He explained that a roster is given to departmental heads for submission of reports on supervision. The principal however, pointed out that the roster is not fully implemented, as the deputies were lax and they frequently failed to do what is expected of them and made flimsy excuses. Implicitly the problem goes back to the principal, because as the overall leader, she is failing to make the deputies account. This alludes to the point made by Mestry (2017:2) that at a national level, principals lack the knowledge and skills to lead their schools effectively and this impacts on learner performance.

While the senior management in some schools report challenges in ensuring accountability, the educators of all five schools confirmed that checking of educator files and learner books are conducted and it helps to ensure quality. One educator said,

> *"Educator files and learner books are frequently checked by the HOD to ensure that everyone is doing as expected. Strategies are provided when errors or areas for improvement have been identified."*

The frequency of checking of planning and assessment was answered by educators from the various schools, significantly differently, in some cases alluding to serious shortcomings on the part of the SMT. This, was also evident in the analysis of the findings from the questionnaires completed by the departmental heads. The educators of School A, a performing school, generally said supervision is done professionally and it is done throughout the year. This is probably one of the key contributors to the excellent performance of their learners in the NSC examinations and alludes to Chabalala and Naidoo's (2021:1-2) assertion that principals who focus on developing educators teaching skills, will have learners who perform better. In School B, the educators' response to the question on the frequency of supervision by departmental heads, ranged from not so frequent to weekly and monthly. In School C, one educator said that supervision of planning and assessment by the departmental head takes place weekly, the second educator said it takes place twice per term and the third educator said the departmental head is very accommodating and understanding without definitively saying that his/her work is monitored. With regards to School D, the question of frequency of supervision of planning and assessment was not answered directly. One educator merely said that there is checking of educators' workbooks and learners' class workbooks. The second educator said nothing about supervision, but simply that they do not have regular departmental meetings. All four educators of School E reported that the departmental heads conduct supervision in a calm and professional manner. However, with regards to the frequency of departmental heads supervision of planning and assessment, one educator said it is done fortnightly, a second educator said it is done almost monthly and the other two did not say anything about the frequency of supervision. This is probably because the school does not have an internal policy for supervision, because there are no

directives from the Department of Education, with regards to the frequency of supervision.

The supervision of teaching and learning is unquestionably the core responsibility of the SMT, if it is to ensure quality teaching and learning and excellence in learner performance (Kieleko, 2015:17). The lack of a definitive system of monitoring teaching and learning by the SMT, points to a major failing in the core duty of the SMT and calls for intervention at district level.

5.3.1.3 Sub-theme three: maintaining order and discipline

Systems for the maintenance of order and discipline are critical to ensure an ethos that is conducive to the promotion of quality education delivery, which is the focus of main theme number one (Muijs, 2004:156). All five schools reported that various measures are implemented to ensure order and discipline and these include: involvement of the safety committee and disciplinary committee, educators serving ground duty and use of period registers. In all five schools, the SMT plays a leading role in implementing the systems for the maintenance of order and discipline, thereby ensuring that as instructional leaders, they contribute to the establishment of an environment conducive to quality education.

From the data gathered with regards to learner discipline, clearly the biggest challenge facing schools, is learner late-coming. The principal of School D expressed exasperation with regards to learner late-coming;

> *"Late-coming is the main challenge we are facing in terms of discipline, except for the grade 12s, they are more disciplined and on time. From grade 8 to 11 there is a very high rate of late-coming. To monitor this we have two register periods, the first one is in the morning, and the second one is after break. Every week the class educators reconcile the registers and see who was late and who was absent. They then consult with the respective learners as to why they were late or why they were absent."*
>
> *"Learners say they have to prepare their younger siblings for school and maybe even take the child to the crèche before coming to school. There are also learners coming from neighbouring towns, such as Paarl and Stellenbosch that travel by train and are often late, because the trains have been running late."*

Similar to School D, the principal of School E said that the maintenance of order and discipline is a major challenge. He explained that while there are systems and procedures in place that include specific structures, such as the disciplinary committee, uniform committee and class prefects, however;

> *"When it comes to discipline it is challenging, because it is based on the department policies and these policies are not always suited to some specific challenges that we as a school face. The policies tend to be too narrow."*

> *"The department complains that there are far too many late comers, but when we lock the gates after a certain time then they have a problem with that. It's a no win situation."*

One of the departmental heads alluded to how at times educators inadvertently contribute to learners behaving poorly, simply because they are not well prepared for the lesson and learners find the lesson boring and become distracted. The departmental head said that hence, he/she contributes to the order and discipline of the school,

> *"By making sure that educators are well prepared for their lessons and attend all their classes."*

By implication, this exposes the failure of the SMT in performing of their core duty as instructional leaders, which is to guide and supervise educators so that they are always well prepared and able to deliver quality lessons (DBE, 2016:36-44). Well prepared lessons will keep learners focussed to not get distracted, only if the lessons are designed at an appropriate cognitive level to stimulate learners' enquiring minds and challenge their problem-solving skills (Dongo, 2016:4).

The educators of all five schools affirm the claims of the SMT with regards to learner discipline, stating that the senior management does intervene to deal with poor learner discipline by engaging with parents and making referrals to relevant agencies where necessary, in accordance with their role function, as described in the PAM document (DBE, 2016). One of the educators in School A said that there are committees to deal with poor learner discipline.

On the issue of learner late-coming, the educators of Schools A and B, the performing schools, stated that the senior management deals actively with late-coming by maintaining a register of late comers to identify the chronic offenders and parents are

called in to discuss the matter. The educators of Schools C, D and E gave various responses, which ranged from the senior management doing nothing to learners being spoken to or having to serve detention.

An educator of School D said,

> *"Learners are not punished or reprimanded. Therefore there's no consequences for their actions."*

The observations conducted at the five schools corroborate the findings of the interviews with regards to learner discipline and more specifically learner late-coming. There was learner late-coming observed at all five schools, however the largest numbers of late comers observed, were at School D and School E. Furthermore, the late comers were dealt with firmly at School A, B and C, while at School D they were dealt with in a very casual manner, as learners were asked to do ten bunny (rabbit) hops as punishment and then go to class and at School E they were simply allowed to enter the gates at the end of period one. From my experience as principal, the key to establishing order and good discipline is consistency. Members of staff who are very passionate about order and good discipline should be allocated the duty of monitoring of learner late-coming and with passion and consistent pressure on learners, punctuality will become the culture of the school.

The findings with regards to learner late-coming unsurprisingly is worse at the two most under-performing schools out of the five involved in the study. Late coming being most prominent at the two most under-performing school is likely a symptom of the lack of a professional culture among the educator staff. This is in line with a report by Maile and Olowoyo (2017:1) that current research has demonstrated that many schools in South Africa are performing badly, due to inefficient use of teaching and learning time. They argue that while major administrative interventions are undertaken to improve the quality of teaching and learning, it seems that very little attention is paid to late-coming. They (Maile & Olowoyo, 2017:1) explicate that learner late-coming eats away at the big interventions, such as holiday classes and impedes the performance of the township schools. The principal and SMT need to prioritise this cancerous problem that seems to have a devastating impact on schools.

The leadership of the township schools will do well to approach the problem through the lens of the invitational theory. This theory highlights the principals' passion for the

empowerment of the poor, and their unshakable belief in the potential of township learners to excel personally and academically (Kamper, 2008:5). Using this theory to address late-coming will require the leadership to set high standards for their learners and consistently motivate and inspire them to have self-belief and pride and self-discipline will come naturally.

5.3.1.4 Sub-theme four: promotion of extra-murals

The fourth sub-theme under the theme; dealing with the promotion of quality teaching and learning, is the promotion of extra-murals. This is in alignment with the core duties of all three sectors of the SMT, as listed in the PAM document (DBE, 2016:36-43), also listed as key area of principalship number six in the SASP (DBE, 2015:19) and listed as point number ten in the indicators of functional schools (Schreuder, 2020:2). In all five schools the SMT acknowledges that extra-mural activities, such as sports and music could play a major role in discipline, as well as motivation of learners. This is affirmed by Stead and Nevill (2010:6-7), who posit that extra-mural activities contribute to academic improvement by enhancing concentration and memory and they add that it also contributes indirectly to improved academic performance by improved classroom behaviour and attendance. Sadly, in three of the schools there are severe constraints in terms of capacity to offer extra-murals, due to inadequate facilities or the lack thereof. The principal of School E complained,

> *"In most instances our township schools don't have much space like sports grounds. Our school does not have a soccer field or a rugby field. I only have a netball court."*

The deputy said that learners love to play sports and because of the lack of a sports field, they sometimes play between the blocks, but often have to be stopped because it leads to the breaking of windows. He added,

> *"This dampens the spirit of the learners and it makes them disinterested in extra-mural activities."*

The principal said he felt hopeless, as there were no alternatives. He explained,

> *"It will be costly to transport the learners to the community sports fields and to even use the sports fields of neighbouring schools could cause tension between our schools as there are issues, such as the costs of maintenance. Even if we managed*

to come to a workable agreement with a neighbouring school, it would be dangerous for learners to walk to the sports ground, because of the issues of gangsterism faced in the townships."

The second school with a problem with sports facilities, is School B. According to the principal, a large piece of vacant land with overgrown undergrowth at the back of the school is supposed to be the sports field, but the school has thus far failed to get it levelled and grassed. Hence, the principal reports that, due to the lack of facilities, extra-mural activities does not play a big part in the culture of the school. Since the school does not have a sports field, they would need to transport learners to the local stadium to practice, but it is too expensive to transport them to and fro on a regular basis. According to Patillo (2012:26) and Tshatshu (2014:1-4), schools in the townships face numerous challenges, due to a lack of resources and this impedes the delivery of quality education. The lack of a basic facility, such as a sports field, is a huge indictment on the government and the problem is exacerbated when, due to a lack of funds, the school is unable to make alternative arrangements. According to the principal, they nevertheless occasionally participate in some extra-mural activities, which include: soccer, chess, debates, rugby and netball. While this is commendable, as it shows that the school appreciates the value of extra-murals, it can never fully compensate for the lack of an intensive extra-mural programme. This alludes to Pillay's (2017:1) claim that the poor housing conditions and poor schooling in the townships contribute to the eternal cycle of poverty as learners in township schools produce poor results, are less employable and continue their adulthood in poverty.

The third school with a problem of inadequate sports facilities, is School D. The school has a sports field, but it is in a very poor state. According to the principal, the sports field was a site that was once used for the erection of mobile classrooms to establish a new primary school. The mobile classrooms were removed when the primary school moved to its permanent location, however the WCED did not rehabilitate the sports field before handing it back to the school. Hence, parts of the sports field has no grass, as it had been compacted with gravel when the mobile classrooms were erected. The principal expressed a dire need for a sponsor to help them fix the sports field as the learners are keen to play sport and continue to use the sports field, despite its poor state. The principal is a firm believer that participation in extra-murals builds character and uses her music learners as a case in point,

"Our school is known for music and the learners love this. I must say our music learners are quite disciplined and they practice long and hard."

School A and School C have reasonably well-maintained sports fields. Both the principals acknowledge that there is some involvement of learners in extra murals, however they also acknowledge that more needs to be done to promote extra-mural activities, including the development of coaching skills among educators.

According to Stead and Nevill (2010:3-5), extra-murals contributes to the holistic, as well as academic development of the learner. They claim that participation in extra-murals improves self-esteem, emotive well-being, spirituality and optimism, as well as enhances academic achievement with improved attention and concentration skills. They add that extra-murals also improves learner behaviour and consequently academic performance. Sadly, it does not seem to be prioritised for various reasons that we may not be able to explore within the scope of this study, but it is an area that lends itself to further research. Other than the one departmental head of School D, who said that he/she is the Teacher Liaison Officer (TLO) and soccer coach and another departmental head from School E, who reported that he/she is involved in debates and the quiz competition, the rest of the departmental heads indicated that they appreciate the value of extra-murals, but admittedly contribute very little.

The poor state of the sports fields at School B and D is probably due to a lack of funds. This alludes to a failure on the part of the SMT and more especially the senior management as instructional leaders to network and fundraise for the upgrading of existing resources, as well as to add new resources, so that quality education could be offered. Schreuder (2020:2) lists the offering of a variety of after-school activities as the tenth indicator of functional schools. The offering of after-school activities in the township schools is massively significant, as it has the added benefit of keeping learners off the streets where they would normally be exposed to a host of social evils.

5.3.1.5 Sub-theme five: greatest challenges with the promotion of quality teaching and learning

The study being qualitative in nature and within the interpretivist paradigm, should allow for as much freedom of expression as possible, so as to obtain an in-depth and

authentic picture of the object of study. Hence, to conclude the first theme of the promotion of quality teaching and learning, the participants in the study were asked to identify their greatest challenges in the promotion of quality teaching and learning.

The five schools' greatest challenges are summarised and the implication it has for instructional leadership, revealed. There are some schools with more serious challenges that indicate systemic problems, which is supposed to be addressed by the relevant education authorities and some other issues indicate an ongoing need for professional development of the SMT.

School A: The principal reported some educators lack content knowledge in specific areas and poor classroom management skills. The deputy principal said that the large class sizes are most challenging.

School B: The principal identified learner late-coming as the biggest challenge. The deputy principal pointed to the impact of crime in the community on morning and afternoon classes that are offered to learners, as it has to be limited to the daylight hours and cannot go beyond 17h00.

School C: The principal identified learners lacking basic language skills. He lamented the massive administrative workload as it limited the time he could spend being hands on in ensuring school functionality and thereby quality teaching and learning is taking place. The deputy principal pointed to poor discipline.

School D: The principal complained of large class sizes, poor classroom management, poor learner discipliner and learner and educator late-coming.

School E: Poor learner discipline and lack of commitment were identified.

The issues of lack of content knowledge, poor classroom management, learners' lack of basic language skills and poor learner discipline, are all directly linked to the instructional leadership role of the SMT as outlined in section 2.4.3 titled; "managing the curriculum and instruction". The lack of subject content and poor classroom management indicate a need for professional development, guidance and support, which according to the PAM document is the responsibility of the SMT (DBE, 2016:36-42). With regards to learner safety in School B, there is not much else the school can do, as they are working within the precepts of the contingency theory and giving the learners as much support as they can, while trying to, at the same time, take

cognisance of the prevailing threats to learner safety. The systemic issues highlighted by the principals, included an admin overload in the case of School C and the principal of School D said overcrowding is a thorn in the flesh of the management, as the educators are constantly complaining. While the management understands the unhappiness of the educators, there is not much they can do, if the department does not respond to their pleas. Illustrating the magnitude of the problem she said,

> *"My biggest class is a Grade 10 class with 71 learners and it is very difficult to teach. The class has a lot of learners that failed and are now over aged. When learners of the overcrowded class have to move, they carry their chairs with them to the next class."*

The deputy principal of School D said that late-coming of educators is a serious problem and it seems that it is the same educators who are consistently late. He said he felt the principal needs to take a stronger stand. The principal's failure to take action against the educators who are consistently late could probably be attributed to an avoidance of conflict or simply to the extensive workload and associated time constraints given the abnormal size of the school, the learner population being twice the size of a normal school.

The challenges mentioned by the senior management of all five schools indicate the need for context-specific professional development of all sectors of the SMT. To offer guidance and support to educators, the SMT themselves need to be experts in their subject specialisation, subject didactics and classroom management skills (Seobi & Wood, 2016:1). Furthermore, every member of the SMT needs to possess the various leadership skills inherent in instructional leadership. Hence, this points to the need for the district office to offer ongoing professional development for the SMT, which is lacking (Seobi & Wood, 2016:1) and according to Williams (2011:195) is offered sporadically as short courses, which is largely ineffective.

Similar to the interviews with the senior management (sub-theme five of theme number one), the departmental head questionnaire gave the respondents an opportunity to speak openly of their greatest challenges in the promotion of quality teaching and learning. The departmental heads of the five schools posited different challenges that they experience in the promotion of quality teaching and learning:

The departmental heads of School A complained about educator absenteeism and failure to adhere to due dates and educators who do not honour their periods. The one departmental head of School B complained that COVID has resulted in learners attending school on a rotational basis, which meant that there was less time for teaching and learning. The second departmental head identified a lack of motivation on the part of the learners, as they complain about the morning and afternoon classes and fail to see that it is for their benefit. The departmental head of School C said that the greatest challenge is the socioeconomic situation of the learners. The departmental head of School D listed their greatest challenges as the lack of resources and learner discipline, which includes late-coming. The one departmental head of School E stated that the greatest challenges with regards to the promotion of quality teaching and learning, is getting educators to do proper planning and preparation and ensuring educators attend workshops organised by the WCED. This is in keeping with the findings of Mupa and Chinooneka (2015:129) that some of the factors contributing to ineffective teaching included: poor lesson planning and sometimes no planning, failure to use media and a variety of instructional materials. The second departmental head of School E said,

> *"Learners come from a community where there is widespread use of alcohol and drugs and they emulate what is done in their homes and are not motivated to study."*

The question relating to the greatest challenges faced in the promotion of quality teaching and learning was put differently to post level one educators, as they were asked what more the senior management could do to promote the culture of excellence in teaching and learning. The responses differed significantly from school to school. The educators of School A suggested that senior management constantly check on educators and provide more support and guidance. One educator said,

> *"Continue to be the example. Further increasing or setting the bar higher. Also constant praising of a job well done makes the work environment more comfortable."*

The educators of School B proposed that senior management give educators more support with learner discipline, decrease the learner numbers per class, invest in staff development and build team spirit. While the issue of class size is a systemic one and requires district intervention, staff development, as is strongly advocated by Seobi and Wood (2016:1), will empower educators to deal with learner discipline and facilitate

the building of team spirit. An educator from School B did acknowledge that post level one educators are given opportunities to serve as subject heads and grade heads to develop leadership skills. In the case of School C the three educators' responses indicate a call for more openness on the part of senior management and more involvement of educators. Alluding to a serious failing of the senior management in ensuring basic school functionality, two educators in School D said more can be done by the senior management to promote a culture of excellence in teaching and learning by improved annual planning so that there is less disruption of the teaching programme. One educator said,

"Drawing up a code of conduct is a good start."

Three educators of School D said there is no professional development. As mentioned earlier, professional development is critical for empowerment and facilitates social cohesion and should therefore be prioritised by the principal. This responsibility of the principal to facilitate professional development, as contained in clause 3.4.2 of the PAM document (DBE, 2016:42), is obligatory and reads: "To be responsible for the development of staff training programmes, both school based, school-focused and externally directed, …"

The responses of the educators of School E covered a wide range of areas, which is pivotal to the effectiveness of any school and poignantly points to the poor performance of the school in the NSC examinations. The suggestions of the educators include: create a more conducive environment, instil a willingness to learn, extra classes and supervision in the lower grades, be consistent in the implementation of discipline, encourage innovation in the classroom and celebrate achievement and good behaviour. The aforementioned suggestions of the educators point to the responsibility of the SMT as instructional leaders, as alluded to by the invitational theory (cf. 1.1.14), to ensure an environment and ethos that is conducive to quality education, there is professional development of staff and motivation of learners through reward and reinforcement. The call for implementation of intervention for improvement in academic performance alludes to the contingency theory (cf. 1.1.12) as it speaks to the alignment of the variables of learner knowledge and learner performance. Again the shortcomings pointed out by educators from all five schools,

indicate a failure on the part of the SMT as instructional leaders to fulfil their mandate, according to the PAM document (DBE, 2016:36).

Almost every participants' response, irrespective whether it is principal, deputy principal, departmental head or educator, points to shortcomings of the SMT in the execution of their roles and responsibilities as instructional leaders. However, the challenges listed are a multitude and to achieve sustainable improvement it needs to be addressed collectively, adopting the principles of the collaborative theory (cf. 1.1.11), and thereby include all role players within the school and from outside (Harris & Chapman, 2002:10). Furthermore, according to Harris and Chapman (2002:10), most importantly and in alignment with the collaborative theory (cf. 1.1.11), the leadership of schools facing challenging circumstances needs to focus on building relationships and thereby generating high levels of commitment through their openness. They add that to achieve a spirit of social cohesion, there needs to be lengthy open and honest discussions among those working within the school. For this open and honest discussions to take place, the SMT needs to engage in 'self-criticism' and would also need to be open to constructive criticism and willing to try new ideas.

Theme two: instructional leadership and the social context

The second theme, aligned to research question number two, explored the impact of the social context on the school. This included the socioeconomic status of the community, its impact on the delivery of education and the things the schools' leadership may be doing, in line with the compensatory theory to mitigate the negative impact (Avendario, 2016:39). The input made by the participants in this regard is categorised into sub-themes. At this point it is appropriate to point out that the PAM document and the SASP are very useful in giving the SMT direction, however both are generic in nature and do not make any provision for the addressing of challenges specific to township schools. This points to a major systemic deficiency, given the massive disparities between the advantaged and disadvantaged schools, there needs to be more context-specific policy documents and concomitant support.

5.3.1.6 Sub-theme one: after hours study opportunities

Besides providing quality education in normal school hours, given the living conditions in the townships, the township schools need to do as much as they possibly can to support learners in overcoming the challenges they face in being able to study after normal school hours, as their homes are not conducive to studying (Gerard, 2011:36 and Muijs, 2014:150). Two of the schools in the study said they therefore allow learners to study at school until late. School A said that parents monitor this to ensure it is orderly and learners are safe. School B also said that they allow learners to study at school, but only until 17h00 and not later, because of the high level of crime in the area. The deputy principal of School B added that the school is available to learners to use for study purposes on weekends as well, until 17h00.

The principals of Schools C, D and E did not say anything about learners using the school premises for study purposes after hours. While it does not mean that learners are not allowed to use the school premises after hours, the active promotion of the use of the school premises after hours by Schools A and B probably accounts to a large extent for them being the performing schools. Schools, especially in the townships where living conditions are challenging and security tenuous (Gerard, 2011:36), should encourage learners to use the school premises to study after normal school hours.

5.3.1.7 Sub-theme two: overcoming poverty

Learners living in townships live under highly depraved conditions, as the majority of the parents are single parents, are working as domestics, farm workers, in casual employment or unemployed and/or survive on the social grant (cf. 3.5.1.1). The senior management of all five schools indicated that they try to do whatever they can within their means to assist learners with basic needs. The principal of School A said,

> *"The school does as much as it can to assist these learners by providing them with food parcels during the school holidays, since they are very dependent on the school feeding scheme and school is closed in this period. The SBST (School Based Support Team) works hard to get donations of school uniform for those who cannot afford. We also network with some companies to provide learners with bursaries. There is a*

church which adopts about 20 learners every year, paying their school fees and giving them a monthly stipend of R500 for a period of six months."

The deputy principal of School B explained how educators are personally invested in their learners' lives, saying,

"As much as the school assists learners with sanitary pads, there are also educators who take learners under their wing and help with items such as uniform and toiletries. People at my church have 'adopted' some of our learners and help them with toiletries and other basic needs."

The principal of School D explained that parents' failure to play their dutiful role puts pressure on the educators to act as both educator and parent. Learners who are having problems at home are encouraged to talk to their educators and the school tries to use the resources from the department like psychologists and social workers to assist them.

The management and staff of all five township schools are making a massive contribution to mitigate the impediments associated with poverty so that promising learners are able to achieve as best they could. The job description of all levels of educators as per the PAM document stipulate that the educator should cater for the general welfare of learners, however educators also being parents go beyond the call of duty. While this is commendable, it points to a massive failure in the education system and in society as a whole and calls for more drastic measures of redress.

5.3.1.8 Sub-theme three: substance abuse in the community and on the school premises

A concomitant evil of poverty is the abuse of alcohol and drugs. This sub-theme seeks to explore the prevalence of substance abuse, its impact on the delivery of quality education and the instructional leadership role of the SMT in dealing with the scourge. All the principals and deputies interviewed, reported that there is a high level of alcohol and drug abuse in the community. However, while Schools A, B and C report that it has a minimal impact on the school, Schools D and E report that the widespread use of alcohol by parents causes them to neglect their parental duties and learners using alcohol over the weekends, neglect their studies.

According to the principal of School E, most of the people living in the area are unemployed and in many cases, whether employed or unemployed, whatever money they have is spent on alcohol. Many parents are heavy drinkers and as a result they neglect their parental duties, which include making sure their children are disciplined and committed to their studies. The principal explained an incident that happened the previous week, which showed not just failure to perform parental duties, but almost a total lack of love and care:

> *"One of our ex-learners who is a sports trust member came to school and said there was an incident where a learner was injured while cycling. I had to drop everything and go to the parents' house to pick them up so we could go and see if the learner is okay. When I got to the learner's house there were just beer bottles on the table. I told the father what happened and he had to first finish his beer before we could leave. When we got to the accident site we saw that the paramedics had already transported the learner to the hospital. I told the father he should take a taxi to the hospital. The father refused, saying that he needs to go home because when he was picked up, he was about to eat. He wanted to go home so he could drink and eat and said he would go to the hospital later."*

The principal of School D says that the prevalence of alcohol and drugs impacts on the functionality of the school, as well as learner performance. She said,

> *"This is a very big challenge, more especially when there are events such as camps and the matric farewell. On Mondays the absenteeism is higher, because learners tend to use alcohol on weekends. No homework gets done and this has a negative impact on teaching and learning. There was also the problem of learners selling drugs and parents had to be called. Learners have been threatened with suspension and since then the problem has been curbed, but now and again there are those who take chances. At the back of the school there is palisade fencing, which is very easy to break, so there is a problem with learners getting in or out through the fence, trying to get drugs into the school."*

To summarise this sub-theme, the words of the deputy principal of School B serves to highlight the role educators could play in dealing with the problem of substance abuse,

> *"Alcohol and drug abuse is a serious problem in the community and is used by learners especially during weekends. But at school it is not a problem, because the male staff are very strict and this helps to ensure that alcohol and drugs are not brought onto the school premises."*

The preceding quotation from the deputy principal has an inherent message for the SMTs of all schools, which is that the school leadership needs to act strongly against any contraband brought onto the school premises. In fact, it is obligatory for the SMT to put measures in place that ensures the safety of everyone on the school premises and they would do well to act proactively by using agencies, such as the SAPS and local clinics to educate learners on the evils of substance abuse.

5.3.1.9 Sub-theme four: crime in the community and its impact on the school

This sub-theme highlights the impact of community crime on the school and the role of the SMT in attempting to reduce the damage. Only in a safe and secure school atmosphere can effective teaching and learning take place. Township schools are particularly vulnerable to unsafe conditions and threats of violence, owing to a variety of factors, including a lack of resources and infrastructure, as well as their poor location, particularly in and around informal settlements – all of which are not conducive to sound and authentic education (Ngqela & Lewis 2012:89).

While all the principals highlight the high levels of crime in the surrounding community, four of the five schools declare that the impact on the school per se, is minimal, however sadly very often the learners are victims of crime. Learners have been mugged while on their way to school or when going home. While the extent of the problem is not critical, as the SAPS do make regular patrols in the vicinity of the school, the nature of the crime is highly traumatising and impacts severely on learners' mental well-being, which is critical for effective learning to take place.

While a few schools said that they experienced minor incidents of burglaries, School E reported that recently there was a burglary in the computer laboratory. Since the door of the computer laboratory is made of steel, the burglars entered through the roof and stole some of the computers. According to the principal, the loss of these critical resources has had a major impact on the capability of the school to deliver quality teaching and learning.

The principal of School E said,

> *"In the community there is a very high level of crime and gangsterism. As the school we take a strong stance against gangsterism. We have a good relationship with the*

police and fortunately the police station is quite close to the school. The SAPS patrols from time to time and when called upon, they respond promptly."

The principal added that he also has a direct line to contact the SAPS in case of an emergency. The principal of School A said that there was a burglary in the school hall, however since then, with help of a sponsor, the school has installed CCTV cameras, which they hope will deter any potential burglaries. The principal has a pivotal role to play in ensuring that measures are put in place to ensure the safety and security of every individual within the school premises and of learners - not only when they are on the school premises, but also when they are on their way to school or going home and also for the preservation of school property.

Departmental heads of Schools A, C, D and E reported that the senior management tries to mediate the challenges, such as gangsterism, alcohol and drug abuse, as well as vandalism and muggings, so that it does not impact on the functionality of the school and safety of learners by engaging with the community structures and the police on a regular basis. While much more needs to be done from the side of the DoE to improve safety and security of schools by reducing overcrowding and improving infra-structure and provision of security personnel, the management of the school has a moral and legal responsibility to do everything possible to ensure the safety and security of all within the school premises. Ngqela and Lewis (2012:91) make a very salient, yet poignant point when they claim that often the ethos of the school becomes fertile ground for the seeds of violence and aggression to grow. They elaborate that schools that are neat and have a positive school climate, are less likely to experience incidents of learner violence. The ethos that prevails within any school is the manifestation of the culture of the school, which is epitomised in the relationships that exists between the various sectors and between individuals. To establish a sound educational ethos, Egly (2003:57) advocates for the invitational theory whereby everyone within the institution is invited to join in the success of the school. In so doing, a mutual commitment is engendered between colleagues and instead of a series of orders issued from the top down, everyone is motivated to achieve their set goals. This self-motivation of the staff and learners will ensure the fulfilment of their respective roles and thereby establish an environment that is clean and tidy and an ethos that is warm and welcoming.

5.3.1.10 Sub-theme five: learner pregnancies and its impact on schooling

This sub-theme of learner pregnancies focuses on the role played by the SMT to minimise the incidence of pregnancies, as well as to manage the school attendance of those who become pregnant.

Four of the five schools reported that the number of learner pregnancies per year was minimal, ranging between five and ten. The only school that indicated that teenage pregnancies were a major problem, was School D. The principal reported,

> *"This year alone we had 32 girls who became pregnant. Of the 32, most were in Grade 9. These girls are frequently absent."*

As mentioned by the principal of School D, pregnancies contribute to learner absenteeism. Learner pregnancies can be very disruptive to the respective learners' education and also to the ethos of the school. As the principal of a school with an average of 20 pregnancies per annum, I can testify that the presence of pregnant learners is unsettling, it goes against the ethos of the high discipline one associates with quality schooling. Educators complain that pregnant learners are often temperamental and add to their discipline woes. Most disturbingly, Matlala, Nolte & Temane (2014:1) report that educators are expected to deal with the emotional and physical needs of pregnant learners, but absolutely no training is provided by the Department of Education.

As a result, some schools "turn a blind eye to pregnant learners," according to Mpanza and Nzima (2010:433), by refusing to play an active part in adhering to the specific requirements of pregnant learners. Simply said, the presence of pregnant learners on secondary school grounds is concerning, as schools are unable to appropriately meet these learners' health needs.

Arguably, the DoE encouraging learners to remain at school during their pregnancy, promotes teenage pregnancies, for it normalises something that is not supposed to be considered normal. The DBE policy on learner pregnancy is noble in its protection of the rights of the pregnant learner, but provides absolutely no support to schools, except for the availability of social workers who the principal may call upon to offer respective learners counselling. All other arrangements, which include ensuring the learner catches up with class work, as well as assessments that may have been missed as a

result of absenteeism, is the responsibility of the principal and the management (DBE 41722, 2018).

The SMT, as per the PAM (DBE, 2016, 39684:40) document and SASP (DBE, 2015:21) has the responsibility of working with welfare agencies, local health clinics and the SAPS. The SMT would do well to work proactively with regards to learner pregnancies and engage the health services to educate learners on their reproductive health and the responsibilities of parenthood. The townships have very little recreational facilities which learners could use for afterhours activities, hence the SMT's should seek to compensate (cf. 1.1.13) for this by getting learners involved in extra-murals after normal school hours and thereby keep them off the streets where they are exposed to the temptation of experimenting with sex and the use of alcohol and drugs.

5.3.1.11 Sub-theme six: extra classes

The sixth sub-theme deals with the need for extra classes and the leadership role the SMT could play in setting up this extra support structure to compensate for the contextual challenges, as alluded to in research question number two. In the township schools the majority of learners generally have limited access to educational resources, such as study guides, information technology devices, internet and private tutors, which in the more affluent communities, are standard (Gerard, 2011:36; Moodley, 2020:8; Njikem, 2021:10). To compensate for this lack of resources and private tutoring, it is incumbent on the principals of township schools to arrange some form of extra support if he/she expects his/her learners to be able to excel. The principals of schools A and D said that besides morning and afternoon classes, their learners attend Saturday and holiday classes offered by an NGO, known as the Association for Educational Transformation (ASSET). The principal of School B reports that the school gets support from Ikamva Youth and Discovery Health with Maths, Science and Accounting.

The principals of Schools C and E report that the only extra support given to learners is afternoon classes and holiday classes that is offered by the district office. The principal of School C said,

"We tried to organise extra classes, but parents are not always able to contribute even a minimal amount towards payment of the tutors or for transport. The learners find themselves in a hopeless situation and therefore they lack motivation to dedicate themselves to their studies."

The extra classes offered by educators in the afternoons and during the holidays, elucidate the point made by Muisj *et al.* (2004:152) that staff in schools in socio economically disadvantaged communities will have to work much harder to achieve the necessary results. While extra support alone does not guarantee the school will perform well in the NSC exams, the fact that the two performing schools, namely School A and B, do offer extra classes over and above the morning and afternoon classes and holiday classes funded by the district, is an indication that it contributes significantly.

The departmental heads of all five schools said that the senior management had managed to secure the support of NGOs and in some cases the corporate sector to assist with extra classes and promoting of the welfare of learners. The perspective of the departmental heads with regards to the leadership role played by the senior management in mediating the contextual challenges, does not contradict what was said by the senior management in the interviews, however, they all believe more needs to be done to get even more support. This acknowledgement that more needs to be done, illustrates that the departmental heads appreciate the challenges faced by learners and in line with the compensatory theory, advocate for extra support for learners (Avendario, 2016:39)

Theme three: support offered by the principal to the SMT

The third theme, aligned to research question numbered three, dealt with support offered by the principal to the rest of the SMT, which included the orientation, monitoring, guidance and support given to the deputy principals and the departmental heads. This is also a priority highlighted in the PAM document and the SASP (DBE, 2016 & DBE, 2015).

The principal of School B is new in the post. She said that she nevertheless tries by all means to orientate, mentor and support new members of the SMT in instructional

leadership. The principal of School C stated that in the first few months he orientates, mentors and supports new members of the SMT in instructional leadership. He said,

> *"In the first few months I have frequent one-on-one meetings and advise the individual on how to manage his/her responsibilities. The SMT meeting is where I also give guidance to especially the departmental heads on managing of their departments."*

The principal of School D relies on the workshops offered by the district office to orientate deputies and departmental heads on their roles and responsibilities. The principal appreciates the impact these workshops have on the new members of the SMT, as it equips them with skills to be able to perform their leadership role. She said,

> *"As a new departmental head they are coming from a background where they were taking instructions, the workshops focuses on them taking up leadership and giving instruction."*

She adds that as leaders, the departmental heads are supposed to lead by example, saying,

> *"If you are a leader, then the first thing you do is put your workbook down on the table and then ask those under you where is their workbook. You cannot ask for others' workbooks when yours is not up to date."*

The principal monitors the departmental heads by asking them to submit the minutes of their first departmental meeting, as well as their workbooks and a few learners' books. She acknowledges that the deputy principals should be doing the monitoring of the departmental heads, but declares that they are not strong in this area. She does acknowledge that she needs to capacitate the deputies to fulfil this role so that there is less pressure on the principal. The principal will do well to arrange a professional development session with the SMT, focussing on the job descriptions as per the PAM document. The job description of the departmental head, as outlined in the PAM document, stipulates in relative detail the aspects of curriculum delivery that should be supervised and the job description of the deputy principal states in general that he/she should guide and supervise staff (DBE, 2016: 36-40; Seobi & Wood, 2016:1)

The principal of School E is relatively new and there have not been any new additions to the SMT recently. The principal however, says that he constantly motivates the SMT to boost their confidence and uplift their morale. He says,

"I always tell members of the SMT that everything starts with you, when you look in the mirror, ask yourself how you can be the best at what you are doing and what can make you happy."

The school does not organise professional development for new members of the SMT, but they are encouraged to register for courses in instructional leadership offered by the department. According to the principal, the deputies orientate and support the departmental heads. Each deputy is responsible for three departmental heads each.

The majority of departmental heads from all the schools, except School D, stated that they are supervised and supported by the deputy principal he or she is accountable to. A departmental head from School B said that he/she was mentored on the conducting of moderation and the writing of department reports. A departmental head from School E said that besides the support that they receive from the senior management, they are also advised by their seniors to work closely with their subject advisors.

The only school that appears to be lacking in orientation, mentoring and support of the departmental head, is School D. One departmental head of School D said that the principal does not orientate and mentor the departmental heads, but instead refers them to the deputies for orientation and mentoring. Two of the departmental heads said they were not orientated and after being introduced to the staff, were left to their own devices.

However, while most departmental heads concur that the senior management provides leadership in terms of curriculum planning, monitoring and support, some departmental heads felt the senior management needs to do more to promote the culture of teaching and learning. Examples are: making sure learners are in class on time; ensuring that resources are provided; and encouraging educators to attend workshops so that they may develop skills in ICT. Some other departmental heads stated that there needs to be more effort put into motivation of learners, as well as educators.

All the departmental heads either said that there are no or very little opportunities for professional development created by the school, however there are professional development workshops organised by the district office. Notwithstanding, one departmental head of School B mentioned that he/she was given an opportunity for

professional development when he/she was asked to present the analysis of the Grade 12 results to the staff.

The requests of the departmental heads that the senior management do more to promote the culture of teaching and learning, monitor learner discipline, ensure resources are available, encourage educators to attend workshops so that they may develop skills in ICT and motivate learners as well as educators, are all core duties of the senior management, as per the PAM document and SASP (DBE, 39684, 2016 and DBE, 2015). The requests, as stated by the departmental heads, reveal conclusively that principals are struggling to lead effectively, in concurrence with a study conducted by Mestry (2017:2), and is a clear indicator that principals require capacitating.

Theme four: support offered by the departmental heads to educators

The fourth main theme explored the support offered by departmental heads to educators. This is about the most critical aspect of instructional leadership, as the quality of instruction educators deliver is the responsibility mostly of the departmental head and thereafter the SMT as a whole. Hence, the interaction between the departmental head and educators within his/her department is expected to be frequent and intense as the departmental head, according to his/her job description contained in the PAM document, needs to monitor, guide and support the educators in his or her department with regards to all aspects of curriculum delivery (DBE, 2016:36-38).

5.3.1.12 Sub-theme one: orientation of new educators

From the interviews with the senior management, it is noted that all the principals appreciate that it is very important to orientate newly appointed educators so that they share in the vision and culture of the school and they know what is expected of them. This is supported by Harris and Chapman (2002:6) when, in a study involving schools facing challenging circumstances, found that it was of central importance for leaders to secure the co-operation and alignment of all staff to a shared vision and shared values. The co-operation and alignment of staff to a shared vision is a key tenet in the three theories of collaboration, invitation and the school being a social system and forms the basis for any school to succeed.

The principal of School A said that to formalise the process of orientation, an induction form had been drafted, to be used by the SMT in ensuring that new educators do not feel left out. The principal of School C emphasized the importance of orientation of new educators, saying,

> *"It is important that new educators are orientated in teaching and learning practices of the school, so that they start on a strong footing."*

According to the principal of School C, the departmental heads are supposed to orientate new educators in the first two weeks of their arrival at the school. Similarly, the principal of School D said the departmental heads did orientate the new educators when they arrived, however she felt more could be done.

5.3.1.13 Sub-theme two: department meetings as a forum for support

This sub-theme explored the effectiveness of departmental meetings and the role of the departmental head as the instructional leader facilitating the said meetings. From the interviews with the senior management, it was revealed that all five schools agree, in keeping with the PAM document, that the departmental heads are at the forefront of ensuring quality teaching and learning and to achieve that within their respective departments, they need to build a cohesive unit with a shared vision and common values (DBE, 2016:36-38). The senior management of all five schools emphasize that the vehicle to achieve this shared vision and common values is having regular department meetings, with open and lengthy dialogue (Harris & Chapman, 2002:10). Department meetings are the ideal forum for departmental heads to give guidance, as per the stipulations contained in the PAM document, on mainly macro and micro planning, the assessment programme, assessment tasks, moderation, curriculum completion, analysis of learner performance and intervention strategies (DBE, 2016:36-38).

The principal of School C very explicitly highlighted the importance of departmental meetings,

> *"Department meetings are at the centre of everything that happens within a particular department, because it is the forum for thrashing out the nitty-gritty of operations for*

effective curriculum delivery. These meetings are held fortnightly and include planning, assessment and many other issues, depending on the time of the year."

While all principals highlighted the importance of department meetings and confirmed that department meetings are convened by the departmental heads, they differed on the frequency of these meetings, ranging from weekly to thrice per term.

All the departmental heads confirmed that they convene regular department meetings to discuss curriculum coverage, learner achievement and improvement plans. The departmental head of School B said that sometimes they report on meetings with the subject advisor. School E's departmental heads said that the meetings take place at the beginning of the term and towards the end of the term. None of the other departmental heads mentioned the frequency of the meetings.

The convening of regular meetings is critical to the functionality of respective departments, as it is not merely a forum for the dissemination of information, but a space for open and free discussion wherein even the most contentious issues could be resolved and most importantly it is also an opportunity to build social cohesion within the team (Harris & Chapman, 2002:10). While educators from all five schools agree that school-wide macro planning makes provision for department meetings, it is only the educators of School A that said that time for departmental meetings is built into the school timetable.

The majority of educators, in one way or the other, indicated that the issues typically covered in department meetings, include: classroom management, content coverage, teaching strategies, assessment, learner performance and intervention strategies. An educator from School A comprehensively summed up the items covered in departmental meetings,

"Everything is discussed, from learner and educator performance, grade performance, marks, assessment dates, marks' due date, submission of educator files and resources."

Of concern is that in School E, only two educators mentioned that the strategies to improve results are discussed and only one educator mentioned that the meetings included the issue of educator files and learner workbooks. In a study conducted by Seobi and Wood (2016:2), on instructional leadership in disadvantaged schools, they found that the departmental heads adopted a hierarchical and transactional style of

leadership, which did not help to build trusting relationships that facilitate mentoring and coaching. They suggest that departmental heads should engage educators, in line with the invitational theoretical framework (cf. 1.1.14), to foster shared ideas and practices for quality teaching and the ideal forum for this would be departmental meetings.

5.3.1.14 Sub-theme three: monitoring of educator planning and preparation

This sub-theme explored the monitoring of educator planning and preparation and the instructional leadership role played by the departmental head in this regard. Teaching is the core function of the educator and the key determinant of learner performance, hence, as promulgated by Kieleko (2015:17), it is vitally important that the SMT ensures accountability thereof. The departmental heads are at the core of curriculum leadership and according to the principals, they are accountable for the performance of the educators in their departments. Hence the departmental heads, firstly give direction to their educators in the department meetings and secondly do follow-ups by checking of the educators' files.

According to the principals of Schools A, B and E, the system and procedure used by departmental heads to monitor educators' planning and preparation are largely left to the individual. Departmental heads are expected to have departmental plans for monitoring that should have been finalised at the respective department meetings early in the year. The principals of Schools C and D report that they are more hands-on by making sure the departmental heads report weekly on the supervision of their educators. Mupa and Chinooneka (2015:130) found that one of the contributing factors to ineffective teaching, is the failure of the seniors to supervise educators' planning and preparation and interestingly they suggest that there ought to be some supervision to boost the morale of the educators. Supposedly, the feedback will celebrate good work and motivate the educator to strive towards higher goals.

While monitoring of planning and preparation allude to the issue of accountability, it is more importantly an issue of quality assurance and development thereof (Lemov, 2010:12). It is assumed that the monitoring of planning and preparation is conducted tactfully and with respect and is accompanied with the corresponding support where necessary (Agih, 2015:69; Kieleko, 2015:16).

While departmental meetings are critical for departmental heads to give direction in terms of planning and support, equally important is the need for departmental heads to check educators' planning and preparation. All of the departmental heads said that they checked educators' planning and preparation, however the frequency of the checking differed with some saying they check weekly while others said they check fortnightly, monthly and in one case, quarterly.

5.3.1.15 Sub-theme four: target-setting and moderation of assessment tasks

The fourth sub-theme focused on target-setting and moderation of assessment tasks and the instructional leadership role played by the departmental head in this regard. All five schools iterated that there is a lot of pressure on the management to ensure that assessment is up to standard, marking is completed on time and reporting on learner progress is accurate. To ensure that the assessment is up to standard, implies that the departmental head had to ensure that the assessment tasks are moderated for quality assurance and marking is done accurately (cf. 2.5.4.5.2). Moderation is not only a means of monitoring, but also a means of quality assurance and where necessary, the proffering of support, especially in the setting of test and exam question papers.

All the respondents of Schools A and B agree that targets are set and it helps to motivate learners, as well as guide educators in the development of intervention strategies. The educators of School B also agree unanimously that there is target-setting, however none of the respondents gave any substantial response as to how it contributes to improvement in learner performance. In School C, while one educator said there is no target-setting and plans drafted for its achievement, the other two said that there is target-setting and it helps to motivate educators and learners.

According to two educators in School D, there is no target-setting and plans for its achievement. The third educator said that there is target-setting and plans drafted for its achievement, however,

> *"It contribute only if follow-ups done."*

The Annual Academic Performance Improvement Plan (AAPIP), in compliance with Section 58B of SASA, if done properly, could serve as a vision for the educators to

work towards, since it includes projected pass percentages that the school is targeting (DBE, 2016:42-43). However, while the AAPIP sets targets per subject per grade, it is also advisable for every educator to set targets for his or her specific classes and at the end of every term to review those targets against the actual achievement. The results obtained by learners in tests and exams could be deceiving if the tests and exams are not quality assured through the process of moderation. All except for one educator in School C, agreed that CASS tasks, as well as controlled tests and examinations are moderated prior to an after-implementation and it helps to ensure that it covers the work taught, is of an acceptable standard and free of errors and marking is done accurately. While the department policy, as contained in the PAM document, does not specifically mention moderation, it alludes to it by stipulating that the departmental head must co-ordinate assessments and control tests and examination papers and memoranda. The SASP, key areas of principalship, numbers one and four, cover the responsibility of the senior management, stating that the principal has the responsibility to lead teaching and learning of the school and manage the quality of teaching and learning and accountability thereof.

Except for one educator in School B and another in School C, all other educators in Schools A, B, C and E agree that results are analysed and intervention strategies formulated. They agree that it helps as educators and learners are able to identify the areas of weakness and work that require improvement. Two educators from School D responded to the question and said that while the results are analysed, there are no intervention strategies discussed or the intervention strategies are not implemented fully. The department policy documents, such as the PAM document, as well as the SASP, allude to the responsibility of the SMT to implement strategies to improve learner performance. The Functional Schools' document explicitly states that the ninth indicator of functional schools is the capacity to deal with poor performance by implementing improvement strategies. The implementation of improvement strategies is a contingent (cf. 1.1.12) measure intended to address a situational variable which in this case is poor learner performance.

5.3.1.16 Sub-theme five: classroom visits for support and development

Lesson delivery is where the tyre meets the tar, as it is the ultimate test of an educator's teaching ability. This sub-theme explored the role played by the SMT, with regards to classroom visits. The senior management of all five schools acknowledge that classroom visits are about the most effective means of assessing an educator's capacity so that effective guidance and support may be offered (cf. 2.5.2.1, 2.5.3, 2.5.4.3, 2.5.4.4). While in most of the five schools, the responsibility of classroom visits seem to fall on the shoulders of the departmental heads, the principal of School C reported that the departmental heads, as well as the senior management make classroom visits. Furthermore, he was the only one who said that there is a specific template used for this purpose and added that as soon as possible after the class visit, feedback is given to the respective educator. The value of classroom visits is strongly supported by Seobi and Wood (2016:1) when they call for informal and formal classroom visits and post classroom visit conferences for discussion, focussing on the improvement of instruction. This point of critical importance is amplified by Balfour (2014:18) when he says: "without an inspection of the quality of teaching in the classrooms backed up by rigorous professional development, we remain as we are: mired in mediocrity with little prospect of change."

While schools A, B, C and E alluded to an internal arrangement within each department with regards to the frequency of classroom visits, the principal of School D said that they only make classroom visits for the summative phase of IQMS, because the union, namely SADTU does not allow it otherwise. The issue of classroom visits can be very sensitive and at times contentious. It can be sensitive, because according to Sharma, Yusoff, Kannan, and Baba (2011:215), historically it was associated with inspection and fault-finding and contentious, because according to the collective agreement number 203, classroom visits should only be made as part of IQMS. Nevertheless, the educators of Schools A and E found the departmental heads classroom visits useful, as it helped in their professional development. The one educator of School A said,

> *"These visits are intense, yet enjoyable. It's an opportunity to display your skills, as well as receive constructive criticism."*

The educators of School A and E also said they receive feedback on the departmental heads lesson observation and they find it very useful in the improvement of their teaching skills. It also motivates them to want to do more.

School B educators experience the departmental heads classroom visits differently. One educator said his/her departmental head does not visit his/her classroom for lesson observation. Two educators found the visit useful, as the feedback helped in their professional development. The fifth educator said that no feedback is given on the visit, so it does not help in his/her professional development. This point ties in with the report by Mupa and Chinooneka (2016:130) that educators appreciate feedback and it helps with their professional development.

In School C, while one educator said the departmental head does visit his/her classroom for lesson observation and the visit is useful, the other two said they do not have a departmental head. The educator who received the classroom visit said,

> *"The feedback takes long, so it sometimes becomes useless."*

In School D, one educator said that he/she found that the departmental heads classroom visit, in line with the report by Mupa and Chinooneka (2016:130), motivated him/her to do more in class. The other two said that it was rare and not productive, as they did not receive any feedback on the classroom visit. Agih (2015:69) views the lesson observation as a futile exercise if it is not accompanied by relevant advice and an agreed statement of changes required.

Towards the end of each year the departmental heads are supposed to sit down with their educators and, while reflecting on the supervision of educator planning, preparation, assessments and lesson observations, discuss the Personal Growth Plan (PGP) of the said educator. The departmental head will then be in a position to support the educator in achieving the objectives of the PGP in the coming year.

Sadly, except for two educators in School E and one educator in School A, all the other respondents reported that their departmental heads do not discuss with them their PGPs. The response from the educator of School A, in line with Seobi and Wood's (2016:1) assertion that instructional leaders should assist educators in setting and achieving personal and professional goals related to improvement of school instruction, was very positive and highlights the value of the exercise,

"They an eye opener. You receive more advice on how to conduct oneself in terms of further development. Example furthering your education will enable possible growth opportunities."

With regards to the support and development that is supposed to work in conjunction with the classroom visits, the educators' response from the five schools varied significantly. All the respondents from School A said that the departmental head is a useful resource for information and guidance on instruction and assessment. One educator said,

"HOD guides in curriculum development, improvement on class methodologies and moderation of assessment papers."

In School B, three educators said that the departmental head is a useful resource for information and guidance on instruction and assessment. The fourth educator said that he/she gets everything from the subject advisor and at cluster meetings. The fifth educator said that he/she is more experienced and well-informed than the departmental head about everything pertaining to the subject. In School C, one educator said the departmental head is a useful resource for information on instruction and assessment, while the other two said they do not have departmental heads and rely on the subject head, who is helpful to an extent. In School D, one educator said that the departmental head is not clear on certain topics and therefore does not show any interest. A second educator said,

"We don't have regular meetings with our HOD. Therefore we need to take accountability for learning, etc."

All four educators of School E responded positively, however, it was very basic responses, which included statements that the departmental head is an expert in his/her field and has information and resources from the WCED. Only one educator said that the departmental head gives guidance on the improvement of teaching methods and assessment practices.

The matters of concern, with regards to the departmental head serving as a resource to educators include: the lack of content knowledge, the use of the subject head rather than the departmental head and the absence of a departmental head altogether. The lack of content knowledge is possible, since the departmental head is not necessarily a specialist in all the learning areas in his/her department and usually the subject head

takes the responsibility of supporting other educators in the said learning area. The problem of there being no departmental head is more serious and should never happen. This then renders everything said by Seobi and Wood (2016:1), with regards to the value of instructional leadership and support proffered by the departmental head, null and void.

Closely related to the responsibility of the departmental head to serve as a resource provider, is the need to, as per the department policy contained in the PAM document, support educators with professional development (DBE, 2016:36). With regards to supporting educators with professional development, there seemed to be varying levels of commitment to this aspect of educator development among the five schools. School A's educators' responses to the question on how the departmental head contributed to the educators' professional development included: organising of workshops, making class visits and providing feedback for development purposes, in line with Seobi and Wood's (2016:1) description of the quality instructional support. Three educators of School B said that the departmental head contributed to their professional development by having one-on-one discussions to reflect on the term performance, registration for short courses and ensuring access to resources. On the other hand, two other educators said that they receive no support in professional development.

At School C, two of the educators said the departmental head supports their professional development in teaching and learning by organising workshops, but the third educator said that the departmental head does nothing to support his/her professional development. At School D, one educator said that the departmental head encourages him/her to attend online training courses provided by the WCED. The second educator said that there is no support at all. At School E, except for one educator who said that the departmental head encourages him/her to study further, the other three gave vague responses, which alluded more to mentoring and support, rather than professional development.

5.3.1.17 Sub-theme six: analysis of learner performance

This sub-theme dealt with the instructional leadership role played by the SMT's, with regards to analysis of learner performance and implementation of intervention

strategies. All five schools agree that educators need to account for their learners' performance. Hence, every term the results are analysed and the under-performing subjects have to present a diagnostic analysis, as well as an intervention strategy (Schreuder, 2020:2).

While the analysis of the results and the devising of intervention strategies allude to departmental head support of educator development, which is integral to instructional leadership, it also relates to learner motivation, which is a critical factor, especially in the township schools where the circumstances could be daunting. The principal of School B highlighted this,

> *"Even with the Grade 12's, the September examinations have to be marked before the closure of school so that subject awards may be issued at the valedictory service, which is the highlight of the year."*

The issue of how the senior management intervenes to address under-performing subjects was answered differently in each of the five schools, hence a summary of each schools' response is given.

In School A, three educators report that the senior management intervenes with regards to underperforming subjects by checking whether the respective departments are implementing their SIP. The fourth educator said that extra classes are arranged and subject educators ensure that the weak learners attend. Four educators of School B report that the senior management intervenes with regards to underperforming learners by discussing the matter at staff meetings, arranging motivational sessions and extra classes. One educator said that it depends on the educator who is teaching the specific subject that is under performing. According to two educators of School C, the school organises afternoon, Saturday and holiday classes. The third educator however, says that the *"focus is mostly on Grade 12."* In School D, the question with regards to senior management intervention in ensuring improvement in learner performance in under-performing subjects, was answered positively by one educator saying that extra classes are arranged. The other two responses are a serious indictment on the role played by the senior management:

> *"Nothing is being done. We are told that educators must take responsibility."*

> *"They let them rewrite, some create question of a lower standard."*

In School E, three of the four respondents said that the senior management intervenes to ensure improvement in learner performance in under-performing subjects by organising extra classes. The fourth respondent said that the management encourages educators to give learners individual attention and thereby help them with the areas in which they are struggling.

While a few educators said that the senior management does nothing to intervene in the case of underperforming subjects, the majority of educators indicated that in most schools, the senior management does implement improvement strategies. However, from my experience as a principal, I am inclined to agree with the educator of School C that the focus is on Grade 12. The main reason that schools focus mostly on Grade 12, is the pressure on schools to ensure a high pass rate in the NSC exams. Any programme that takes place after hours will incur costs, as learners will have to be fed and educators might have to be compensated for travelling expenses. Hence, with schools in the townships having very limited funding they are unable to implement after hours classes for the lower grades. As principal of a quintile one township school, I can safely say that the department allocation per learner is a little below R2000. This amount is totally insufficient to take care of all the basic essentials and is miniscule compared to the schools in the suburbs with school fees in the region of tens of thousands of rands. Van Dyk and White (2019:58) researched the quintile system and found that it was failing to redress the past inequalities in education and they propose that to establish resource equity, the DoE ought to: “Improve conditions for learning. Aspects such as the school culture, school climate and social-emotional development of learners should be prioritised.”

It is vitally important that the departmental head, as the accountable officer for the performance of the subjects within his/her department, drive the process of analysing the results and implementation of intervention strategies, as alluded to in the PAM document when it states that the departmental head is responsible for the co-ordination of assessments. This reveals a shortcoming in the PAM document, in that it is not specifically stated, however, a policy document similar to the SASP would go a long way to providing a more detailed description of the role function of the departmental head. The responses from the five schools with regards to the support offered by the departmental heads to improve learner performance, indicate various levels of not only the departmental heads’ skills and commitment, but instead point to

the core of the schools' success or failure. At School A, a performing school, three educators said that departmental heads support them in their efforts to improve learner performance by working with them in the development and implementation of intervention strategies to help improve learner performance. The fourth educator said the departmental head supports them by moderating of tasks and arranging support from the within the department. At School B, also a performing school, three educators said that the departmental heads support them in their efforts to improve learner performance by making necessary resources available. The other two reported that there is no support from the departmental heads and they do what they can on their own to try and improve learner performance. At School C two of the respondents said the departmental head gives guidance on the improvement of learner performance, while the third educator said that there is nothing forthcoming. At School D, one educator said there is no support from the departmental head in his/her attempts to improve learner performance. The second educator said the departmental head forces learners who are slacking to complete tasks. At School E, except for one educator who said that the departmental head helps with resources and planning, the other three made general comments, such as that the departmental offers guidance and encouragement.

It is abundantly clear that this is an area that needs serious attention on the part of both the senior management and the departmental heads. Subjects that are underperforming calls for principals to adopt an instructional leader-manager approach with focus on the primary task of educators, being to carry out their teaching tasks effectively (Van Deventer, 2016:111).

Just as it is expected of the SMT to offer instructional leadership to their subordinates, it is also expected of the various pillars within the district office to offer support in their respective areas of specialisation to the schools within its jurisdiction in the promotion of school effectiveness (DBE, 2013: 21-25). Hence, the next theme with its respective sub-themes explored the support offered by the district office.

Theme five: support received from the district office

The fifth main theme is aligned with research question number five and explored the support received from the district office for the enhancement of SMT instructional leadership, according to five sub-themes.

5.3.1.18 Sub-theme one: support from the circuit manager and the governance pillar

The first sub-theme dealt with support received from the circuit manager. Except for School A, the principals of all the other four schools agree that the support they receive from the CM is minimal and especially deals with administrative issues that involves monitoring and reporting on school performance and support of the SGB, rather than in areas that will facilitate the implementation of instructional leadership (DBE, 2013:21). The principal of School E pointed out that due to the lack of support with regards to an application for an additional educator, he has to teach an additional class, which inadvertently results in him having less time to offer instructional leadership to his staff. He said,

> *"The district office expects results, but does not give sufficient support. We applied for an additional educator, but there has been no response from the district, so I have to take two classes in Grade 11. The fencing is in a poor state. We requested for funding for repairs to fencing, but nothing has been forthcoming."*

He also reported that he has made numerous requests to the district office for support with funding for the repairs to the fencing. This is linked to the capacity of the senior management to ensure a safe and secure environment, conducive to teaching and learning, which according to Schreuder (2020:1), is one of the ten indicators of functional schools.

In complete contrast to the other four schools, the principal of School A explained that the circuit manager has capacitated the SMT so that they are able to implement instructional leadership effectively, saying,

> *"I have the best circuit manager. He is a curriculum specialist. He went through job descriptions with the staff, using practical ways. He helped us to have a wide scope of what needs to be done. He supports us in analysing results and term performance.*

If the results are not good, he holds the respective educators accountable and monitors progress."

The deputy principal of School A added that the circuit manager has had meetings with the SMT. He told us,

"We must use data to inform our teaching, guide monitoring and inform planning. He meets with the YIP learners and helps to set targets. He even checks learners' books and interviews educators."

The principal conceded that they did not always have such a supportive CM. It may be inferred from the support proffered by the CM of School A and the struggles experienced by other township schools, with regards to human and physical resources, that there is a dire need for the CM and the governance pillar, which deals with school safety to offer more support in development of instructional leadership capacity and a hands-on approach to security issues, respectively (DBE, 2013:21). The policy as outlined in Government Gazette 36324, is generic and applies across the board, as there is no provision made for the inclusion of a compensatory or contingency theoretical framework to support township schools.

The circuit manager ought to be the schools' first port of call when a school needs support with matters that involve the district, but from my experience as principal, the circuit manager is too busy ensuring that schools are complying with the massive admin tasks that need to be completed, either for the head office or the district office. Accordingly Schools B, C and D said that the circuit manager did not offer any support with regards to instructional leadership or the facilitating of support with instructional leadership.

5.3.1.19 Sub-theme two: support from the curriculum pillar

Arguably the most critical pillar within the structure of the district office, is the curriculum and assessment pillar, as it deals with the core function of schools, which is teaching and learning. Hence, this sub-theme explored the contribution of the curriculum pillar to the enhancement of instructional leadership within schools.

The senior management of all five schools concurs that the support received from the curriculum pillar is good. The subject advisors visit the school as per the roster of the

district and more especially, if there are new educators. Some of the subject advisors make classroom visits and have done demo lessons. The principal of School D summarised the support received'

> *"The curriculum advisors call at the school quite often and conduct moderation of educator files, as well as learner books. If they notice any issues with educators, then they help those particular educators and they also give advice on which textbooks should be used. They give good guidance and support. They also arrange content and skills training for educators, especially the novice educators."*

The principal of School A appreciated that the district office offers adequate opportunities for knowledge and skills development, especially in maths. She said,

> *"We are expecting, in the near future, a district official will visit us to train educator staff on the use of technology, like interactive whiteboards."*

While generally the senior management of all five schools felt the support from the curriculum pillar was good, the deputy principal of School B pointed out that the support is not in all subjects and not often enough. On the same note, the principal of School E was more specific and said that the subject advisors focus solely on Grade 9 and Grade 12. The focus of the curriculum pillar on specific subjects is probably because the focus is mostly on the under-performing subjects and it is grade-specific probably because Grade 9s and Grade 12s write exit level examinations.

All the departmental heads, except for one from School D, agree that the curriculum pillar is very supportive, especially when changes need to be implemented and it includes: workshops to develop leadership skills of departmental heads and provision of relevant curriculum and assessment documents to be used in the guidance given to educators. The subject advisors do not simply pass on the subject documents, but take the departmental heads through the respective subject requirements.

Except for one educator from School B, all the other educators from the five schools in the study, unequivocally said that they receive support from the subject advisors, in line with their mandate as described in Government Gazette 36324 (RSA, 2013:21) in the form of: resources, interactive online lessons, workshops and school visits. One educator said that besides being available when educators need them, they also send weekly lesson plan templates.

All the educators across the five schools, except for two educators at School B, agree that the district office offers opportunities for professional development related to teaching and learning, through online sessions, as well as short courses via CTLI. An educator from School D said the district office offered professional development opportunities related to teaching and learning by giving educators the opportunity to make presentations at workshops and also with the opportunity to set cluster papers.

5.3.1.20 Sub-theme three: support received from SLES

This sub-theme explored the support offered to learners and the enhancement of the SMT in instructional leadership, so as to deal with learners with psycho-social issues. All the school principals, except for the principal of School B, reported that the accessibility and effectiveness of the social workers, psychologists and learning support officers, are a problem. They report that it is a bit frustrating, because it takes a long time for them to come to the school. The principal of School D expressed disappointment with the support given by the social and psychological services pillar of the district. She reported that they take a long time to respond,

> *"If we call today, they will give us a date, but it is often not honoured and we have to keep on calling until they show up. The effect of this is that the learners end up dealing with the issues on their own and some do not cope."*

According to the principal of School C, they do not get much support from social workers and psychologists. They offer training for the School Based Support Team (SBST), which comprises educators and expect the SBST to do most of the pastoral work that social workers and psychologists would normally do. Given that educators in township schools carry massive teaching loads, not only in terms of the number of periods they teach, but also in terms of the class sizes, is it rational to expect to educators to service the psycho-social needs of learners effectively? The need for an auxiliary worker to attend to the psycho-social needs of learners at schools is evident in the comment by the principal of School E that the previous year they had an intern social worker stationed at the school and it helped a lot.

Very few educators in each of the five schools responded to the question with regards to psycho-social services rendered by the district office, indicating probably a lack of

knowledge of any support in this regard. Nevertheless, an educator at School E said that the district office provides support with psycho-social challenges faced by learners, by ensuring that the school has a school psychologist and social worker, who work closely with the SBST.

The departmental heads of Schools B, C and D report that the school social workers and psychologists are very rarely seen at school and therefore do not contribute significantly to helping learners who need psycho-social support. On the contrary, the departmental heads of School E report that the district social workers, school psychologists and learning support officers, are very helpful. The school has a SBST to deal with leaners in need of psycho-social support and they usually call upon the school social workers and psychologists to assist. The SLES team trains the staff to handle issues, such as bullying, substance abuse and rape.

5.3.1.21 Sub-theme four: support with infrastructure challenges

Research has shown that schools in townships are generally in a poor state and are in need of support. The impact of the environment on the delivery of quality education cannot be underestimated.

Schools A and C are relatively newly built and do not have serious problems with infrastructure. School A's only complaint is that the feeding scheme kitchen is too small and needs to be extended or relocated.

The principal of School C was very appreciative of the support received from the IT helpdesk and was proud of a donation of computers for the media centre from the Premier's Office. The principal also reported that they do not have any infrastructure challenges that hampers effective teaching and learning, as the school is relatively newly built. He said,

> *"We are okay for classroom space. We have sufficient furniture. Our sports facilities and equipment is adequate."*

On the other hand the principals of schools B and D had serious complaints with regards to infrastructure. According to the principal of School B, the building as a whole, has major structural defects, there are lots of leaks and cracks and with the limited funding received from the department, it is not possible to address major

structural repairs. The deputy principal suggested the need for repairs to the fencing, as there were many holes and this caused serious problems associated with learner conduct and safety.

The problems with regards to infrastructure at School D is not so much as the faults in the existing infrastructure, but rather the lack of infra structure. The principal reports that their greatest challenge is the shortage of classrooms, which has led to overcrowding and hampers effective teaching and learning. The principal says that the situation was long since known by the district office, but nothing has been done,

> *"Hence, earlier in the year the learners went on a protest march. We were promised that either we will receive more classrooms or the school will be split and some learners will be moved to a new school that will be established. They gave us more mobile classrooms but now we are waiting for the furniture."*

Surprisingly, the principal of School E had no complaints about the support from the district office with regards to infrastructure, but the school does not have a sports field and the school buildings are in an utterly poor state. The relative indifference of the principal could be an indication of a loss of hope considering he did mention earlier that he had tried to get support from the district office to repair the fencing and nothing was forthcoming.

Theme six: parental support

The sixth theme dealt with parent support. Pillay (2017:1) contends that just as much as socioeconomic conditions are critical to educational achievement, equally crucial is parental involvement, the lack of which could have an adverse impact on educational achievement. Plaatjies (2021:398-399) gives credence to this, reporting that an abundance of research published in the recent years, reveals that the involvement of parents has a positive outcome on children's academic performance, conduct and emotional functionality. According to Plaatjies (2021:399), unfortunately parents in low income families are rarely involved in their children's education. This theme has five sub themes, namely: learner attendance, parent meetings, learner discipline, support with studies and school fees.

5.3.1.22 Sub-theme one: learner attendance and late-coming

Mupa and Chinooneka (2015:128) very simplisticly state that the first step to effective education, is that the learner must be in class. Spaull (2012:2-3) posits the lack of learner discipline, which includes late-coming as one of the key reasons for the dysfunctionality of township schools. This becomes evident by the revelation that except for School A, all other schools report that learner late-coming is a major problem and parents do very little to support the school in addressing the issue.

The principal of School A reports that the majority of her learners come from a township approximately three kilometres away and travel by public transport. She proudly says that the parents work closely with the school and communicate in time if their children are going to be late or absent. She adds,

> *"Educators have 'WhatsApp' groups with the learners' parents to make communication easier, some parents use this to report late-coming or absenteeism."*

The senior management of the other four schools explained that while some parents do take responsibility for their children's education, it is a small number, as the majority fail to do the basics, which is to communicate with the school with regards to late-coming or absenteeism. This is in alignment with the pronouncement by Maile and Olowoyo (2017:1) that learner late-coming is endemic, particularly to township schools, with serious consequences. They report that current research has demonstrated that many schools in South Africa are performing badly, due to inefficient use of the teaching and learning time.

The principal of School C said that she calls the parents in to have one-on-one discussions about the issue, and most report that they leave for work at 06:00 and at this time the learner is still sleeping, so they do not know why the learner is late or absent. Some say that they make sure the learner wakes before they leave for work, but it seems the learner goes back to bed once the parent has left the home.

The principal of School E said, in almost utter desperation, that parents do nothing to ensure that their children are at school on time. The gate is closed at around 08:15. Since the school is not allowed to send learners home, at the end of period one they are allowed to enter the school gates.

Learner late-coming is a massive challenge in the township schools. Maile and Olowoyo (2017:1&4-5) emphasise that school leadership needs to attend to the seemingly small things, such as late-coming so that the bigger objectives (improved learner performance) could become a reality. Arguably the principal of School E has adopted a defeatist attitude to learner late-coming and it only serves to escalate the problem.

5.3.1.23 Sub-theme two: parent meetings

A reasonable barometer of parental support a school receives, is the average rate of attendance at meetings. The principal of School A reported that attendance at parent meetings is good, especially since separate meetings are held per grade. The fact that School A is a performing school validates Plaatjies' (2021:398-399) report that an abundance of research published in the recent years reveals that the involvement of parents has a positive outcome on their children's education. These meetings usually include, among others, discussion of the CASS requirements and the Learner Code of Conduct. When reports are issued, there is also provision made for consultation with the educators.

According to the four other principals, they usually get around 50 percent attendance, except when issuing reports, then they get almost 100 percent attendance. The fact that parents are eager to see the progress reports of their children, indicates that they have a sincere interest in the education of their children. However, the same four principals report that parents do not seem to appreciate that the school needs to fund raise, in order to be able to offer a better quality of education by purchasing more resources and employing more staff. Hence, meetings to discuss parents contributing financially, is very poorly attended. We could speculate that parents simply cannot afford to contribute financially to the coffers of the school or that they know the school to be a 'no fee' school and therefore they believe they should not contribute financially to the activities of the school. This highlights the need for the school leadership to adopt the precepts of the invitational leadership theory in building relations with parents and other stakeholders.

5.3.1.24 Sub-theme three: learner discipline

Another major impediment to educational achievement, is poor learner discipline. Schools are experiencing increased learner discipline problems in the form of violence and a complete disregard for the rules (Arends, 2017:8). Unruly learners and disciplinary problems are an inescapable part of every educator's teaching experience. It appears that, even though most schools have enacted a code of conduct to regulate learner behaviour, it does not always have the desired effect. However, on a positive note, except for School B, all the other principals and deputies agree that the majority of parents do help to discipline their children when they are told of their child's misbehaviour. According to the principal of School B, there are those who do not show much interest in disciplining their children either, because they do not have control of their children or they believe it is the school's responsibility. The principal of School D said,

> *"The majority of parents are supportive of the school with regards to disciplining of their children. When parents are told that the hairstyle of the learner is not in keeping with the school's dress code, they do make sure the learner changes the hairstyle. Some parents call at school to check on their child's performance and conduct."*

The principal of School E said that parents try to discipline their children, but struggle to do so,

> *"Most parents are very young and don't seem to be able to discipline their children. There have been cases when learners displayed open defiance towards the parent, one even going so far as to tell the parent to 'shut up'."*

The principal of School A not only said that the parents are supportive in ensuring good learner discipline, but even that the street committees also assist by patrolling the streets, making sure learners are not bunking school and sitting in the taverns or drug dens. This is an excellent example of the invitational theory (cf. 1.1.14) at work, illustrating how schools can benefit by establishing partnerships with community structures.

5.3.1.25 Sub-theme four: parental support with studies

Most parents seem to be helpless when it comes to supporting learners in improving areas of weaknesses in their school subjects. They do not monitor their children's studies to make sure that they complete homework and prepare for tests and exams. This is probably because the parents themselves are not well-educated and they also lack the financial capacity to pay for resources, such as information technology devices and/or tutors. This is supported the principal of School C,

> *"The lack of support on the part of the parent could actually be because they themselves are lacking academically and financially. They are unable to help their children with their studies, because their own level of education is very low. They are also not able to afford private tuition, as they earn minimum wage and are struggling to make ends meet."*

All the principals agreed that parents are highly appreciative of the extra support the school may provide or arrange from outside agencies. The school sends a timetable informing parents of extra classes and parents ensure that their children attend.

While the involvement of parents in the education of their children generally is promising, given their limitations, the principal of School E was more reticent in saying that there are parents who are very supportive of the school and are willing to go the extra mile to assist in ensuring that their children improve in their studies, however they were very few and usually it were the learners who are generally well-behaved and committed to their studies. He adds, that it seems that the learners who are ill disciplined and not committed, come from homes where the parents are also not so concerned about the learners' future. The principal said in exasperation,

> *"The parent is supposed to be one of the major role players in the success of the school, but it is difficult to get even 50 percent attendance at parent meetings."*

Parental involvement in the education of their children is central to the education system in South Africa. By virtue of the fact that the majority component of the SGB comprises of parents, speaks volumes of what is expected of parents in the involvement of the education of their children.

Parents are expected to play a pivotal role in the education of their children, but sadly as alluded to in Section 5.2.6, the situation in the township schools is such that there

is very little parent involvement or support. The educators of School A reported that the senior management deals with the lack of parental involvement in the monitoring of learners doing school work after hours by emphasising the issue at the parent meetings. One educator said,

> *"Such parents are individually invited to school via an appointment with class and subject educators."*

Four educators of School B reported that the senior management deals with the lack of parental involvement in the monitoring of learners doing school work after hours, by sending letters to parents or calling them to a meeting to discuss the issue. However, one educator reported that he/she is not aware of the senior management doing anything about the matter.

One educator of School C said nothing is done about the lack of parental involvement in the monitoring of learners doing school work when at home. The two other educators said that the time parents come to school is when they have to collect their child's progress report. They do not say whether this opportunity is used to address the matter of parental monitoring of learners completing school work at home.

All three educators of School D said that senior management discusses the issue of parent involvement in monitoring of their child doing school work at home, at parent meetings. However, they all also agree that it is not effective, going as far as two say,

> *"As far as I know, nothing. Parent meetings happen twice per year."*

All respondents of School E agreed that the lack of parent involvement in the monitoring of learners doing school work after hours, is a serious problem. Three of the educators said that every effort is made to meet with parents to highlight the issue. One educator said that it is a serious matter, as some learners do not have parents.

From the report on the findings of the interviews with the senior management and here again from the questionnaires completed by educators, it is abundantly clear that in all schools there is a lack of parental involvement in the monitoring of their child to ensure he/she is doing school work when at home in the afternoons and on weekends. This could be attributed to the majority of the parents in township schools having low levels of education and lacking the confidence to check on their children's school work. The

school leadership will need to strategise with parents so that parents perform some level of monitoring that they are comfortable with.

5.3.1.26 Sub-theme five: school fees

The principal of School A said that they have been classified as a quintile four school as they are located in an urban light industrial zone and receive consequently very little funding from the WCED, yet they are servicing learners coming from townships. Hence, they rely a lot on the parents and the commitment of the parents is astounding, and it is most evident in the payment of school fees as the total collected by the end of the year is in excess of 95 percent. Parents are also expected to supply a bale of ten toilet rolls and a ream of paper per term and they do this without complaining.

The principal of School B acknowledged that while the attitude of parents may at times seem apathetic, with regular communication, such as reminders for the payment of the 'Parent Contribution Fund', she has seen a significant improvement in payments. Sadly, not much support is forthcoming from community structures and elected representatives. She said,

> *"The ward councillor visited the school early this year and promised a donation of school shoes. It is now more than six months and he has not returned."*

The principal of School C said that their school being a no-fee school struggles to survive on the limited funding received from the department. The school has held numerous fund-raising events and while it is supported by the parents, the funds raised is minimal. The principal enunciated the challenge they face, saying,

> *"The fund-raising does not bring in much as we are fund-raising in a poverty-stricken community. The township schools, by virtue of its clientele, cannot hold events where they could charge big money for entry such as a golf day."*

The principal of School D said,

> *"Parents seem to be, in spite of all the socioeconomic challenges they face, trying their best to support the school. They appreciate the need to contribute financially towards the programmes offered and even though they have to be constantly reminded, they manage to pay what is required."*

The principal of School E was most damning in his comment of parental support saying,

> *"They expect the school to provide quality education, but are not prepared to contribute even R5 towards a fund-raising initiative. It is not a matter of affordability, because they did contribute R120 towards the Khubeka Cycling Project, but that was because they knew that the learner was going to receive a bicycle. They are also able to pay for the matric farewell and even spend large amounts of money on suits and dresses."*

School A reported that they are a quintile four school and that means they are a fee-paying school. The principal also reported that the parents are very supportive and approximately 95 percent of school fees are collected. The other four schools are classified as no-fee schools and struggle to get anything significant in the form of parent contributions towards fund-raising. This raises the question of whether the concept of the no-fee school has created a culture of entitlement and an acceptance that the school should continue to operate as it does, rather than try to fund raise and offer more in the form extra-murals and extra classes.

Generally the lack of parental involvement in their children's education implies a failing on the part of the SMT as instructional leaders, because to enhance the performance of learners the SMT needs to enlist strong parental involvement and support, especially given the challenges faced by township schools.

5.4 CONCLUSION

Chapter five presented the findings from the semi-structured interviews with principals and deputy principals, qualitative questionnaires with departmental heads and post level one educators and reported on observations that where relevant. Chapter six starts with a summary of all five chapters, with special emphasis on the a summary of the findings in chapter five, proceeds to the recommendations for practice and possible future areas for research and concludes with stating the delimitations of the study.

CHAPTER 6
SUMMARY OF THE RESEARCH, FINAL CONCLUSIONS, AND RECOMMENDATIONS

6.1 INTRODUCTION

Chapter five comprised the presentation of the findings of the qualitative data, gathered as per the methodology outlined in chapter four. This concluding chapter summarises all five preceding chapters, thereby illustrating the connection between the background of the study, the purpose of the study, the research questions, the theoretical framework, the literature review, the research design and the presentation of the findings. Thereafter, the findings are synthesised and the key findings highlighted and recommendations made for the improvement of instructional leadership practices. The chapter concludes with areas for future research that emanated from the findings, the delimitation of the study, and the final conclusions.

6.2 SUMMARY OF CHAPTER ONE

Chapter one started by highlighting the crisis in education in South Africa, namely the majority of township schools that are performing very poorly in standardised assessments. Spaul (2013) postulates that the poor academic standards globally is symptomatic, among others, of the lack of effective leadership. Mestry (2017:2) concurs and refers more specifically to South African public schools and adds that principals lack the relevant knowledge and skills required to lead their schools effectively. With due consideration given to the critical role that leadership plays in determining the success or failure of a school, the main research question was formulated to read as follows:

What are the instructional leadership roles of SMTs at secondary schools in the Western Cape?

Six secondary research questions were formulated around the main research question to guide the study:

- How do members of the SMT execute their roles and responsibilities in instructional leadership in ensuring quality teaching and learning?
- How do contextual factors position the instructional leadership practices of school management teams?
- How do school principals, as overall leaders, provide guidance and support to the rest of school management teams to improve their instructional leadership practices and competencies?
- How do School Management Teams provide guidance and support to educators to improve instructional practices?
- How do SMTs experience the instructional leadership support provided by district officials?
- How does the school involve parents in the education of their children?

As illustrated throughout the background of the study in chapter one, the crisis in the South African education system is most evident in the township schools. Hence, the focus of the study was specifically on the instructional leadership role of the SMT in township schools. The challenging contexts in which township schools are located and operate, compels leaders to have a broad range of instructional leadership competencies. Hence theoretically, a number of perspectives can help us make sense of school improvement in schools in disadvantaged areas. In order to address the aims of this study in a holistic fashion, a number of theories were integrated: collaborative instructional leadership theory, contingency theory, compensatory theory, invitational leadership theory and systems theory. These theories provided an appropriate, solid theoretical and analytical lens for this study, through which the burning questions in these schools were viewed and analysed (cf. 1.6).

6.3 SUMMARY OF THE LITERATURE REVIEW IN CORRELATION WITH THE RESEARCH AIMS

The literature review comprises two chapters. Chapter two, the first of the literature review chapters, introduced the concept of multifaceted leadership. Thereafter, in

alignment with research questions one, three and four, it explored and selected instructional leadership models that extend from the most simplistic to the most comprehensive, the support given to educators through supervision and finally the leadership capacities of the SMT to effectively implement instructional leadership for the improvement of teaching and learning.

With the aim of establishing a comprehensive lens through which we view instructional leadership, the literature review started with the models of leadership that focused narrowly on the principal as the driving force and moved progressively to the models of leadership that are more comprehensive and include the entire management team and even a focus on the community. The sixth and last model, Baldanza's Model of 21st Century Instructional Leadership, is inclusive of everything in the former models, but with one small, but most relevant, addition. This addition was 'Adult Professional Culture', whereby everyone knows their purpose and goals and treats others with respect, which is very necessary for the 21st century, especially since one of the basic tenets of democracy is respect for others and there is an ever growing need for the profession to regulate itself by ensuring that its practitioners maintain the highest professional standards (Baldanza, 2018:1). I purposely chose the models used in the study to illustrate that instructional leadership is more effective when it is a shared enterprise that includes the entire school management team and builds a shared vision, not only within the school, but which includes the community, with the ultimate goal of improving learner performance.

Once a global understanding of a cross section of instructional leadership models was established and the competencies required for the implementation of instructional leadership listed (*cf.* 2.4.1), the literature review moved on to what instructional leadership means in the South African public education context. Instructional leadership in the South African public education context alludes to managing curriculum delivery to ensure quality teaching and learning. This, in simple terms, is supervision of teaching and learning, which speaks directly to research aim number one.

Given the sensitivities associated with supervision, the principal is central to mediating any negativity that may arise from supervision, which is integral to instructional leadership, seeking instead to transform follower commitment into organisational

goals (Van Deventer, 2016:32). However, the principal is not the sole instructional leader in the school, but is instead a co-ordinator of instructional leaders who make up the SMT. Hence, it is imperative that the SMT understand that inherent in instructional leadership, is the element of driving change, building social cohesion and the achievement of high standards, which is characteristic of transformational leadership, distributed leadership, authentic leadership and transactional leadership.

A study of the aforesaid leadership styles, in chapter two, section 2.7, viewed against the more comprehensive models of instructional leadership (*cf.* 2.3), elucidates the need for principals to have a multifaceted approach to leadership. Translated into more practical terms, the more comprehensive models of instructional leadership illustrate that the principal interfaces with an array of stakeholders and by implication, will relate differently with each one, which calls for multiple leadership approaches. This becomes evident in the findings in chapter five, when in answering research questions one, three and four, the principal relates differently to the various sectors of the staff, calling upon the various leadership styles inherent in instructional leadership. For example, in the compiling of the school's organogram, distributed leadership is used, while in the implementation of intervention programmes, transformational leadership principles are applied.

Chapter two concluded with an examination of the balance that needs to be struck between instructional leadership and school management. While the principal is the one ultimately accountable for every aspect of school functionality, the responsibility for instructional leadership extends across all post levels. Being directly involved in the decision making, staff are more engaged, feel trusted and are more likely to take ownership of their work. However, as illustrated by the adapted model of Van Deventer (2016:122) in figure 2.3 (*cf.* 2.7.6), it must be noted that the participative aspects of decision-making exist alongside the structural and bureaucratic managerial components of schools, such as time-tabling and moderation of assessment tasks.

Chapter three, the second of the two literature review chapters, dealt with the remaining three research questions, which are: how do contextual factors position the instructional leadership practices of school management teams, secondly how does the school involve parents in the education of their children and finally how does the education district office support school management in instructional leadership.

In response to the research question of how do contextual factors position instructional leadership practices, the literature review posits that the leadership, especially in disadvantaged contexts, needs to take context into serious consideration, and they need to have a deep understanding of the living conditions of their learners. It is only then that the leadership of the school may be able to structure the instructional programme of the school to mitigate the challenges associated with poor living conditions, such as overcrowding, excessive noise levels, the lack of a dedicated study space and internet access, as well as the absence of reading material, such as novels, magazines and newspapers (Gerard, 2011:36).

To fully understand the dynamics of township living, the literature review traces the current living conditions in the townships and the state of education in the township schools to the evils of apartheid, which Tshatshu (2014:-5) categorically describes as a crime against humanity, as it deprived the black people of South Africa a right to quality education and thereby human dignity. The apartheid policies of segregation and oppression led to the establishment of black townships and had a horrendous impact on almost every aspect of the lives of all non-whites, but more especially the Blacks. The poor quality of education given to non-whites, led to exclusion from the economy and untold suffering, associated with their living conditions. There were multiple racially defined departments of education, each of which provided very different types and qualities of education, based on the perceived role of that race-group in the apartheid society. With the Whites expected to play superior roles in the economy and government, their schools received the greatest amount of funding per learner and hence their schools were lavish campuses, optimally resourced with learning and educator support materials, as well as teaching and support staff (Msila, 2009:81; Gerard, 2011:14; Chisholm, 2012: 85). In contrast, the black schools were of the poorest quality, lacking adequate infra-structure, including proper ablution facilities and were grossly understaffed (Tshatshu, 2014:4-5).

In the years following the political transition to a democratic government in South Africa, the most important item on the national agenda was the social, economic and political integration of all South African people, particularly those marginalised under apartheid. This being said, Veriava (2010:4-6), a researcher for the SPII (Studies in Poverty and Inequality Institute), and later Chisholm (2012:81), however argue, that not much has changed at ground level, as there continues to exist a huge dichotomy

between the historically advantaged schools and the historically disadvantaged schools, which is located mostly in the townships and rural areas, including even the newly established township schools.

This section of the literature review, focusing on the contextual factors prevailing in townships, painted a graphic picture of the brutality of apartheid, touched on the new democratic government's prioritising education as the vehicle for social change, in line with the ideals of the constitution of the new democratic South Africa and sadly concluded that it is more than two decades since the advent of democracy in South Africa, yet the contextual factors continue to be overwhelmingly debilitating to the masses. It is these massively debilitating contextual factors that the leadership (SMT) of schools needs to take serious cognisance of when designing policies, systems and programmes for the optimal functioning of the school.

The next research question the literature review in chapter three addressed was how the school involves parents in the education of their children. Implicit in the lack of a dedicated space for study and the excessive noise, as mentioned earlier, is the role of the parent. This is supported by Pillay (2017:1) contending that just as much as socioeconomic conditions are critical to educational achievement, equally crucial is parental involvement, the lack of which could have an adverse impact on educational achievement. Plaatjies (2021:398-399) gives credence to this, reporting that an abundance of research published in the recent years reveals that the involvement of parents has a positive outcome on learner improvement in academic performance, cognitive development, behaviour and emotional functionality. According to Plaatjies (2021:399), unfortunately parents in low income families are rarely involved in their children's' education. Plaatjies (2021:399) substantiates this, stating that schools in low income areas are characterised by weak parent support and the lack of community support. This is a serious indictment on the poorer communities and needs to be explicated.

While on the surface this may seem like a serious disjuncture between parenthood and the associated responsibilities, it is in fact a manifestation of historical inequalities, since most parents in township schools are products of poor quality rural and/or township education and a large contingent have not even completed schooling (Gerard, 2011:36). While parents appreciate the value of education, they acknowledge

their low levels of education and place their complete faith in the school to ensure their children achieve to the best of their ability (Gerard, 2011:36; Dongo, 2016:3). This amplifies the need for the leadership of the school to invite parents, by communicating regularly with them through newsletters, social media platforms, by telephone, through cell phone messaging and at parent meetings, to work with the school in whatever way they can to support their children. This could be simply ensuring a space free of noise so that the child could work on his/her studies and do less chores so that more time is spent on studies (Gerard, 2011:36).

The third research question that chapter three addressed was how does the district office support the school management in instructional leadership. As a prelude to the support that the district office offers the SMT in instructional leadership, the critical need for the said leadership is accentuated by sketching a brief picture of the current scenario in township schools. After numerous curriculum policy changes and massive financial investments, township schools continue to perform poorly in standardised tests and exams (Dongo, 2016:4; Seobi & Wood, 2016:1). While there are numerous factors that may contribute to improvement in learner performance, research posits the role played by the educator, other than the social and family background of learners, as the key determinant of the educational achievement of learners (Christie *et al.*, 2007:12; Naidoo, 2011:73; Seobi & Wood, 2016:1). Sadly, according to Pattillo (2012:15) and Dongo (2016:32), most schools in the townships underperform, because they face challenges, which include: high rates of tardiness and absenteeism by educators, and a lack of effective teaching.

The high rates of tardiness and absenteeism by educators allude to a failure on the part of the SMT and more especially the principal, in instructional leadership, to use relevant theoretical frameworks and leadership approaches to develop strong social cohesion and thereby a shared vision that inspires commitment and a high work ethic. The lack of effective teaching implies a failure on the part of the departmental head, in instructional leadership, to guide and monitor educators, while simultaneously offering coaching and mentoring for the improvement of teaching.

To answer the research question as to how do the district office officials support the school management in instructional leadership, we need to refer to the policy on the organisation, roles and responsibilities of education districts (DBE, 2013:21). The three

district teams that would work closest with schools would be: the curriculum and support team, the management and governance support team and the learner support team. The literature review touched on the role the three sectors play in offering the school support in general. According to the district policy on organisation, roles and responsibilities of education districts, the curriculum support team (subject advisors) mandate includes curriculum support, consultation and advice, which implies that they have a responsibility to develop the instructional leadership skills of departmental heads to function as mentors rather than what Seobi and Wood (2015:1) refer to as 'end-checkers'. In a similar vein, the district management and governance support team (circuit manager) has within his/her mandate room to offer the SMT support in instructional leadership to deal with issues, such as educator tardiness and absenteeism.

Chapter three concluded with what is termed 'the reform agenda', which consisted of the five theories that framed the study, used as the lens to plot the path towards improvement in learner achievement. Discipline, order and safety are major factors and form the basis for any significant improvement in school functionality. Strong leadership, professional development activities for staff and a firm focus on teaching and learning will improve learner performance, however it can only be realised with the collaboration of personnel, parents, department officials and learners. Most importantly, every school is unique, hence the strategies for improvement must be responsive to the contexts of the school and its learners.

6.4 SUMMARY OF CHAPTERS FOUR AND FIVE

Chapter four explored the methodological underpinnings of the research. It included the nature of the research and research paradigms, research design and methodology. More specifically, it included a description of the target population, sampling procedures, the tools used in data collection and the protocols and ethics abided by in the process of data collection, so that the participants felt respected and appreciated the value of the research being conducted. Most importantly, chapter four highlighted the measures that had to be taken to assure trustworthiness of the study, which included: credibility, dependability, transferability and confirmability of the data.

With the ground rules for the study having been set in chapter four, the next chapter analysed the data collected from the interviews, questionnaires and naturalistic observations. The data collected were analysed according to six themes and the key issues per each of the respective sub-themes.

6.4.1 Theme one: instructional leadership for the promotion of quality teaching and learning

Theme one is aligned to research question one, with its focus on the instructional leadership role of the SMT in the promotion of quality teaching and learning. Theme one has five sub-themes, the first of which is: distributed leadership, communication and accountability. This sub-theme sought to establish the leadership/management structure used in each of the five schools and the communication therein, speaks to its effectiveness.

The interviews with the principals and deputies confirmed that in all five schools there is a system of distributed leadership, functioning in the form of a hierarchy. This hierarchy of accountability starts with the educators accounting to their departmental heads, the departmental heads accounting to either of the deputies and the deputies accounting to the principal.

From the departmental head questionnaire it was gathered that all the departmental heads, except for the departmental heads of School D concurred with the senior management that there is distributed leadership or what may be called participative leadership, as the strategic planning of the school is usually led by the senior management, but there are opportunities for the rest of the staff to make an input.

Communication is critical to the effective functioning of any institution and the building of social cohesion and that in some of the schools in the study there are very few opportunities created for communication. In the case of School D, where communication has almost completely broken down, it is a major concern and is probably a major contributor to the problems encountered by the respective schools. While it has been established that distributed leadership prevails in all five schools, the tension between the post level one educators and SMT in Schools C and D,

reveals major shortcomings in the instructional leadership role that the SMT ought to be playing.

The second sub-theme associated with the promotion of quality teaching and learning, explored the systems and procedures in place, to ensure supervision of teaching and learning, which undoubtedly is critical to the academic performance of the school as a whole (Balfour, 2014:18). While all five schools indicated that there are systems in place to ensure supervision of teaching and learning, some schools have a clearly defined system in place, while others seem to have a very loose arrangement.

While the senior management in some schools reported challenges in ensuring accountability, the educators of all five schools confirmed that checking of educator files and learner books were conducted and it helped to ensure quality. However, the frequency of checking of planning and assessment differed significantly from school to school, ranging from weekly to monthly and twice per quarter. In some schools the frequency of supervision differed from department to department. This is probably because the school does not have an internal policy for supervision, because there are no directives from the Department of Education with regards to the frequency of supervision.

The third sub-theme dealt with systems for the maintenance of order and discipline, which is critical to ensure an ethos that is conducive to the promotion of quality education delivery. In all five schools, the SMT plays a leading role in implementing systems for the maintenance of order and discipline, thereby ensuring that as instructional leaders, they contribute to the establishment of an environment conducive to quality education.

The fourth sub-theme under the theme, dealing with the promotion of quality teaching and learning, is the promotion of extra-murals. In all five schools the SMT acknowledged that extra-mural activities, such as sports and music, could play a major role in discipline, as well as motivation of learners. However, in some of the schools there are severe restraints in terms of capacity to offer extra-murals, due to the lack of a sports field or the poor state of the sports field. Nevertheless, all schools acknowledged that more needs to be done to promote extra-mural activities, including the development of coaching skills among educators.

To conclude the first theme of the promotion of quality teaching and learning, the participants in the study were asked to identify their greatest challenges in the promotion of quality teaching and learning. Almost every participants' response, irrespective whether it is principal, deputy principal, departmental head or educator, points to shortcomings of the SMT in the execution of their roles and responsibilities as instructional leaders. However, the challenges listed are a multitude and to achieve sustainable improvement it needs to be addressed collectively, including all role players within the school and from outside (Harris & Chapman, 2002:10). Furthermore, according to Harris and Chapman (2002:10), most importantly, the leadership of schools facing challenging circumstances, needs to focus on building relationships and thereby generating high levels of commitment through their openness.

6.4.2 Theme two: instructional leadership and the social context

The second theme, aligned to research question number two, explored the impact of the social context on the school. This included the socioeconomic status of the community, its impact on the delivery of education and the things the schools' leadership may be doing, in line with the compensatory theory to mitigate the negative impact (*cf.* 1.6.3). The input made by the participants in this regard is categorised into sub-themes.

Sub-theme one of theme two focussed on study opportunities after normal school hours to compensate for the lack of a conducive study environment in their homes. Two of the schools in the study said they encourage learners to study at school after hours and incidentally these are the two performing schools.

Sub-theme two of theme two explored the role played by the school in supporting leaners to overcome the challenges of poverty. The management and staff of all five schools indicated that they try to do whatever they can and within their means to assist learners with basic needs, which include arranging food parcels, sanitary pads, toiletries and school uniforms.

A concomitant evil of poverty is the abuse of alcohol and drugs. Sub-theme three explored the impact of substance abuse on the school. The SMTs of three schools reported that it has a minimal impact on the school, while the SMTs of the other two

schools reported that the widespread use of alcohol by parents causes them to neglect their parental duties and learners using alcohol in the weekends, tend to neglect their studies.

Another evil associated with poverty, is the high level of crime in the surrounding community, as four of the five schools declared that the impact on the school per se, is minimal, however sadly, very often, the learners are victims of crime and the violent nature of the crime is highly traumatising and impacts severely on learners' mental well-being. A few schools reported that they experienced burglaries and in some cases the theft of vital resources has had a major impact on the capability of the school to deliver quality teaching and learning.

Sub-theme five focussed on learner pregnancies and the role played by the SMT to minimise the incidence of pregnancies, as well as to manage the school attendance of those who become pregnant. Four of the five schools reported that the number of learner pregnancies per year was minimal, ranging between five and ten. The only school that indicated that teenage pregnancies was a major problem, was School D with over 30 pregnancies in a year.

The sixth sub-theme dealt with the need for extra classes and the leadership role the SMT could play in setting-up this extra support structure to compensate for the contextual challenges (*cf.* 5.3.2.6) of lack of resources and private tutoring. To compensate for this lack of resources and private tutoring, it is incumbent on the principals of township schools to arrange some form of extra support if he/she expects his/her learners to be able to excel.

6.4.3 Theme three: support offered by the principal to the SMT to improve IL practices

The third theme, aligned to research question number three, dealt with support offered by the principal to the rest of the SMT to improve instructional leadership practices, which included the orientation, monitoring, guidance and support, given to the deputy principals and the departmental heads.

Except for School D, there was concurrence in the data collected from the principals, deputies and departmental heads (*cf.*5.3.3) that the principal offered guidance and

support to the deputies and the departmental heads. The departmental heads also reported receiving support from the deputies. The principal of School D relies on the workshops offered by the district office to orientate deputies and departmental heads on their roles and responsibilities.

However, while most departmental heads acknowledged the support from the principal, the requests of the departmental heads that the senior management do more to promote the culture of teaching and learning, monitor learner discipline, ensure that resources are available, encourage educators to attend workshops, so that they may develop skills in ICT and motivate learners, as well as educators, are all core duties of the senior management ,as per the PAM document and SASP (Government Gazette, 39684, 2016 and Government Gazette 39827, 2015). The requests, as stated by the departmental heads, reveal conclusively that principals are struggling to lead effectively. This is in concurrence with a study conducted by Mestry (2017:2), and is an indicator that principals require capacitating.

6.4.4 Theme four: support offered by the departmental heads to educators

The fourth main theme explored the support offered by departmental heads to educators. This is about the most critical aspect of instructional leadership, as the quality of instruction educators deliver, is the responsibility mostly of the departmental head and thereafter the SMT as a whole. Hence, the interaction between the departmental head and educators within his/her department is expected to be frequent and intense as the departmental head, according to his/her job description as contained in the PAM document, needs to monitor, guide and support the educators in his or her department with regards to all aspects of curriculum delivery (DBE, 2016:36-38).

All the departmental heads confirmed that they convene department meetings to discuss curriculum coverage, learner achievement and improvement plans. None of the other departmental heads mentioned the frequency of the meetings (*cf.* 5.4.3.2). All departmental heads said that they checked educators' planning and preparation, however the frequency of the checking differed with some saying they check weekly, while others said they check fortnightly, monthly and in one case quarterly. All five

schools reported that the departmental heads ensure the assessment tasks are moderated for quality assurance and marking is done accurately.

Sub-theme five of theme four explored the role played by the SMT with regards to classroom visits. The senior management of all five schools acknowledge that classroom visits are about the most effective means of assessing an educator's capacity, so that effective guidance and support may be offered. In most of the five schools, the responsibility of classroom visits seem to rest with the departmental heads. While four schools alluded to an internal arrangement within each department, with regards to the frequency of classroom visits, the principal of School D said that they only make classroom visits for the summative phase of IQMS, because the union, namely SADTU, does not allow it otherwise.

With regards to the support and development that is supposed to work in conjunction with the classroom visits, the educators' response from the five schools varied significantly. The matters of concern with regards to the departmental heads serving as a resource for support and development, include: the lack of content knowledge, the use of the subject head, rather than the departmental head and the absence of a departmental head altogether. The lack of content knowledge is possible, since the departmental head is not necessarily a specialist in all the learning areas in his/her department and usually the subject head takes the responsibility of supporting other educators in the said learning area. The problem of there being no departmental head, is more serious and should never happen. This then renders everything said by Seobi and Wood (2016:1), with regards to the value of instructional leadership and support proffered by the departmental head, null and void.

All five schools agreed that educators need to account for their learners' performance. Hence, every term the results are analysed and the under-performing subjects have to present a diagnostic analysis, as well as an intervention strategy.

It is vitally important that the departmental head, as the accountable officer for the performance of the subjects within his/her department, drive the process of analysing the results and implementation of intervention strategies, as alluded to in the PAM document, when it states that the departmental head is responsible for the co-ordination of assessments. This reveals a shortcoming in the PAM document, in that analysis and intervention is not specifically stated, however, a policy document similar

to the SASP would go a long way to provide a more detailed description of the role function of the departmental head.

The responses from the educators of all five schools with regards to the support offered by the departmental heads to improve learner performance, indicate various levels of not only departmental head skills and commitment, but instead point to the core of the schools' success or failure. Most of the educators of schools A and B, two performing schools, said that the departmental heads definitively support them in their efforts to improve learner performance, by working with them in the development and implementation of intervention strategies to help improve learner performance. The educators from the other schools gave very mixed responses, ranging from some support to no support.

It is abundantly clear that this is an area that needs serious attention on the part of both the senior management and the departmental heads. Subjects that are underperforming calls for principals to adopt an instructional leader-manager approach with a focus on the primary task of educators, being to carry out their teaching tasks effectively (Van Deventer, 2016:111).

6.4.5 Theme five: support received from the district office

The fifth theme is aligned with research question number five and explored the support received from the district office for the enhancement of SMT instructional leadership, according to five sub-themes.

The first sub theme of theme five dealt with support received from the circuit manager. Except for School A, the principals of all the other four schools agreed that the support they receive from the CM is minimal and especially deals with administrative issues that involves monitoring and reporting on school performance, rather than in areas that would facilitate the implementation of instructional leadership (*cf.* 5.3.5.1). In complete contrast to the other four schools, the principal of School A explained that the circuit manager has capacitated the SMT by going through their job descriptions with them, analysing learner performance and holding educators accountable.

The senior management in all five schools concur that the support received from the curriculum pillar is good. They visit the school as per the roster of the district and more

especially if there are new educators. However, some principals complained that the visits are not on all subjects and not often enough. One principal pointed out that the focus of the subject advisors is solely on Grade 9 and 12. All the departmental heads, except for one from School D, agree that the curriculum pillar is very supportive, especially when changes need to be implemented and it includes: workshops to develop leadership skills of departmental heads and provision of relevant curriculum and assessment documents to be used in the guidance given to educators. The subject advisors do not simply pass on the subject documents, but take the departmental heads through the respective subject requirements.

Almost all the school principals, deputies, departmental heads and educators reported that the accessibility and effectiveness of the social workers, psychologists and learning support officers, is a problem.

The impact of the environment on the delivery of quality education cannot be underestimated. Most schools in townships are generally in a poor state and are in need of repair. The principals of schools B and D had serious complaints with regards to infrastructure, which include major structural defects and a shortage of classrooms. Surprisingly, the principal of School E had no complaints about the support from the district office with regards to infrastructure, but the school does not have a sports field and the school buildings are in an utterly poor state.

6.4.6 Theme six: parental support

The sixth theme dealt with parent support. Pillay (2017:1) posits that parental involvement in the involvement of their children's education as critical to the educational achievement of the learners (*cf.* 5.3.6).

The first step to effective education to take place, is that the learner must be in class. Except for School A, the senior management of the other four schools explained that, while some parents do take responsibility for their children's education, it is a small number, as the majority fail to do the basics, which is to communicate with the school with regards to late-coming or absenteeism. This is in alignment with the pronouncement by Maile and Olowoyo (2017:1), that learner late-coming is endemic, particularly to township schools, with serious consequences. They report that current

research has demonstrated that many schools in South Africa are performing badly, due to inefficient use of the teaching and learning time.

Attendance at parent meetings is a reasonable barometer of parental involvement in the education of their children. Except for School A, which reported good attendance at parent meetings, all other schools reported that attendance at parent meetings is around 50 percent.

While attendance at parent meetings is generally poor, almost all the schools agree that the majority of parents do help to discipline their children when they are told of their child's misbehaviour.

The principal of School A not only says that the parents are supportive in ensuring good learner discipline, but that even the street committees also assist by patrolling the streets, making sure learners are not bunking school and sitting in the taverns or drug dens. This is an excellent example of how schools can benefit by establishing partnerships with community structures.

Most parents seem to be helpless when it comes to supporting learners in improving areas of weaknesses in their school subjects and fail to monitor their child to ensure that he/she is doing school work when at home in the afternoons and on weekends.

The fifth sub-theme of theme six dealt with the payment of school fees or what is sometimes referred to as a parent contribution. School A reported that they are classified as a quintile four school mostly because they are located in an urban light industrial zone, but they experience the same challenges as a township school as they serve learners from neighbouring townships. As a quintile four, School A is a fee paying school and the principal reported that the parents are very supportive and approximately 95 percent of school fees are collected. The other four schools are classified as no-fee schools and while Schools B and D reported that parents contribute to a special fund, Schools C and E reported that fund-raising is almost a futile exercise.

6.5 KEY FINDINGS

- The key findings addressed the research questions as follows.

6.5.1 How do members of the SMT excecute their roles and responsibilities in ensuring quality teaching and learning?

1. Communication is critical to the effective functioning of any institution and the building of a shared vision, however in some of the schools in the study there are very few opportunities created for communication and in the case of School D where communication has almost completely broken-down, it is probably a major contributor to the poor performance of the school.
2. All the schools have systems in place for supervision of curriculum delivery, however the nature and frequency of checking varies from school to school and within schools itself.
3. The SMT plays a leading role in maintaining order and discipline, thereby ensuring an ethos conducive to teaching and learning.
4. The SMT appreciates the value of extra-murals, but some schools are severely constrained in the offering of extra-murals, as they lack basic facilities, such as a sports field.
5. The SMTs are doing a lot to promote quality teaching and learning, however the SMTs need to do much more to motivate educators and learners, while at the same time make people accountable.

6.5.2 How do contextual factors position the instructional leadership practices of the SMT?

1. The SMTs that encourage learners to use the classrooms for after hour's self-study to compensate for the lack of a conducive learning environment in their homes, have learners performing significantly better than the others in the NSC examinations.
2. The management and staff go to great lengths to support indigent learners. However, much more needs to be done at a governmental level.
3. The SMT needs to urgently address the issue of learner safety along the routes leading to school, as well as find a means of securing the school premises after

school hours to prevent loss of school property, as it severely impedes delivery of quality education when items such as computers are stolen.

4. Currently the intervention programmes cater for the senior grades. There is a need for extra classes in the lower and higher grades to compensate for the lack of resources and academic support at the learners' homes.

6.5.3 How do school principals provide guidance and support to the rest of the SMT to improve their instructional leadership practices and competencies?

1. While most departmental heads acknowledged the support from the principal, the requests of the departmental heads that the senior management do more to promote the culture of teaching and learning, monitor learner discipline, ensure resources are available, encourage educators to attend workshops so that they may develop skills in ICT and motivate learners and educators, are all core duties of the senior management, as per the PAM document and SASP (DBE, 39684, 2016 & DBE, 2015).
2. The requests, as stated by the departmental heads, reveal conclusively that principals are struggling to lead effectively. This is in concurrence with a study by Mestry (2017:2), and is a clear indicator that principals require capacitating in not just instructional leadership but smart instructional leadership that incorporates the key factors of context, social cohesion and accountability.

6.5.4 How do SMTs experience the guidance and support coming from education district officials?

1. Even though the policy on 'Organisation, Roles and Responsibilities of Education Districts' stipulates in Clause 50.2 (a) that the CM must support and advise the principal, which would likely include advise on instructional leadership, it rarely happens as they tend to focus mostly on Clause 50.2 (b), which says that the CM must monitor and report on school performance.
2. Some schools have serious infrastructure issues, which need urgent intervention by the CM as the department official who is supposed to advise and support the management of the school.

3. The departmental heads function mostly as ‘end checkers’ and are failing to give educators meaningful support. Currently, subject advisors visit departmental heads and educators in their classrooms to give guidance. Given the time constraints, subject advisors ought to be visiting mostly the classrooms of the departmental heads and providing intensive support so that the guidance they give the departmental heads will empower them to supervise their educators.

6.5.5 How do SMTs provide guidance and support to educators to improve instructional practices?

1. The system for classrooms visits for lesson observation, differed from school to school and within schools.
2. Departmental heads are not always able to support educators, because of a lack of content knowledge.
3. The departmental head, as the one accountable for the performance of subjects within his or her department, ought to drive the process of results analysis and implementation of intervention strategies.

6.5.6 How does the school involve parents in the education of their children?

1. Learner absenteeism and learner late-coming is a major issue in almost all schools.
2. Poor attendance of parents at meetings.
3. All five schools are serving township communities, however School A is a quintile four school, which means it is a ‘fee-paying’ school, while all four other schools are ‘no-fee paying’ schools. School A collects 95 percent of the school fees due for the year and parents supply a ream of photocopy paper and a bale of toilet rolls every term. This leads one to question whether the ‘no-fee’ paying policy has entrenched a culture of entitlement and an unwillingness to contribute to improving standards, simply because there is no legal obligation.

6.6 RECOMMENDATIONS FOR THE IMPROVEMENT OF PRACTICE

6.6.1 Theme one: the responsibilities of the SMT in instructional leadership practices

The study identified communication as critical for the effective functioning of any school. The SMT as the IL should adopt the principles of the invitational theory, and create more opportunities for communication and thereby build positive professional relations and social cohesion along the prevailing social systems framework that will help to take the school to a higher level.

The SMTs are doing a lot to promote quality teaching and learning, however the SMTs need to do much more to motivate educators and learners, while at the same time make people accountable.

6.6.2 Theme two: instructional leadership and the social context

The SMT, as instructional leaders, should strive towards ensuring the emotional and nutritional well-being of the child is met before seeking to develop their mental capacities. Given the prevailing levels of poverty in the townships, it is incumbent upon the SMT, in the spirit of the compensatory and contingency theories, as the instructional leaders, to do this ground work so that there is an alignment between the situational variables and organisational factors. The SMT needs to network with relevant government departments, NGO's and the corporate sector to secure as much support as possible for indigent learners. Within the precepts of the contingency theory, the SMTs should also strive to make the school a safe haven in communities ridden with strife by putting safety and security measures in place at the school so that learners may use the school premises to study after normal school hours.

6.6.3 Theme three: support offered by the principal to the SMT to improve instructional leadership practices

The findings with regards to the support offered by the principal to the SMT to improve instructional practices, as stated in section 6.5.3.1, reveal conclusively that principals are struggling to lead effectively. This is in concurrence with a study by Mestry

(2017:2), and is a clear indicator that principals require capacitating in not just instructional leadership but smart instructional leadership that incorporates the key factors of context, social cohesion and accountability. These key factors allude to the multiple theoretical frameworks contained in section 1.6. Principals will do well to make a conscious effort to reference these theoretical frameworks in their implementation of instructional leadership.

6.6.4 Theme four: support offered by the departmental heads to educators.

The system of supervision and support varies from school to school and department to department within respective schools. There needs to be relative uniformity within the various departments in respective schools and to achieve this there needs to be in place a school policy on supervision and support that covers monitoring of records, classroom visits, the post classroom visit conferencing for development purposes and ongoing mentoring.

The role of the departmental head as an instructional leader is one of both manager and leader, implying a need to be both task oriented as well as people oriented. Being task oriented alludes to the social systems theoretical framework as this theory highlights the hierarchical structure of the school and sets the parameters for each role player. Being leader oriented alludes to the collaborative instructional leadership theory and the invitational leadership theory as these theories advocate for working together, belief in each individuals potential for growth, sharing of strengths, trust, respect and intentional care.

6.6.5 Theme five: support received from the district office

Circuit managers need to use staff within their offices to do most of the monitoring and reporting, while they should focus on issues, such as: breakdown in communication between the principal and staff, capacitating the senior management in instructional leadership, training of principals in accessing of funds from the private sector and most importantly, development of instructional leadership skills so that the SMT is able to make people account for their responsibilities. The CM manager ought to also render

meaningful support to schools to ensure the physical environment, which includes that the buildings and facilities are up to standard.

Given that the departmental heads are at the forefront of ensuring quality teaching and learning, the district office ought to arrange for intensive training of the departmental heads in instructional leadership. The subject advisors do offer departmental heads some support and guidance with regards to instructional leadership, but evidently it is not enough. What is needed is a well-structured course that is extensively researched with cognisance given to the need for instructional leadership to be context specific and guided by relevant theoretical frameworks.

6.6.6 Theme six: parental support

The leadership of the school should adopt the invitational theoretical framework in their interaction with learners and parents and invite them to share in the vision of the school and thereby in its successes. The invitational theory implicitly places great belief in the ability of every individual and with consistent motivation, learners and parents will set higher goals for themselves and work towards it. This self-belief will lead to self-regulation and consequently a reduction in absenteeism and learner late-coming and even greater participation of parents in matters regarding their children's education.

6.7 AREAS FOR FURTHER RESEARCH

1. The need for a paradigm shift of the education authorities at various levels from a focus on monitoring of performance to capacity building in managerial and instructional leadership.
2. A comparative study between a performing township school and an ex-Model C school with regards to the instructional leadership role of the SMT.
3. The impact of the socioeconomic factors in township schools on the managerial and instructional leadership role of principals.
4. An assessment of the impact of the systemic measures currently in place, intended to redress the inequalities in the education system. Does it need to be reviewed?

5. Instructional leadership for the development educator self-efficacy and collective educator efficacy. Educator self-efficacy and collective educator efficacy, according to Protheroe (2008:42-45), includes self-confidence and openness to new ideas, self-regulation, shared responsibility and a high work ethic, as means of enhancing the culture of teaching and thereby improved learning.

6.8 LIMITATIONS OF THE STUDY

As profound as the findings of this study might be, it has limitations. The study was confined to a small geographical area: the Metro North and East Education Districts in the Western Cape. Although the sample schools were selected randomly, the results cannot be generalized to other secondary schools in other areas of South Africa. Secondly, the low rate of response to the departmental head and educator questionnaire, implies that the results are only a reflection of opinion among the respondents themselves. Generalizability is not possible.

Typical of a qualitative study, there is no claim to generalizability, since the aim of the research was depth and richness of data, and not breadth. Additional research over a wider demographic area, including a greater sample, may enhance the insight and enable greater generalization regarding the instructional leadership role of SMTs in South Africa.

6.9 CONCLUSION

This study being an exploratory study focusing on the highly complex issue of the instructional leadership role of the SMT in township schools, used a multiple theoretical framework to secure a holistic and deep understanding of the dynamics associated with the instructional leadership role of the SMT in township schools.

In chapter one, section 1.1 and 1.2.5 it was reported that Bush and Glover (2016) were commissioned by the DoE to research the literature available on instructional leadership in South Africa. They conducted an extensive study of hundreds of abstracts and concluded that despite the abundance of literature on instructional

leadership, it does not sufficiently cover the implementation of instructional leadership and all it entails empirically, especially in South Africa. They also found that there are still some knowledge gaps in the literature regarding the implementation of instructional leadership in South African schools. One of these include; the instructional leadership role of the principal and the SMT in disadvantaged schools. For example, given the need for accountability, to ensure that leadership in instruction takes place and that instruction in the classroom is implemented, very little is known about how SMTs can develop accountability amongst themselves and the educators. The research also established that in township schools very little is known about how SMTs as a collective are supposed to exercise instructional leadership through a distributed leadership approach. Implicitly, this alludes to the probability that there is insufficient information or training for SMT's on how they may align their job descriptions, as outlined in the Personnel Administrative Measures (PAM) document to the changing demands and expectations regarding their instructional leadership role, especially given the massive challenges in township schools. These issues constituted the main gaps that this study aimed to address in the domain of Instructional leadership. Although the focus of the study was solely on township secondary schools, the study is highly relevant for Instructional leadership practices at schools in general.

In terms of the contribution to new knowledge, this study, anchored in a multiple theoretical framework approach, coupled with the multiple case study research design was able to delve deep into the prevailing practices of instructional leadership in township schools and highlight the specifics around addressing the massive contextual challenges through context-specific responsive leadership approaches in instructional leadership.

To this end, the researcher was able to draw valuable conclusions which included that; schools which are more stable as a social system (alluding to the social systems theory) whereby there are requisite systems in place and the SMT collaborates (alluding to the collaborative theoretical framework) closely among themselves and are focussed on learner achievement, are able to perform above the norm. Also that township schools have no other option but to do everything possible to compensate (alluding to the compensatory theoretical framework) for the challenges learners have to endure, which includes the lack of basic necessities such as food and clothing, so

that they may be able to get the learner to focus on his/her studies. The volatile environment in the townships dictates that the school put in place contingency measures (alluding to the contingency theory) to negate the threats of violence and criminality that is highly prevalent in the townships and intervention programmes for academic support as learners in the townships cannot afford private tuition.

This study acknowledges the massive challenges faced by township schools and while calling for greater support from the relevant authorities, addresses the issue of the instructional leadership role that the principal and the SMT need to play to overcome these challenges. Simply stated and clearly illustrated in this study, the SMT has to do everything they can to mitigate the challenges associated with poverty and township life while at the same time ensure that there are systems and procedures in place to ensure quality teaching and learning is taking place and accountability thereof. While the ultimate accountability is on the SMT, given the workload of the SMT in the township schools it is critical that the management systems and culture of the school inculcate individual and collective self-efficacy.

It is only when individuals give their best and collectives work as a unit that the township schools will flourish.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA

UFS UV

GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

28-Jun-2019

Dear Mr Naidoo, Rajandran RR

Application Approved

Research Project Title:
Instructional leadership roles of SMTs: an exploratory study of six secondary schools in the Western Cape.

Ethical Clearance number:
UFS-HSD2018/1255/2806

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Attach interview schedule for focus group

Yours sincerely

Prof Derek Litthauer
Chairperson: General/Human Research Ethics Committee

Digitally signed by Derek Litthauer
Date: 2019.07.01 22:18:38 +02'00'

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APPENDIX B: LETTER OF APPROVAL FROM WECD TO CONDUCT RESEARCH IN SCHOOLS

Western Cape Government
Education

Directorate: Research

Audrey.wynegard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

Note

- This application has been designed with students in mind.
- If a question does not apply to you indicate with a N/A
- The information is stored in our database to keep track of all studies that have been conducted on the WCED. It is therefore important to provide as much information as is possible

1 APPLICANT INFORMATION

1.1 Personal Details		
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	Mr
1.1.2	Surname	Naidoo
1.1.3	Name (s)	Rajandran Ramsamy
1.1.4	Student Number (If applicable)	2015337690

1.2 Contact Details		
1.2.1	Postal Address	P.O.Box 182 Kraaifontein 7569
1.2.2	Telephone number	021 987 6075
1.2.3	Cell number	084 727 9987
1.2.4	Fax number	021 987 6074
1.2.5	E-mail Address	rrnaidoo1@gmail.com

1.2.6	Year of registration	**2016**
1.2.7	Year of completion	**2019**

2 DETAILS OF THE STUDY

2.1 Details of the degree or project		
2.1.1	Name of the institution	University of Free State
2.1.2	Degree / Qualification registered for	Phd
2.1.3	Faculty and Discipline / Area of study	Education
2.1.4	Name of Supervisor / Promoter / Project leader	Dr. B.O. Plaatjies
2.1.5	Telephone number of Supervisor / Promoter	051 401 2956 / 076 811 6066
2.1.6	E-mail address of Supervisor / Promoter	PlaatjiesBO@ufs.ac.za

2.1.7	**Title of the study**
Instructional leadership role of SMT's: an exploratory study in six secondary schools in the Western Cape.	

2.1.8	**What is the research question, aim and objectives of the study**

The **primary research question** of this study is:

What are the instructional leadership roles of SMTs at secondary schools in the Western Cape?

The **secondary questions** are:

- What are the duties and responsibilities of SMTs in instructional leadership practices and how will these leadership roles ensure quality teaching and learning?
- How do contextual factors position the instructional leadership practices of SMTs?

- How do school principals provide guidance and support to the rest of their SMT to improve their instructional leadership practices and competencies?
- How do SMTs provide guidance and support to teachers to improve instructional practices?
- How do district officials provide guidance and support to SMTs in instructional leadership practices?
- How does the school involve parents in the education of their children?

Research Aims

This doctoral study aims to explore the instructional leadership roles for SMTs in secondary schools in the Western Cape.

The following specific objectives were formulated to achieve the aim and conduct this investigation:

- A description of the roles and responsibilities of the SMTs with regard to instructional leadership that will ensure quality teaching and learning;
- Examination of how contextual factors position the instructional leadership practices of SMTs;
- Assessment of the principal's guidance and support offered to the rest of the SMT to improve their instructional leadership practices and competencies;
- Assessment of the level of guidance and support SMTs provide to teachers to improve instructional practices;
- Description of how district officials provide guidance and support to SMTs in instructional leadership practices;
- Assessment of the level of parental support in the delivery of quality education.

2.1.9	**Name (s) of education institutions (schools)**

2.1.10	**Research period in education institutions (Schools)**	
2.1.11	Start date	02 April 2019
2.1.12	End date	31 September 2019

APPENDIX C: LETTER OF APPROVAL FROM WCED TO CONDUCT RESEARCH IN SCHOOLS

DIRECTORATE: RESEARCH

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

Western Cape Government
Education

REFERENCE: 20190130–1006

ENQUIRIES: Dr A T Wyngaard

Mr Rajandran Naidoo
PO Box 182
Kraaifontein
7569

Dear Mr Rajandran Naidoo

RESEARCH PROPOSAL: INSTRUCTIONAL LEADERSHIP ROLE OF SMT'S: AN EXPLORATORY STUDY IN SIX SECONDARY SCHOOLS IN THE WESTERN CAPE

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **02 April 2019 till 31 May 2019**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

    The Director: Research Services
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 01 February 2019

APPENDIX D: INFORMATION LEAFLET

UNIVERSITY OF THE FREE STATE
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YUNIVESITHI YA FREISTATA
UFS UV

RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE

Date of research project

TITLE OF THE RESEARCH PROJECT

Instructional leadership roles of school management teams: An exploratory study of six secondary schools in Western Cape.

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Name of student/researcher R.R. Naidoo

Student Number: 2015337690

Contact number: 084 727 9987

FACULTY AND DEPARTMENT:

Name of Faculty: Education

Name of Department: Education Management and Leadership

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Name of Study Leader (UFS staff member): Dr B.O. Plaatjies

Contact number: 076 811 6066

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The aim of the study is to explore the instructional leadership roles of the SMT in schools in the townships.

WHO IS DOING THE RESEARCH?

This is a research project being conducted by Rajan Naidoo, currently employed by the Western Cape Education Department as principal at a township school in Cape Town, namely Masibambane Secondary School.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: *HSD 2018/1255*

WHY IS YOUR INSTITUTION INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

A random selection of secondary schools and your school is one of those selected. The participants in this study will involve the following: the principal, the deputy principals, fifty percent plus of the HOD's, ten percent plus of the level one educators.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The collection of data will unfold as follows: One on one interviews with the principal, focus group interviews with the HOD's and questionnaires to be completed by post level one educators. Audio recordings will be made of the interviews for the purposes of transcribing and analysis. The questions in the interview and questionnaire will focus on three things; the challenges faced, how the SMT (School Management Team) currently operates and what could be done to improve the situation, if necessary. The interview with the principal as well as the focus group interviews should not be more than forty five minutes duration. The questionnaires contain both closed and open ended questions, with the intention of being user friendly but informative. Completing the questionnaire should not take more than thirty minutes.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Being in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. However any non- identifiable material, such as questionnaires may not be withdrawn.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The results of this study could transform education in the townships. The results of this study could be used to petition government to implement major transformational changes to redress the inequalities of the past that continue to plague our society. There are township schools that have achieved phenomenally and it is mostly because the leadership goes not an extra mile but a hundred extra miles. Most importantly the results of the study could be used as a model for empowerment of principals in township schools. The identity of the schools participating in the study will at all times be kept absolutely confidential.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

Since all identities of people participating in this study will be absolutely confidential, there is no foreseeable risk. There is some inconvenience and/or discomfort to the participant in that the participant will have to give off some personal time.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

Throughout the study participating schools and personnel will be referred to by pseudonyms. As the researcher, since the interviews are audio recorded, I will address participants by the alpha/numeric code attributed to him/her so that at no stage is any participant identifiable by anyone else besides the researcher.

The outcomes of this research may be used for other purposes, e.g. research report, journal articles, conference presentation and even publication, but individual participants will not be identifiable in such a report.

While every effort will be made to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the focus group.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the researcher's home office, for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. At the appropriate time the stored information will be destroyed by shredding and cleared from the computer database by a qualified computer technician. There is no potential discomfort to individual participants, but possibly to the school as a unit as reporting will be done in narrative format of the six schools involved in the study. Schools could be identified as possible participants as their selection is based on academic performance which is in the public domain. None of the information contained in the study may be used by any person/s or authority for whatever purpose as it is impossible to conclusively identify the participants without confirmation by the researcher.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

There is no payment or reward offered for participating in the research. However, the researcher will provide light refreshments for participants during interviews. To obviate interfering with teaching time the interviews will be by appointment and likely after normal teaching hours but within educators' normal working hours.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Rajan Naidoo on 084 727 9987 or at rrnaidoo1@gmail.com. The findings are accessible freely as the study will be available electronically. Should you require any further information or want to contact the researcher about any aspect of this study, please contact the researcher via the aforementioned contact details. Should you have concerns about the way in which the research has been conducted, you may contact the supervisor at PlaatjiesBO@ufs.ac.za or on 051 401 2955

Thank you for taking time to read this information sheet and for participating in this study.

APPENDIX E: INFORMED CONSENT

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YUNIVESITHI YA FREISTATA
UFS UV

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the *insert specific data collection method*.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____

APPENDIX F: INTERVIEW SCHEDULE FOR SEMI STRUCTURED INTERVIEWS WITH PRINCIPALS

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YUNIVESITHI YA FREISTATA
UFS UV

INTERVIEW SCHEDULE FOR SEMI STRUCTURED INTERVIEW WITH PRINCIPALS

Welcome and thanks for making time for this interview. The main aspects that will be covered in this interview include: the systems and procedures in place to promote quality teaching and learning, the social context of the school and the associated challenges, the support offered by the principal to the rest of the SMT, the guidance and support offered by the SMT to educators, the level of guidance and support offered by the district office and finally the involvement of parents.

1. The role of the SMT in the promotion of quality teaching and learning.
    - 1.1 Describe how your SMT is structured.
    - 1.2 How do you ensure supervision of teaching and learning?
    - 1.3 What systems are in place to ensure order and discipline? How effective are these?
    - 1.4 What role does extra-murals play in the vision and culture of the school in instruction?
    - 1.5 What are your greatest challenges with regards to the promotion of quality teaching and learning?
    - 1.6 What is your role as the principal in leading the Instructional program of the school?

2. The social context of the school.
    - 2.1 Describe the type of housing in the surrounding community. How does this impact on education delivery and does the school do anything to mitigate this impact?
    - 2.2 What is the socio-economic status of your learners' families? How does this impact on the learner and does the school offer any support?

2.3 Estimate to the best of your knowledge. What percentage of learners:

2.3.1 Come from single parent homes?

2.3.2 Come from child headed homes?

2.3.3 Live with grandparents?

2.3.4 Live with extended family?

2.3.5 Collect social grant?

2.3.6 What do you think is the impact of the aforementioned (2.3.1-2.3.5) on their (the learners) learning?

2.3.7 How do the SMT compensate for the contextual challenges through their Instructional leadership practices?

2.3.8 How do the SMT provide invitational leadership approaches to address the contextual challenges?

2.4 What distances learners travel and how do they travel? How does this impact on absenteeism and late-coming?

2.5 How does the prevalence of alcohol and drugs impact on the functionality of the school as well as learner performance?

2.6 How does teenage sexuality affect schooling? What happens to learners who are pregnant?

2.7 What is the rate of crime and how does this affect the school?

2.8 How does law enforcement ensure the safety of learners and staff?

3. The support offered by the **principal** to the rest of the SMT in Instructional leadership.

3.1 How does the principal orientate, mentor and support new members of the SMT in Instructional leadership?

3.2 Are there opportunities created for professional development regarding IL?

3.3 Do you as the principal ensure that your deputy principals orientate and mentor new HOD's?

3.4 Do you as the principal ensure that your deputy principals monitor and support HOD's and educators?

3.5 Are there opportunities created for professional development of the HOD's?

4. Guidance and support offered by the SMT to the educators.
   - 4.1 Do HOD's orientate new educators in teaching and learning practices? How?
   - 4.2 What systems are in place for the monitoring of educators planning and preparation? Is it effective?
   - 4.3 Are assessment activities moderated before and after?
   - 4.4 Do HOD's make classroom visits?
   - 4.5 Is feedback given on the classroom visit?
   - 4.6 Are there regular departmental meetings? What do these meetings entail?
   - 4.7 Is learner progress monitored and intervention implemented?

5. Support received from the district office.
   - 5.1 What support do you receive from your CM?
   - 5.2 What support do you receive from the Curriculum pillar?
   - 5.3 How accessible and effective are the social workers, psychologists and learning support officers?
   - 5.4 Do you receive support with LTSM? Describe.
   - 5.5 Do you have infra-structure challenges that hampers effective teaching and learning? Describe the support you have received from the district office in this regard.
   - 5.6 Does the district office offer adequate opportunities for knowledge and skills development in teaching and learning?

6. How do parents support the school in its efforts to ensure learners excel in their studies?
   - 6.1.1 How do parents account for learner absenteeism?
   - 6.1.2 How do parents account for learner late-coming?
   - 6.1.3 What is the average rate of parent attendance at meetings? Why?
   - 6.1.4 Do parents act to remedy problems with learner conduct? Why?

6.1.5 Do parents support learners in improving areas of weaknesses in their learning?

6.1.6 Do parents support fund raising initiatives? How?

7. In conclusion:

7.1 What are your greatest challenges?

7.2 What are your greatest strengths?

APPENDIX G: INTERVIEW SCHEDULE FOR SEMI STRUCTURED INTERVIEW WITH DEPUTY PRINCIPAL

UNIVERSITY OF THE FREE STATE
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Welcome and thanks for making time for this interview. The main aspects that will be covered in this interview include: the systems and procedures in place to promote quality teaching and learning, the social context of the school and the associated challenges, the support offered by the principal to the rest of the SMT, the guidance and support offered by the SMT to educators, the level of guidance and support offered by the district office and finally the involvement of parents.

1. The role of the SMT in the promotion of quality teaching and learning.
   1.1 Describe how the SMT is structured.
   1.2 How do you go about supervision of teaching and learning?
   1.3 Describe the support given to new educators.
   1.4 What is the role of the SMT in ensuring order and discipline? Is it effective? Why?
   7.3 What role does extra-murals play in the vision and culture of the school?
   1.5 What are your greatest challenges with regards to the promotion of quality teaching and learning? Why?

2. The social context of the school.
   2.1 Describe the type of housing in the surrounding community. How does this impact on education delivery and does the school do anything to mitigate this impact?
   2.2 What is the socio-economic status of your learners' families? How does this impact on the learner and does the school offer any support?
   2.3 Estimate to the best of your knowledge. What percentage of learners:
      2.3.1 Come from single parent homes?
      2.3.2 Come from child headed homes?
      2.3.3 Live with grandparents?

2.3.4 Live with extended family?
2.3.5 Collect social grant?

2.4 What distances learners travel and how do they travel? How does this impact on absenteeism and late-coming?

2.5 How does the prevalence of alcohol and drugs impact on the functionality of the school as well as learner performance?

2.6 How does teenage sexuality affect schooling? What happens to learners who are pregnant?

2.7 What is the rate of crime and how does this affect the school?

2.8 How does law enforcement ensure the safety of learners and staff?

3. The support offered by the principal to the rest of the SMT.

3.1 How does the principal orientate and mentor new members of the SMT? Is it adequate?

3.2 Does the principal monitor and support the members of the SMT? Is it done regularly? Is there follow-up?

3.3 Are there opportunities created for professional development?

3.4 Do deputy principals orientate and mentor new HOD's?

3.5 Do deputy principals monitor and support HOD's and educators?

3.6 How successful is the principal in securing support from NGO's and the corporate sector for the benefit of staff and learners?

4. Guidance and support offered by the SMT to the educators.

4.1 Do HOD's orientate new educators? How?

4.2 What systems are in place for the monitoring of educators planning and preparation? Is it effective?

4.3 Are assessment activities moderated before and after?

4.4 Do HOD's make classroom visits?

4.5 Is feedback given on the classroom visit?

4.6 Are there regular departmental meetings? What do these meetings entail?

4.7 Is learner progress monitored and intervention implemented?

5. Support received from the district office.

5.1 What support do you receive from your CM?

5.2 What support do you receive from the Curriculum pillar?
5.3 How accessible and effective are the social workers, psychologists and learning support officers?
5.4 Do you receive support with LTSM? Describe.
5.5 Do you have infra-structure challenges? Describe the support you have received from the district office in this regard.
5.6 Does the district office offer adequate opportunities for knowledge and skills development?

6. How do parents support the school in its efforts to ensure learners excel in their studies?
   6.1.1 How do parents account for learner absenteeism?
   6.1.2 How do parents account for learner late-coming?
   6.1.3 What is the average rate of parent attendance at meetings? Why?
   6.1.4 Do parents act to remedy problems with learner conduct? Why?
   6.1.5 Do parents support learners in improving areas of weaknesses?
   6.1.6 Do parents support fund raising initiatives? How?
   6.1.7 Are community structures supportive of the school? How?

APPENDIX H: DEPARTMENTAL HEAD QUESTIONNAIRE

UNIVERSITY OF THE FREE STATE
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UFS UV

To be completed by HOD's.

SCHOOL: A/B/C/D/E **DATE: _____**

1. The support offered by the principal and deputies to the HOD's.

1.1 How does the principal/deputies orientate and mentor newly appointed HOD's? Is it adequate?

_____
_____
_____.

1.2 Does the senior management monitor and support HOD's and educators in the delivery of curriculum? How?

_____
_____
_____.

1.3 Does the principal lead in the planning of the academic programme for the year? How?

_____
_____
_____.

1.4 Does the senior management monitor the academic and extra mural programme of the school? How?

_____
_____
_____.

1.5 Are there opportunities created for professional development for the HOD's? Explain.

_____
_____
_____.

1.6 How successful is the principal in securing support from NGO's and the

2.5 How learner performance is monitored and intervention implemented?

_____
_____
_____.

2.6 What is the role of the HOD's in ensuring order and discipline?

_____
_____
_____.

2.7 What is your involvement in the extra-mural programme of the school?

_____
_____
_____.

2.8 What are your greatest challenges with regards to the promotion of quality teaching and learning?

_____
_____
_____.

3. Support received from the district office.

3.1 What support do you receive from your CM in instructional leadership?

_____
_____
_____.

3.2 What support do you receive from the Curriculum pillar in instructional leadership?

_____
_____
_____.

3.3 How accessible and effective are the social workers, psychologists and learning support officers in rendering of psycho-social support to learners?

_____
_____
_____.

3.4 Does the district office offer adequate opportunities to HOD's for knowledge and skills development in instructional leadership?

APPENDIX I: POST LEVEL ONE EDUCATOR QUESTIONNAIRE

UNIVERSITY OF THE FREE STATE
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YUNIVESITHI YA FREISTATA
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To be completed by post level one educators. The identity of the participant will remain unknown as it is only the name of the school that will appear on this form:

NAME OF SCHOOL: _____

1. **How does the senior management (principal and deputy principal/s) as overall leaders provide guidance and support to educators to improve their instructional practices and competencies?**

Circle the chosen letter and comment where necessary:

1.1 Is macro-planning in the form of a year-plan by the senior management presented to the staff the preceding year?

A: Yes B: No

1.1.1 Please describe the comprehensiveness of the year-plan and its usefulness in giving direction.

_____
_____
_____.

1.2 Are the management protocols and special duties allocated to staff members illustrated on an organogram?

A: Yes B: No

1.2.1 Describe the comprehensiveness of the organogram and its usefulness.

_____
_____
_____.

1.3 Does macro-planning make provision for departmental meetings related to instruction?

A: Yes B: No

1.3.1 Elaborate on how the focus of these meetings are guided by the senior management so that issues of curriculum delivery takes center stage.

1.3.2

_____
_____
_____.

1.4 Does macro-planning make provision for and checking of educator files and learner books?

A: Yes B: No

1.4.1 How useful is this? Explain

_____
_____
_____.

1.5 Is the SIP (School Improvement Plan) compiled collectively by all sectors of staff and incorporated into the year-plan as the strategic plan of the school for overall improvement?

A: Yes B: No

1.5.1 Does this contribute effectively to the overall improvement of the school? Explain.

_____
_____
_____.

1.6 Does the management and staff develop the AAPIP (Annual Academic Performance Improvement Plan) collectively?

A: Yes B: No

1.6.1 Explain what the AAPIP (Annual Academic Improvement Plan) involves and comment on its usefulness.

_____
_____

1.7 Are there daily briefings for announcements and reminders?

A: Yes B: No

1.7.1 Does it work? Explain.

_____
_____
_____.

1.8 Are there regular staff meetings wherein routine affairs of school functionality, analysis of learner performance and other issues that impact on the tone of the school are discussed?

A: Yes B: No

1.8.1 Do the staff meetings allow for healthy discussion and is useful in moving the school forward? What is your opinion?

_____
_____
_____.

1.9 Are you given opportunities to acquire administrative and Instructional leadership skills?

A: Yes B: No

1.9.1 Could more be done to develop staff members? What is your view?

_____
_____

The following questions require only a written response:

1.10 What structures and systems are in place to ensure resources are available to support curriculum delivery?

_____
_____

1.11 What support is offered by senior management in the form of intervention to deal with poor learner discipline that disrupts classroom instruction?

_____
_____

1.12 How does the senior management deal with late coming?

_____
_____
_____.

1.13 How does the senior management deal with learners who do not do homework?

_____
_____
_____.

1.14 How does the senior management deal with lack of involvement of parents regarding support with homework?

_____
_____
_____.

1.15 How does the senior management intervene to ensure improvement in learner performance in under-performing subjects?

_____
_____

1.16 List the ways in which senior management promote professional development of staff.

_____
_____

1.17 How open and receptive are senior management to criticism and proposals from the rest of the staff?

_____
_____

1.18 What more can the senior management do to promote a culture of excellence in teaching and learning?

_____
_____
_____
_____.

---

2. **How do HOD's/Subject Heads provide guidance and support to teachers to improve instructional practices?**

Please circle the chosen letter and comment where necessary:

2.1 Does your HOD visit your classroom for lesson observations?

A: Yes B: No

2.1.1 How do you find these visits?

_____

_____

2.2 Do you receive timely feedback on the classroom visit?

A: Yes B: No

2.2.1 How does the feedback benefit you?

_____

_____

2.3 Does the HOD discuss with you your (PGP) Personal Growth Plans?

A: Yes B: No

2.3.1 How do you experience these discussions?

_____

_____

2.4 Are CASS tasks, Controlled Tests and Examinations moderated prior to and after implementation?

A: Yes B: No

2.4.1 How is this exercise beneficial?

_____

_____

2.5 Is there target setting and plans drafted for its' achievement?

A: Yes B: No

2.5.1 How does this contribute to improvement in learner performance?

_____

_____
_____.

2.6 Is learner performance regularly analysed and intervention strategies formulated?

A: Yes B: No

2.6.1 How does this contribute to improvement in learner performance?

_____
_____

2.7 Has the HOD provided you with documents such as subject policy and CAPS guideline?

A: Yes B: No

2.7.1 How useful do you find these documents in providing guidance on the goals of instruction?

_____
_____
_____.

2.8 Is the HOD a useful resource for information and guidance on instruction and assessment?

A: Yes B: No

2.8.1 Explain your response.

_____
_____
_____.

The following questions require only a written response:

2.9 What are the typical issues covered in a departmental meeting?

_____
_____

2.10 What is the frequency and tone of supervision of planning and assessment by your HOD?

_____
_____

2.11 What support is offered by your HOD in your attempts to improve learner performance?

_____
_____

2.12 How does your HOD support your professional development in teaching and learning?

_____
_____

2.13 How open is your HOD to criticism and new ideas related to teaching and learning? Explain.

_____
_____

2.14 How does your HOD support you in dealing with the challenges associated with teaching in a township school? Give examples.

_____
_____
_____.

2.15 What does your HOD do to promote unity among the team and motivation to excel?

_____
_____
_____.

---

3. SUPPORT FROM THE WCED AND DISTRICT OFFICE:

3.1 Does the CM support the school in its initiatives to improve curriculum delivery? How?

_____
_____
_____.

3.2 What support is offered by Subject Advisors in instruction/teaching and learning for the Improve ement of learner performance?

_____

_____
_____
_____
_____
_____.

3.3 What opportunities does the district office offer for professional development related to teaching and learning?

_____
_____
_____.

3.4 How does the district support with psycho-social challenges faced by learners?

_____
_____
_____
_____.

3.5 How does the district support the school and the educators with preparation for matric exams? Is it sufficient?
What more could be done?

_____
_____
_____
_____
_____.

---

4 GENERAL

4.1 List the NGO's/NPO's/Corporate Entities that support the school and describe how the support benefits you in the delivery of curriculum.

_____
_____
_____
_____.

4.2 Does your school actively promote extra murals as a means of holistic development of learners? How?

_____
_____
_____
_____.

4.3 What are your greatest challenges with regards to the promotion of quality teaching and learning?

_____
_____
_____
_____
_____
_____.

4.4 What are the greatest strengths of your school and how does this enhance teaching and learning?

_____
_____
_____
_____
_____
_____.

4.5 What would you like to see improve at the school so that the learner performance could improve?

_____
_____
_____
_____
_____
_____.

THANKS FOR PARTICIPATING

APPENDIX J: CHECKLIST 1: GENERIC CHECKLIST TO BE USED IN LESSON OBSERVATION

CLASSROOM VISIT	FAL	HL	COMMENT
The classroom			
Classroom neat and tidy			
Well organised with storage for LBs and LPs			
Every learner seated in desk			
Print rich with subject related material			
Method of teaching	TOPIC:		
Positive attitude			
Moves around and makes eye contact			
No code-switching during teaching			
Good voice command			
Good content knowledge			
Clear instructions issued to learners			
Allows for questions by learners			
Additional material/exercise to consolidate lesson			
Uses ICT resources in delivery *(if available)*			
Discipline maintained by educator			
Deals well with interruptions or disruptive learner/s			
Demonstrates respect for diversity and inclusivity			
Planning of lesson evident			
Learner involvement			
Displays interest in the lesson			
Displays comfort to question educator			
Utilises LB for completion of consolidation exercise			
Good cooperation during group work			
RECOMMENDATIONS: Excellent presentation and command of the lesson.			

APPENDIX K: CHECKLIST 2: GENERIC CHECKLIST TO BE USED IN MODERATION OF FORMAL ASSESSMENT TASKS

FORMAL ASSESSMENT TASKS (FAT's)			
FATs arranged in chronological order			
FATs clearly labelled with task number and type of task			
Duration of task			
Clear instructions at every FAT			
Good formatting of task for ease of reading/understanding			
Length of text/parts of the task			
Content of task relevant to context of the learners at the school			
FAT mark allocation as per CAPS			
Fair mark allocations at questions and sub-questions			
Questions are fair as per grade and level			
All cognitive levels addressed in the task			
Cognitive level grid included for relevant FAT			
Synergy between content in LB and content of FAT			
Memorandum/Marking Guideline			
Clearly labelled			
Tick (✓) where the mark should be allocated			
Recommended rubric evident for Writing and Oral			
FAT arranged as follows in 4 sleeves:			
Final FAT to learners signed by HoD at the top			
Rubric or memo evident			
Green inked first draft and memo evident			
Internal moderation report evident			
SUBJECT RECORDING SHEET (SRS)			
S4 Subject Recording Sheets (mark sheets) evident			
Correctly labelled with year, school, Subject Head			
Combined for all the learners for the grade and level			
No zeroes or 1's for Writing and Oral evident on SRS			

Internal moderation of SRS evident			
Marks correctly recorded			
Evidence of intervention *(multiple opportunities, consolidation, remediation based on analysis of results)*			
RECOMMENDATION			

APPENDIX L: LETTER FROM LANGUAGE EDITOR

Michelle Woolley

WRITER EDITOR PROOFREADER TRANSLATOR

Bachelor of Library and Information Science: B.Bibl.
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INSTRUCTIONAL LEADERSHIP ROLES OF SMT's: AN EXPLORATORY STUDY OF FIVE SECONDARY SCHOOLS IN THE WESTERN CAPE

Author:

RAJANDRAN RAMSAMY NAIDOO
STUDENT NUMBER: 2015337690

Regards
Michelle Woolley

Date: 4/12/2021

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Professional EDITORS' Guild

APPENDIX M: TURN IT IN RECEIPT AND REPORT

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