

**A FRAMEWORK FOR SCHOOL MANAGEMENT TEAMS TO HANDLE
DISRUPTIVE LEARNER BEHAVIOUR**

by

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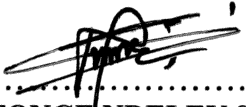
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DECLARATION

I hereby declare that the thesis:

A Framework for School Management Teams to handle disruptive learner behaviour is my work and that all sources I have used or cited have been acknowledged by means of complete references. I further declare that the work is submitted for the first time at the University/Faculty towards the Philosophiae Doctor (Ph.D.) degree in Educational Management and that it has never been submitted to any other University/Faculty for the purpose of obtaining a degree.

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Date: JUNE, 30th 2014
DATE

DEDICATION

This Ph.D. thesis is dedicated to my beautiful wife,
Enanga Ndeley-Etonge ne Malange;

And our three lovely daughters,

Charis Eluwe-Nalowa Ndeley-Etonge,

Stylus Limunga Ndeley-Etonge,

Jolie Efosi-Monamme Ndeley-Etonge

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ABSTRACT

School Management Teams (SMTs) exist amongst others, to ensure the safety of educators and learners, and to nurture a sustainable learning environment. In this study it was found that their job is increasingly becoming very challenging and in need of support, due to the disruptive learner behaviour. It was therefore imperative to design a framework that would assist the SMTs handle disruptive learner behaviour in order to enhance discipline and other educational goals of the school.

This study suggested that the use of Critical Emancipatory Research (CER) and Participatory Action Research (PAR) conceptual and operational principles respectively, would create the space for the designing of a framework that would assist the SMTs handle the disruptive learner behaviour. Through the use of interviews (in a PAR discussion group), data was gathered, analyzed, interpreted and the framework designed based on the findings from a college in the Mangaung Metropolis of the Free State Province of South Africa.

The study concluded that the integrative framework (which takes into consideration the medical, the needs-based, the deficit, the eco-systemic and the asset based approaches) would form a practicable way of supporting SMTs overcome the challenges faced when handling disruptive learner behaviour. These conclusions were assessed by using the Strengths Weaknesses Opportunities and Threats (SWOT) analysis. The current resources of the college under study supports this framework and provides very high opportunities, strengths and add to the health of the SMTs; who are better equipped to handle disruptive learner behaviour.

OPSOMMING

Skoolbestuurspanne (SBS) bestaan onder andere, om veiligheid van opvoeders en leerders te verseker en 'n volhoubare leeromgewing te koester. Hierdie studie het bevind dat hul taak toenemend 'n groot uitdaging word en durf ondersteuning benodig, weens ontwrigtende leerder gedrag. Dit was dus noodsaaklik om 'n raamwerk te ontwerp wat SBS se sal bystaan om dissipline en ander opvoedkundige doelwitte te bevorder.

Hierdie studie het voorgestel dat die gebruik van onderskeidelik Kritiese Emansiperende Navorsing (KEN) en Deelnemende-Aksie-Navorsing (DAN) konseptuele en operasionele beginsels, ruimte sal skep vir die ontwerp van 'n raamwerk wat SBS se sal bystaan om ontwrigtende leerder gedrag te kan hanteer. Deur die gebruik van onderhoude (in 'n DAN-besprekingsgroep), is data bymekaar gemaak, ontleed, vertolk en die raamwerk ontwerp gegrond op die resultate van 'n Kollege in die Mangaung Metropool van die Vrystaat provinsie van Suid-Afrika.

Die studie het bevind dat die geïntegreerde raamwerk (wat die mediese, behoefte-gebaseerde, tekort, ekosistemiese en bate-gebaseerde benaderings in ag neem) 'n uitvoerbare manier sal vorm om SBS se te ondersteun om die uitdagings met die hantering van ontwrigtende leerder gedrag te oorkom. Hierdie gevolgtrekkings is geëvalueer deur van die Sterkpunte Swakpunte Geleenthede en Bedreigings (SWOT) analise gebruik te maak. Die huidige bronne van die kollege wat bestudeer word ondersteun dié raamwerk en verskaf hoë moontlikhede, sterkpunte en dra by tot die gesondheid van die SBS se; wat beter toegerus is om ontwrigtende leerder gedrag te kan hanteer.

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CHAPTER ONE

OVERVIEW OF STUDY

1.1 INTRODUCTION

This study intends to formulate a framework for the School Management Team (SMT) to handle disruptive learner behaviour in school. For Sister (2004:9), SMT are made up of “The principal, the deputy principal and the heads of departments (HoDs) constitute the School Management Teams (SMTs) in Schools in South Africa” (Department of Education, 2000:2). They are commissioned with the obligation of managing the school to accomplish definite aims of which the successful teaching and learning within a safe environment is paramount (Sister, 2004:9). On the other hand, disruptive learner behaviour is referred to as any action or attitude of a learner that signals an abusive conduct intended to harm or intimidate others to the extent that their quality of care or safety is compromised.

Chapter one of the study was mainly concerned with presenting an overview of the study and it is broken down into the following subheadings: the background of the study; the problem statement; the research questions; the purpose, goals and objectives of the study; the brief overview of the literature on the empirical, theoretical framework of the study as well as, the research design and methodology; the ethical considerations for the study; the importance of the study; the limitations and delimitations of the study; the definition of the operational terms; the lay out of the chapters and the concluding summaries.

1.2 BACKGROUND OF THE STUDY

In the introduction above, it was mentioned that disruptive learner behaviour is any action or attitude of a learner that signals an abusive conduct intended to harm or intimidate others to the extent that their quality of care or safety is compromised (see 1.1 above). Connecting this phenomenon with how educators are believed to be victims as well, Mgijima, (2012:5) argues that some of this behaviour sometimes targets the educators such as the 2012 report of a learner physically assaulting a Natal High School educator by throwing a broom and later a chair at her. In another instance, the teacher was beaten to an unconscious state for confiscating cellular phones of a learner during

examinations. Incidences like these seem to abound and cause me to find out the how and why of this trend of “learner versus SMTs violence” as the central problem of the study that needs both to be understood and resolved. Since this particular form of disruptive learner behaviour poses a serious challenge to the educational authorities and constitutes a serious threat to the general social order in South African schools. It reflects a challenge to the legitimacy of the education system and more importantly, perhaps ironically, it poses a fundamental challenge to the political leaders and educational authorities of the country, regarding the future of our schools (Nekhwevha, 1992:22).

Some researchers have termed this a negative discourse of “liberation struggle” in the South African Education system as perceived to be the “transforming of the schoolyard into a site for political struggle” (Mokwena, 1991:36). He argues when the learners are “living on the wrong side of the law...” they tend to oppress those who enforce the law on them. This is the kind of understanding that this study operates with when I argue that SMTs are oppressed and marginalized. I agree that this deliberate learner’s aggressive behaviour on the SMTs could lead to a systematic disempowerment of the SMTs with the resultant inability to develop psychologically, professionally, socially and otherwise. It is a position that sometimes leaves the educators powerless, not only in the context of their political, institutional and constitutional rights, but also in affects the society as a whole.

It has been argued that this may lead to professional powerlessness meaning, exclusion from a social welfare system, educational impoverishment and legal exclusion (Mokwena, 1991:37). The educators are the ones who implement the existing curricula and who are frequently situated at the cutting edge of the aggression of their learners. It is no surprise that in the context of this frustrating expectation of change on the part of these learners, it is the educators who become the primary targets of their violent outbursts of their frustration, to the extent that someone said, “teaching has, indeed, become the most dangerous vocation in South African today”(Drum Magazine, 1991).

Mokwena (1991:16) illustrates that membership of a criminal gang can potentially give a learner (a young person) status which he or she is otherwise deprived of in the school and society. Since some learners think there is a consolidated effort by the schools to marginalise them; those seeking to re-assert their power and influence are attracted to these gangs that become vehicles for them to operate within the schools. These young gang members in the South African school environment frequently come to regard teachers as

their potential rivals and competitors for power (Mgijima, 2014:15). The haphazard process of transition, negotiation and the high degree of insecurity which it entails, strongly suggests that the harassment of teachers by their frustrated learners will remain a significant feature of the education system for at least the foreseeable future, since no efforts exist to disconnect the bond between the gangs and the learners. In search of an understanding of the complexity of this problem I attempt to close the knowledge gap on how SMTs would overcome these challenges of handling disruptive learner behaviour.

Dugmore, (2005:26), believes SMTs must respond to this challenge by providing school support units that will bring more prevention and intervention from the side of the School leadership. In their response to these challenges the SMTs faced in South Africa, DoE, (2005:27) proposed that there should be prevention programs in all schools, early intervention from the leadership of the schools, each school must provide a support programs for the learners, and the school leadership must consult with youth care and education centers specialised in youth transformational activities. The South African government made available some funds to cover the total cost of the support structures and employment of specialists at this youth care centers, Mubray, (2009:60) believes was a contributing conditions for governmental efforts to be implemented in the country.

The indicators of success to some of these solutions for the South Africa SMTs as Mubray (2009:63) pointed out included; government financial support and the personnel put in place, governmental motivation for increased parental involvement and the on-going referrals to other care giving facilities in the country. The conditions that can make the efforts not to succeed in South Africa would have been the removal barriers to learning and development as the (WCED, 2005:27) reported that if there were no good legislation, investments, parental involvement and youth empowerment centers, the efforts would have failed. These efforts suggested above is hoped to fill in the gap in this knowledge area on how SMTs could handle the challenges of disruptive learner behaviour.

1.3 PROBLEM STATEMENT

In the background of this study I have established that the disruptive learner behaviour could sometimes target the SMTs. Since these educators are facing great challenges in handling disruptive learner behaviour, they are in need of a supportive framework to assist them.

1.4 RESEARCH QUESTION

Against the background outlined above, the specific research question is:

- How can a framework be designed to assist SMTs handle the challenges caused by disruptive learner behaviour in schools?

1.5 PURPOSE OF CONDUCTING THE STUDY

The motivation inspiring this study is mainly that of formulating or designing a framework to help SMTs handle disruptive learner behaviour in schools.

1.6 RESEARCH GOAL AND OBJECTIVES

1.6.1 Research Goal

The goal or aim of this study is to propose a framework that would help resolve the challenges faced by the SMTs in handling disruptive learner behaviour.

1.6.2 Research Objectives

The objectives of the study are to design a framework for the following:

- To constructing school-based support units,
- To enabling space for democracy in the schools,
- To articulate the basis for SMTs' mutual empowerment,
- To provide the necessary external administrative support for SMTs,
- And to enhance the professional development of the SMTs.

1.7 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Reviewing the latest relevant literature on the topic, below is how I designed the study's frameworks.

1.7.1 Theoretical framework

Primarily, I employed the paradigms of Critical Emancipatory Research (CER) and Participatory Action Research (PAR), making an argument for social justice and democratic citizenship as I worked with the participants in addressing their plight. We worked together towards making their voices and experiences heard and redressed (Nkoane, 2012: 98). By using CER my intention was to uphold values of equal

participation, mutual empowerment, emancipation, respect and sensitivity to my role with the researched as 'co-researchers'. This model brings about the transformation and empowerment of the SMTs and a realization of the value of using democracy, social justice, redress marginalization and their emancipation to handle the challenges of disruptive learners in schools (Mahlomaholo & Nkoane, 2002:2).

The PAR theoretical concept was used to implement the CER ideas for the study, since it proposes the theoretical model of understanding CER's operationalisation (Masters, 1995:9). PAR was asserted to be the framework within which social critique may be developed: "It is through the development of this critique that the mediation of theory and practice is possible" (Masters, 1995:10). He posited this development of action-orientated critique in three phases: "reflection, enlightenment and action" (Masters, 1995:10). This PAR model of applying CER does not begin with theory and end with practice but, as Grundy (1982:358) asserts, it is informed by theory and often it is in confrontation with the theory that provides the initiative to repeat the practice. I have explained below under the operational framework on how PAR paradigm was used to conduct the study.

1.7.2 Empirical framework

The practical introduction of transformation ideas of CER in the PAR groups of the case study stems from a critical intent of reflection on current challenges resulting from the present praxis. After diagnosing the existence of the challenge, PAR group members were caused to engage in an interactive theory within the specific school social milieu to bring about enlightened ideas. It is this enlightenment that becomes the new platform for action after it has been processed through practical judgment and reflection by all PAR members. This judgment and reflection brought about possible critical theorems within this social milieu as different ideas were occasioned within the school's events, leading to further enlightenment. The enlightenment ideas are reflected upon once more to produce a new praxis and the cycle continues if the process is repeated. This cyclic model was used to operationalize this study, aimed at supporting the SMTs in their challenge through understanding, analysing and educating themselves on ways of assisting each other when faced with disruptive learners.

According to Nkoane (2012:99), this protocol used by the PAR group of my study is in line with the ideas that advocated a CER agenda aiming to critique and challenge, to transform and obtain mutual empowerment. It is geared towards social justice and

enhancing the principles of democracy. Meanwhile, Patton (2002:99) argues that these concepts are loaded in what Habermas mentioned as the notion of emancipatory knowledge and Freire buttressed as transformative and emancipatory pedagogy. This study seeks to transform the SMTs who formerly felt stunned, disappointed, marginalized, ashamed and sometimes wished to quit due to challenges from disruptive learner behaviour. They expressed a newfound hope in empowering each other, re-asserting their place as educators who would not submit to statements aimed at undermining them, such as; ‘mere teacher’, and assuming a positive attitude towards the learners.

However, this would only be possible if the participants and I would constructively challenge the *status quo* as currently being their experience. I was able to make sense of the many signals and symbols coming from the diverse perspectives encountered in the job, as advised by Mahlomaholo (2010:287). According to Liasidou (2008:486), and Steinberg and Kincheloe (2010:141), the CER principles are aimed at unveiling and understanding issues of power, ideology and culture that impede social change and the creation of emancipatory knowledge. I found this praxis suitable for the operationalisation of my study because it was easy to design and forecast the way forward through the laying down of a strategic action plan that would cause social transformation in the work and life of the SMTs.

1.8 RESEARCH DESIGN AND METHODOLOGY

A qualitative methodology is used in the study with the principles of the Critical Emancipatory Research (CER) and the Participants Action Research (PAR) to carry out both the theoretical and the empirical aspects of the study. The design caused the participants to learn from each other the ways in which perceived challenges of the SMTs could be overcome and suggest ways to change their handling of disruptive learner behaviour (Merriam, 2002:6). This design was facilitated within the PAR discussion groups divided into the coordinating team and the participants, a study team work plan, and a study team strategic action plan.

The qualitative methodology option was chosen, comprising the research instruments and techniques, the data gathering procedure, the data analysis and interpretation of the findings. This study was carried out at three colleges in the Mangaung Metropolis of the Free State province of South Africa. I used the Free Attitude Interview (FAI) technique,

whereby one question was posed to initiate the discussion with the participants (Mahlomaholo & Nkoane, 2002:4). Where there were digressions any member from the PAR group was allowed to redirect the discussions by posing a clarifying question that brought back the focus.

The main source of data generation for the study included the PAR discussion group meetings where the FAI technique was used to gather the data from the SMTs, in their context and at times of convenience. All the participants were English speaking, so the questions were raised and discussed in English. In all cases we sought to create an atmosphere in which the PAR group members would engage in free, open and sharing of personal experiences. In total, we had ten days for each of the three schools (within two weeks of very close discussions) and each session lasting about 60 minutes.

At the close of the last session, all the discussions recorded were transcribed verbatim and analysed using the comparative approach as aligned to the research problem, questions and the aim. This method, advocated by Patton (2002:239), has been adopted by many social science researchers who not merely seek to develop substantial theory but also aim at building inductive and conceptual frameworks in the field of qualitative research. Henning, van Rensburg and Smit (2004:115) argue that in this way the process of making meaning out of collected data is facilitated.

I allocated priori codes of the transcribed words from the SMTs to a line, a sentence, or a paragraph of the transcribed data to allow for constant comparison of the incidents with the expectations of the research problem, questions and aim. I later grouped all the coded words around the main concept they were addressing. I followed that with identifying units of meaning that fitted and those that did not. This led to the creation of categories, sub-categories and themes that emerged from the PAR group as the meaning the group had made (Merriam, 2002:143).

The study was conducted with six participants from three colleges comprising two chairpersons and deputy chairpersons of the SGB, two educational administrators (the principal and the deputy principal), and two Heads of Departments (HoDs) of the schools. The colleges were co-educational, multi-racial, and used English as the medium of instructions. It was selected due to its proximity to the researcher and the willingness of the SMTs to engage in PAR group discussions aimed at enhancing their duties in handling disruptive learner behaviour. The chairperson of the SGB was willing to discuss my study

at the SMT meeting, where other SMTs were motivated to volunteer and participate in the study. The participants' consent forms were given out and all the SMTs who received it indicated their willingness to partake in the study. I was introduced to them in a brief interview, in which I outlined the work ahead of the team (the setting up of the coordinating team, the plan of action, the strategic actions for implementation and the follow up). This gave me the opportunity to assess their interest and the possibilities of gathering relevant data for the study. During the study I was to act as coordinator of the team and one of the chairpersons of the SGB acted as the secretary of the group, while the members of the coordinating team included the two chairpersons of the SGBs, the principals and I.

Of the SMTs who participated from each school of the study, four were female and two male, with between five to ten years teaching experience. The chairpersons had not taught before but had been managing the school for over ten years. The principal had a master's degree in Business Administration, the deputy a bachelor's degree in the Natural Sciences, and the two HoDs bachelor's in Sociology and bachelor's in Education respectively. The number of learners enrolled for each academic year has been on the rise, mostly from traditionally disadvantaged and lower-economic status communities.

1.9 ETHICAL CONSIDERATIONS

Confidentiality was assured to all participants in the invitation letter. The University's Ethics Committee procedure for granting ethical clearance was adhered to, and the ethical clearance letter that followed was later sent to the Department of Education (DoE) to issue authorization to conduct the study. After the DoE had issued the authorization, the faculty of education issued another letter to the school principal to facilitate my study in their school. The required letters were served including my personal application to conduct the study in the particular colleges. I personally delivered them, including the team study plan, suggested PAR group discussion questions and expectations from each willing participant.

The college principals, after scrutinizing the documents, gave their permission and shared the letters of consent at their SMT meetings. They were also expected by the University of Free State faculty of education to explain the intent of the study to their colleagues in my presence before the SMTs would agree to volunteer their participation. These volunteers were later contacted via emails (from me) and telephone calls from the school to remind

them of our agreed meeting times. Each participant received the same package I had earlier handed to the principal; with a requirement to sign the letter of consent showing that they willingly consented to be part of the study.

All transcripts, notes and audiotapes used during the data gathering phase were stored in a lockable cabinet at the researcher's home. The name of participants and the school was kept anonymous in order to prevent possible recriminations. For over ten days, within the two weeks, we spent 60 minutes in each school we discussed and finally designed the framework deemed applicable for them to handle disruptive learner behaviour. I was invited to visit the schools later and observe the implementation of the plan of action put in place, for the sake of continuity.

1.10 THE JUSTIFICATION AND IMPORTANCE OF STUDY

The existing South African School Management Teams (SMTs) lack effective monitoring, supervision and proper implementation programs on the ways they are expected to handle those learners who are disruptive at school. Where these support structures do assist some of the SMTs lack the necessary skills to carry out their own functions in a way that the law on school discipline is not compromised, Mubray, (2009:51). Meanwhile some parents prefer the use of the court of law to prevent and care for juvenile delinquencies and SMTs using the outlawed corporal punishment approach (Republic of South Africa, 1996a and b). Howard, (2013:2) reports that SMTs need a framework that curbs the excesses and harmonizes their strategies for handling of disruptive learner behaviour in the South African Schools; for example, in some Western Cape schools it was reported that some social support structures authorize to handle disruptive learner behaviour are not working in synergy with the SMTs according to Mubray, (2009:52). Also, Naong, (2007:283) maintains that abolition of corporal punishment in schools has left a gap that needs to be filled and that it has led to all kinds of disciplinary problems for the SMTs. Therefore this study is justified when it sets out to respond to these challenges of the SMTs through developing a framework for handling them.

This study primarily makes contribution to the body of knowledge in the field of school management. Secondly, it strives to enhance the practices of the school managers who have been entrusted with the task of maintaining a positive school climate and culture towards the achievement of the schools goals and objectives. That is why it lays emphasis

on the School Management Team members design a framework that will assist them in handling disruptive learner behaviour in school. Furthermore, it will benefit the learners indirectly as the SMTs will be better equipped to handle their disruptive behaviour and they will not suffer cruel treatment in the hands of SMTs for being disruptive. The study should also benefit the schools since it will provide a framework for handling disruptive learner behaviour, going a long way to enhance other educational goals of the school. Also, this study is significant to the participating SMTs and any others through empowering and enlightenment ideas that will be reflected upon via the CER and PAR paradigms, and how SMTs can be assisted to create sustainable learning environment in schools.

This study will be important to SMTs because it provides a useful tool with which to handle disruptive learner behaviour. It will benefit the learners indirectly as the SMTs shall be able to handle their disruptive behaviour and they will not suffer cruelty. The study should also benefit the schools in which the study shall be conducted, since they shall be provided collectively with a tool for handling disruptive learner behaviour.

1.11 LIMITATIONS OF THE STUDY

The study captures mainly the perceptions of the SMTs challenges and proposes a framework that intentionally attempts to handle these challenges faced due to disruptive learner behaviour within their schools. It was also limited to uncovering, understanding, empowering and addressing the challenges raised by the concerns of the schools in question therefore the solutions cannot be generalized. Furthermore, the Critical Emancipatory Research and the Participatory Action Research were the main theoretical and operational concepts respectively employed in the study so as to achieve its transformative agenda as we discussed in the other parts of the study.

1.12 DELIMITATIONS OF THE STUDY

The study was conducted in three schools the Bloemfontein City of the Free State of South Africa. These schools were selected based on their favourable accessibility, target group, time, willingness and cost of getting the study conducted with the participants. Also, the interest and relevance of the topic of the study to the participants was considered.

1.13 DEFINITION OF OPERATIONAL CONCEPTS

The following concepts to be clarified in this section includes; school management team, the meaning of disruption, learners and behaviour as used in the context of disruptive learner behaviour, the encyclopaedic, technical literature and author's position on the terms disruptive learner behaviour. They are clarified in the paragraphs the follow:

1.13.1 School Management Team

Blake and Hanley (2000:144) define the School Management Team as a body constituted within the school to compensate for its increasing concern for good management practice. Members of the SMT are officially appointed to function as a formal team that oversees policy and its implementation. The members may include the principal and heads of faculty or departments and senior teachers and administrators. School Management are the designated members of the school leadership charged with coordinating the efforts of government or private agencies to accomplish the program of the school. They have the duty of planning, organising, directing and controlling the school's initiatives to accomplish the set goals. The resources available for the SMT are human, financial, technological, and natural, endowed in the school. They have clear actions to carry out in order for the schools to accomplish their mission. Consequently, each member of the SMT must be able to manage himself/herself, a prerequisite for managing the other members of the school community, especially the learners (Gomez-Mejia, Luis, David & Robert, 2008:19).

All major decision reached at by the SMT are often communicated to the SGB and also to the DoE. It is the school principal or persons delegated who are charged with overseeing the overall implementation of the decisions of the SMT, accountable to the SMT, the SGB and the DoE on how they execute the responsibilities given them. As leader, the school principal must build and organise a strong team that can provide the necessary support and motivation, listening to other views to problems, making valued support and contribution to all the efforts that would make the school achieve its objectives.

In this study, the researcher has used the concept of SMT to describe the people and positions bound together in the administrative bench of the school, known as the leadership team of the Secondary School made up of the principal, the deputy principal and the heads of department (HoDs) as cited in (Department of Education, 2000:2). They are involved daily executing their managerial and leadership functions of the school which

cut across administrative, pedagogic, socio-cultural, financial and socio-cultural functions. Their job is to facilitate the implementation of structured decisions of all educational reforms and projects that would enhance the national educational goals of the DoE. This team is answerable to the SGB and the DoE.

Apart from ensuring that efficient and effective academic activities, SMTs in this study are considered as a gatekeeper that ensures the rule of discipline, school security and safety for all learners and staff, maintenance and upkeep of all infrastructures. It is therefore considered mandatory within this study that members of the SMTs are conversant with the following legal provisions, amongst others: the school rules and regulations; the South African School Act 1996; the disciplinary policies guiding the DoE; and the United Nations Declarations of Human Rights. These national and international legal instruments serve as a guide to the construction of the studies framework for an SMT to handle disruptive learner behaviour.

Therefore, the SMT must share the vision, mission and objectives of the school if it is to manage the school properly and ensure that the members own it and work together to achieve them. This means the principal, who is the chairperson of the SMT, must ensure that actions taken at all levels are synchronized and adapted in the school to fall in line with vision and policy of the authorities who appointed them. The understanding is that the SMT exists to facilitate the government movement from policy to practice in schools. Since this is the target of the SMT, this study believes there should be carefully crafted frameworks to assist them handle any form of disruptive learner behaviour that might hinder the success of the team.

1.13.2 Meaning of ‘disruptive’ in disruptive learner behaviour

The adjective ‘disruptive’ derives from ‘disrupt’ had been defined as “disturbing, upsetting, disorderly, unsettling, troublesome, unruly, obstreperous, or troublemaking” (*Collins English Dictionary*, 2002:324). The same dictionary (2012:185) later defines the term disruptive as “break up or break into, confuse disorder, disorganize, interfere with, interrupt, intrude, spoil, unsettle, or upset something or somebody.” Farlex (2012:223) defines the term ‘disrupt’ as a situation characterised by unrest, disorder or insubordination. It is seen as the effects of a struggle that is violent and disorderly or what

occurs in “riotous times, troubled areas, and tumultuous years of an administration or a turbulent and unruly childhood.”

1.13.3 Meaning of ‘learner’ in disruptive learner behaviour

The *Collins English Dictionary* (2002:1995) defines the noun learner as a “student, pupil, scholar, novice, trainee, apprentice, disciple, or a neophyte”. This dictionary assumed certain factors in their definition of a learner such as; learners are younger in age, learners get knowledge from the teacher and that the teacher is more powerful than the learner and can provide the information that learner can hold throughout their lives. This person is also seen as an assimilator, scholar, individual, a person who learns by rote and one who learns from a tutor, and is also call a tutee. A learner is someone new in a field or activity and depends on those who have been practicing in it for a long time.

1.13.4 Meaning of ‘behaviour’ in disruptive learner behaviour

For Mufflin (2009:2000), behaviour is a manner of conducting oneself. He defined behaviour within Psychology as,” it is the aggregate of all the responses made by an organism in any situation; a specific response of a certain organism to a specific stimulus or group of stimuli; the action or functioning of a system, under normal or specified circumstances” (Mufflin 2009:2000).

The *Collins English Dictionary* (2000:209) defines ‘behaviour’ as the “action or reaction of something like a machine or substance” or someone likes a human or an animal, under specified circumstances. The behaviour of humans is the focal point of human psychology. As an attribute, behaviour is the way a person behaves towards other people. As a trait, it is a distinguishing feature of a person’s personal nature. Psychologically, they argue that behaviour constitutes “aggregate of the responses or reactions or movements made by an organism in any situation” (Collins English Dictionary, 2000:209). Behaviour as a conduct or doings is any specific reactive activity, such as aggression, that is, being deliberately unfriendly or being offensive, demonstrating “lack of politeness, failing to show regard for others or hurting their feelings” (Collins English Dictionary, 2000:209).

1.13.5 Disruptive learner behaviour: Encyclopaedic meaning

For Dejnozka and Kapel (1992:179), disruptive learner behaviour refers to student behaviour of a typical nature that creates role conflicts in the classroom. Such conflicts may affect student-student or teacher-student relationships. According to Ladd, students’

behaviour that is sometimes viewed as being disruptive by the school officials includes the following: verbal expressions, for example obscenity; participation in organised gangs considered to be potentially disruptive; and overt interruption of school activities and presentation of self in ways calculated to be disruptive for example indecent dressing. Ladd cautioned that school administrators should not define disruptive behaviour too narrowly (such as anything that interrupts teaching and learning in the classroom). However, they are reminded that they are obligated to control disruptive behaviour so that the school can further its legitimate concerns while the students are not protected by the same control by their legal rights.

Dejnozka and Kapel (1992:179) examined Jean Davis's identification of certain methods of dealing with disruptive learner behaviour in the classroom. They included the teacher-dominated approach, with the teacher demanding specific rules of behaviour and students complying; the analytical approach, a method requiring the teacher to analyse a student's behaviour and to discuss this with the student in order to look for a way forward; the behaviouristic approach, in which rewards or punishments are used to elicit specific kinds of performance; the student-centred approach, an approach granting maximum freedom to the students; and the teacher-student interaction approach, which requires both teacher and student to work together to produce desirable behaviour.

1.13.6 Disruptive learner behaviour: Technical literature meaning

Blake and Vincent, (2000:15) write that learners have behavioural problems when their patterns set them apart from the normal range of their contemporaries. Disruptive behaviour sometimes includes verbal and physical intimidation; bullying; disruption; and various kinds of anti-social behaviour; which can cause immense problems for the SMTs, teachers and other learners.

According to Blake and Vincent (2000:48), disruptive pupils in mainstream schools may be removed to a so-called 'disruptive unit' because of the high levels of control, where their behaviour may be contained and improved. Some of these units are separate premises and others are located on the same school campus. The intention is to provide appropriate conditions for improving behaviour before they return. Some pupils may complete compulsory schooling in these units because they remain disruptive.

It has been defined as "...any behaviour of the learner that stops the teacher from teaching and the learner from learning" (Montgomery, 1989:10), but drawing from Apter and

Foreman (1996:271) “what makes behaviour disruptive is when it is exhibited in the wrong place, at the wrong time, the presence of the wrong people, and to an inappropriate degree.” Corrie (2002:25) extends the list by adding learners who lose or forget learning materials, with the result that they do not hand in assignments on time. One can safely conclude that disruptive learner behaviour is any action or attitude of a learner that signals abusive conduct intended to harm or intimidate others to the extent that their quality of care or safety is compromised, for example disrespect, insulting, violent, sexual harassment, steal, alcohol and drug addiction, cyber criminology, truancy, murder and rape. This study designs a framework whereby the school leadership would manage behaviour at the school that may be detrimental to its smooth running.

According to Mitchell et al. (1998:33), disruptive learner behaviour includes learners’ tendencies most likely to occur at school when the learner becomes unruly and acts inappropriately, contrary to the school’s rules and regulations. It is childish behaviour, such as ‘winding up’ or name-calling, aggressive behaviour such as fights, verbal abuse and physical violence. This behaviour inhibits learning in the classroom, such as non-cooperation, poor attendance and non-completion or submission of work; and relationship problems such as disrespect, challenging teacher’s authority or passive behaviour in the classroom. Disruptive learner behaviour is also seen as learners bringing trouble to the school climate; scrawling graffiti, littering, drug misuse, gang activities, and anti-social or criminal behaviour. The significant characteristic here is that learners who were registered to become members of a learning community have become a threat to their very learning environments.

This research acknowledges the wide variety of disruptive behaviour suggested by Mitchell et al. (1998:34) and, at the same time, adds an additional category: that of technological misuse, such as use of mobiles and computers or other technological equipment to detract or interrupt teaching or to cause harm to others in the classroom (Susan, Swearer, Dorothy, Espelage & Napolitano, 2009:2). These learners who display aggressive behaviour at school are considered to be disruptive, using behaviour that sometimes persistently threatens and is aggressive to other people in school, especially directed towards those who are smaller or weaker. This disruptive behaviour cannot be condoned (Vandenbos, 2007:139).

Research has found this behaviour as early as in elementary school learners, with over 33.7% in the USA reported for being disruptive at school. Also, the same source found out that some learners who are aggressive in elementary school tend to be aggressive in middle or high School, as argued by Harachi et al. (2006:4). In the school years, bullying is at its peak. Some of the disruptive learner behaviour is sexual harassment of females, mostly high school years (Gruber & Fineran, 2007:9). High school teachers typically underestimate or could not predict accurately the levels of their learners' disruptive behaviour, unlike elementary and middle school teachers (Bradshaw et al., 2007:5).

This study considers disruptive learner behaviour to be forms of learner activities aimed at disturbing the order created by the SMTs so that it is no longer a sustainable learning environment. To curb these challenging learner activities, the SMTs are often challenged by the magnitude and complexity of the problem, hence this study intends to design a framework for the SMTs to handle the emerging challenges thereof.

1.13.7 Disruptive learner behaviour: Author's position

I use the concept of disruptive learner behaviour in this study to refer to any action or attitude of a learner that signals abusive conduct intended to harm or intimidate others (students and teachers), to the extent that their quality of care or safety is compromised. The victims of disruptive learner behaviour in this study often feel disrespected, insulted, intimidated, harassed, bullied and scorned. Unlike other studies that concentrate on this phenomenon from a group or gang perspective, this one focuses on the individual cases of disruptive learner behaviour within the school premises.

This study is also concerned about how the disruptive learner behaviour causes pain to other learners and teachers of the school community, to the extent that it sometimes makes school premises unsafe and inconvenient for pedagogic activities. Whether it is a hurtful behaviour towards other students or teachers, it has the power to interrupt the school. The perpetrator's attitude or action involves assuming power over other human beings in the school community. This, if unattended to, may prevent the victims from effectively carrying on smoothly with achieving the required educational standard.

1.14 LAYOUT STRUCTURE OF THE THESIS CHAPTERS

Having provided an overview of the study, Chapter 2 is a review of related literature, followed by Chapter 3 that provided the details of the design and methodology. Meanwhile Chapter 4 deals with an analysis and interpretation of data, with presentation and discussion of findings. Chapter 5 is a synthesis of findings, recommendation for future research and conclusions. In order to guide the reader into the step by step understanding of the contents of each chapter, I begin every chapter with an introduction of the structure of that chapter, I close each chapter with a summary of the chapter to remind the reader of what each chapter has achieved and the conclusion of the chapter that deals with position of that chapter in line advancement of their study. This style runs throughout the study.

1.15 SUMMARY OF CHAPTER

This chapter was preoccupied with presenting an overview of the study under consideration. It covers subsections such as an introduction, the background, the problem statement, the research questions, the purpose of conducting the study, the research aim and objectives, an overview of the theoretical, empirical, design and methodological frameworks considered in the study, the ethical considerations, the justification and importance of the study, the operational concept definitions, the layout structure of the thesis chapters and the conclusion. Some of these subsections that were presented merely as an overview in this chapter shall be treated in more details in chapter two that follows

1.16 CONCLUSION

From the above discussions of this chapter, there exist sufficient resources to fundamentally support the crafting and implementing of this new framework that would enhance the work of the SMTs in handling disruptive learner behaviour. The current framework being proposed would make the school healthier, based on the current resources assessed in and out of the school. The challenges faced by the SMTs would be surmounted if the recommended framework goes into operation, because the college has both internal strengths and external opportunities to overturn her weaknesses and threats posed by the difficulties in handling disruptive learner behaviour. When the SMTs' challenges are resolved they are better equipped to handle the disruptive learner behaviour. Finally, resolving the challenges of the SMTs has made them more accountable and responsible in shaping the desired or appropriate responsible behaviour of learners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This study seeks to formulate a framework for the School Management Teams (SMTs), in order to assist them handle the disruptive learner behaviour in school. I refer to the term ‘framework’ as a set of tools that would help the SMTs penetrate to the core of the issues concerning the identified challenges to handling disruptive learner behaviour in school. In this chapter, I set out to elucidate how the study was deeply rooted in some relevant literature and the gap existing in some of these studies that necessitated the conducting of this investigation. Some of the main themes of this chapter includes: framing the problem of the study, the theoretical framework, justification for the framework, challenges/threads in developing the framework, the components for the framework, conditions conducive to develop the framework and conclusion. The discussion begins below with framing the causes of the problem of disruptive learner behaviour.

2.2 FRAMING THE PROBLEM OF THE STUDY IN THE LITERATURE

The findings on the studies by (Nekhwevha, 1992:22) posited that the South African "Pupil power: an organic crisis?" revealed how some SMTs in schools could be considered as being marginalized and oppressed within the context where learners assaulted educators since there was no structure in place on how to handle this situation. According to Nekhwevha (1992:22) this situation of an organic crisis refers to a situation where the dominant hegemony is disintegrating and the masses' ties to the dominant and traditional ideologies are broken. Democracy, human rights, protection of the rights of the child and the South African school Act all contained principles that assisted in the collapse of the dominant hegemony where the educators marginalized, oppressed and used corporal punishment on learners. With the coming of contrary legislations Nekhwevhe's research basically argued that the current South African school educators are in a situation of an "organic crisis" that basically is a crisis of authority at the school. As one teacher observed in the South African educational context:

“The crisis of authority as experienced in our schools has one root and that is that the highest authority in this country, the Government of South Africa, is not acknowledged by our pupils anymore. In consequence, every institution, however remotely connected with the state bears the taint and is similarly challenged; and any person or institution that either works or acknowledges the government is strained and accused of compromise with the authorities” (Vilardo, 1992:18). The point made here is that some learners are abusing the “pupil-power” concept in school and rather confronting the existing authority to bow to their wimps and caprices or face their wrath. Vilardo, (1992:18) defined this pupil-power to mean a change in power relations, a new source of authority and a new set of self-generated rules and regulations promoted by learners on the other side of the school law. This is the situation I term-disruptive learners behaviour in school. They are the learners who contravene the schools’ institutional or organisational forms of authority in so doing harming or intimidating the authority that hath been put in place. They have sort of created a reversed authority where “power seemed to have changed hands” from the SMTs to the learners. The result therefor would be for the SMTs to be empowered in order to handle the disruptive learner behaviour that attempts to compromise their authority.

Taking an example of the situation in some of our schools since the outlawing of corporal punishment, educators complaints of their different attempts to curb learner indiscipline and maintain discipline have sometimes met with what some researchers call “subtle forms of intimidation and violence” from learners as a way of resisting correction for their wrong doings (Vilardo, 1992:18). For example the experience of a Soweto school teacher, shared by a journalist from Drum magazine stated as follows: “A student, known to be a non-hoper in class often received disciplinary measures from me. One day when I was marking scripts he came to me, first of pretending to be respectful. He apologised for bothering me, saying he was on his way to town and had just popped in to find out how things were going. As he spoke, he produced a lethal-looking hand-gun and fiddled with it ... I got the message. He was telling me that I either made sure he passed or I would suffer the consequences. I told him things were going well for him, although I knew he had performed hopelessly. After he left, I fiddled his paper to make sure he passed, since I knew the consequences of him failing-revenge may await me!”

This example illustrates a simply how the pupil-power in an organic crises could degenerate in the student-teacher relationship. It is for these reason that (Mokwena, 1991:36) lamented when he asked: how could those who possessed institutional and

intellectual power (teachers/educators) no longer able to dictate the terms and pace of the learning process in schools? He said the picture “pupil-power, organic crisis” has reached “an ultimate crisis of authority which the education system” needs to seriously confront, since some South African SMTs are indeed being marginalised. By marginalisation I mean their systematic disempowerment with the resultant inability to develop psychological, professional, social and parental authority to put up with these learners. Stories like this are an expression of powerlessness, not only in the context of their personal and institutional rights, but educational rights of the society as a whole. Professional powerlessness means, exclusion from a social welfare system, educational impoverishment and legal exclusion (Mokwena, 1991:36).

Mokwena also argues there had been a consolidated marginalisation of the South African youngsters for a long time and those seeking to re-assert their power and influence are attracted to wrong influencers (like pressure groups, politicians and sometimes gangs) that become vehicles, for them to destabilise the operations within the schools. These learners that see their teachers as potential rivals and competitors for power, as argued earlier are the most aggressive set of disruptive learners we have in the schools. Their activities include to intimate, bully, contest for authority, and promote in various degrees insecurity that would harass the educators, frustrate other learners and sometimes make the news headlines of the failure of the South African educational system. It is for this reason that this study investigates how the actions of the disruptive learner behaviour in schools could be curbed by designing a framework that would assist the SMTs handle the problem. The following sub-headings traces the more causes of this kind of learner behaviour that this study addresses. They include sub-sections such as: the general causes of disruptive learner behaviour, causes related to the learner’s internal system and causes related to the learner’s external system.

2.2.1 General causes of disruptive learner behaviour

Research by Levin and Nolan (1996:161) examined general causes of disruptive learner behaviour that included those considered as day-to-day and posing only a slight challenge to the SMTs at the surface level. They argued that some is disruptive learner behaviour is “usually not the result of deep-seated personal problems but normal developmental behaviour of children” (Levin & Nolan, 1996:161) while at school. Examples of this surface level disruptive behaviour include verbal interruptions, body movements, verbal hostilities and being adamant to respect instructions.

Surface level learner disruption may be followed by deep level learner disruptive behaviour (Levin & Nolan, 1996:23), at which stage it is very difficult for the teacher to carry on with the lesson because even the teacher's attention is taken. Deep level learner distractions can be manifested by a learner who refuses to follow directions, instructions or whatever the teacher ask the class to do, instead displaying nonchalance, disobedience and even aggressive behaviour towards the teacher. The learner may decide to continually call out, mimic, or echo the teacher's voice, while the teacher is making an explanation of the content of the lesson. Sometimes it is a loud noise with the shoes, hitting the table or speaking rudely to the teacher. The teacher may have to stop and pay attention to the distraction. This kind of behaviour causes an abrupt end to the lesson as he or she has to attend to it.

Some learner's disruptive behaviour can be described as 'bedrock level disruption' (Levin & Nolan, 1996:24), making the classroom and even the entire school unsafe for teaching and learning. It is manifested as punching, spanking, bullying, fighting, destroying property of the school or classmate, breaking laboratory equipment, displaying a weapon and even injuring a classmate or teacher with a weapon. This is also called 'classroom vandalism behaviour'.

The general reasons associated with learners who manifest disruptive behaviour that poses a challenge to the SMTs could further be categorised into two main groups, namely, individual inherent personal traits and group inherent traits wherein a learner relates. According to Shaw and Tshiwula (in Maree, 2003:52) these two categories could be responsible for some learners being associated with high risk antisocial behaviour. The research they carried out referred to some young learners as being at risk due to both individual inherent traits and external circumstances related to the group they relate to within the school milieu. The argument is that some of these learners have been found to be having greater chances of disruptive behaviour due to varied risky factors present within then and in the different system contexts. Having identified some of the factors which research has considered as risky and to which learners are exposed I discuss below.

2.2.2 Causes related to the learner's internal system

The causes of disruptive learner behaviour discussed are those associated with inherent personal factors within the individual learner. Some examples of disruptive learner behaviour due to these internal systems of the learners are as follows: the psychological

argument, the argument that some learners do not understand rules and also that some learners growing-up comes with experimentations. They are discussed below.

2.2.3 Psychological Argument

Psychologists have argued that disruptive learner behaviour emanates from within the internal systems of learners. For instance, Miller (1996:49) has traced the challenging behaviour to the learner's internal developmental issues, an argument that originated with the works of Erikson's child developmental psychology stage theory, which posited that some children develop some disruptive traits in the fourth stage of their Foundation Phase. These children have been described as facing problems of 'industry versus inferiority', and the disruption begins when the child starts experiencing some emotional inadequacy and inferiority when trying to cope with their adaptive tasks in life (Gordon & Browne, 2004:137). Disruptive behaviour erupts when a child in this developmental stage cannot conform to the varied outward expectations of society, resulting in feelings of internal guilt, unworthiness, inferiority, low self-esteem and shame, and thus maladaptation in life. These psychologists tend to sympathise with such young people due to internal and external struggles they encounter daily as a result of not conforming to the development of mastery of life. It may be because of high expectations of them, and the imposition of laws, rules and relationships by the society in which they are being brought up (Gordon & Browne, 2004:137).

Some argue that disruptive learner behaviour is a coping mechanism for growing up (Gordon & Browne, 2004:13), and advise school disciplinarians to make rules that are appropriate and tolerant. My study does not intend to recommend such rules but rather to help SMTs with a framework for coping and creating a space in which these behaviours can occur controllably, within the teaching and learning environment at a tolerable level.

2.2.4 Some learners do not understand rules

According to Tilestone, (2004:55) some learners make mistakes and misbehave due to not understanding the formal rules of the dominant culture in the school; this does not excuse their disruptive behaviour. The basis of providing formal rules in schools is to communicate the ideals and values held by the school leadership as the set code of behaviour and communication style deemed acceptable in the school's social milieu. Another argument is that even when the teachers set out the accepted behaviour and

communication standards, some of the learners that cannot differentiate between their homes and schooling environments. It is for this reason that Gootman (1997:108) advises that instead of taking them for granted educators should rather concentrate on teaching these young minds what is expected of them when they come to school. The expectation is that school leadership explains these rules clearly, with the aid of concrete examples when dealing with cases of learner ignorance. In my study I expected the SMTs to be patient and willing to engage in dialogue with all the young learners, especially those with disruptive tendencies, helping them adopt the right frame of mind. They should make clear the difference between their home and the school environment thus helping them to overcome ignorance and understand what school discipline implies at this phase of their growing up.

2.2.5 Growing-up comes with experimentation

Rayment (2006:24) argues that disruptive learner behaviour persists because of a natural aspect that comes with growing up and development often comes with experimentation out of curiosity. He upholds that some young people who are regarded as being disruptive are merely “normal curious learners” who misbehave in a bid to exercise their curiosity. He cites the case of “a young learner who is asked to open a book at a certain page but is tempted to first flip through the book...this may happen more often if the learner comes from a poor background...[where] books are normally not freely available” (Rayment, 2006:24). School leaders should not consider this as a major disruption but tap into these curious minds and take advantage of such behaviour as a powerful educative medium rather than a disruptive disposition.

2.2.6 Causes related to the learner’s external system

A number of factors contribute to disruptive learner behaviour that may be related to learners’ external system. Examples of disruptive learner behaviour related to the external system of the learner includes; no parental involvement, failure in the school disciplinary system, and the culture of violence in South Africa.

2.2.6.1 No parental involvement

On the point of no parental involvement, Lawrence (2007:165) argues that parents have an important role in shaping their children to grow up with good morals, values, respect and discipline. Parenting skills, however, vary greatly from parent to parent. Whilst a large

proportion of parents have good, consistent parenting skills, some are inconsistent with their parenting, preoccupied with their own concerns, or either too harsh or too lenient. Parents, however, are not necessarily to be blamed if their children start to exhibit antisocial behaviour or turn delinquent. They can do their best to raise their children in a healthy and normal manner and create a loving supportive living environment, but they cannot protect them from all the deviant influences from peers and media.

According to Jones, Cox and Webb, (1989:164), when parents are not involved with the school in the support system of their child's problem behaviour, the plans and actions of the school alone may not be insufficient to modify the behaviour, and: "the absence of a consistent and joint action, may lead to a negative outcome, especially when the parents are contradicting what the teachers are doing to the kids" (Jones, Cox & Webb, 1989:164). For this reason, they proposed that parents and teachers be constantly informing, sharing, responding and acting jointly on all elements of disruptive learner behaviour of the learners: "Where parents have become involved in the control of the various treats which a child enjoys [it] leads to a modification of a pupil's behaviour" (Jones, Cox & Webb, 1989:169).

2.2.6.2 Failure of the school disciplinary system

The school discipline system is also a problem (Walker, Ramsey & Gresham, 2004:280-281), with some children not having good values or morals instilled within them, and lacking self-discipline (Allen, 1991:332). The school have a responsibility not only to teach children discipline and respect, but also operate disciplinary system where disciplining needs of learners are able to transform the school into a safe learning environment. According to Maree (2003:73), "the more risk factors are present [in a school], the greater the chances of behavioural problems" [of the learners in that school]. The South African schools disciplinary system has been partly blamed for inciting disruptive learner behaviour in some schools (Marais & Meier, 2010:14). For example teachers are not disciplined when they set the wrong examples to the learners; "If teachers yell at learners, while exhorting them not to yell, learners are taught that "undesirable" behaviour is appropriate when you are an adult or if you have the power in your hands" (Gootman, 1997:25-26).

Schools have been criticised for merely “handing out rules and regulations to their learners” but hardly taking the pains to teach them the things contained in this printed documents (Rayment, 2006:84). According to Marais and Meier, (2010:48), “these rules should be read aloud by all the learners on a daily basis, educators should enforce them rigorously, the rules should be few in number, easily understood, justifiable and enforceable”. In a study on “handling disruptive learner behaviour at the foundation phase in South African schools” Marais and Meier (2010:54) concluded that South African educators are utilising “disciplinary systems theory which ‘targets’ on objects and individuals” rather than on relationships and communities” The failed disciplinary system is evident by not being able to handle the challenges due to disruptive learner behaviour.

2.2.6.3 The culture of violence in South Africa

The South African ‘culture of violence’ (Vogelman & Lewis, 1993) has been ascribed to consistently high levels of violence, both political and criminal. Solving conflict and problems through violence is becoming a South Africa style, and as a result violence is sometimes used as a method of learners solving conflict and reaching their goals in schools. School scholars are only modelling their behaviour and responses to conflict situations on what they see at home and in their communities. As a consequence, often this societal acceptance becomes an exemplary method of resolving issues (Moore et al., 2003: 253).

The gap between adult culture and youth culture might have an influence on the role that culture plays and the culture of violence. For Jones, Cox and Webb (1989:171) “where there is no parental involvement [there would be] limited desirable behavioural change” in the lives of the children. This places a huge responsibility on the ‘adult’ figure to bring about support that these kids require to be reinforced to grow into adulthood. Without this adult influence the youth may become influenced into crimes and violence, for example; peer-pressure and the inability to distinguish between fact and fantasy (e.g., witches, vampires, werewolves) and self-hatred because one’s body is not as ‘petite’ as those seen on television and in magazines (Moore et al., 2003: 253).

The gap also prevents administrators and educators from understanding the youth properly, resulting in disputes and grievances going unnoticed and unresolved. Cliques, gangs and rivalries grow unchecked and unnoticed or until an explosion of violence signals the growth and presence of such conditions. The gap will not be fully closed and Moore et al.

(2003:254) argue that it probably should not be, as the development of society depends on new generations being able to separate themselves to some degree from their parents.

Other factors that may contribute to school violence identified by Moore et al. (2003: 313) include substance (drug and/or alcohol). Meanwhile it has further been blamed on, “stress, incompetent parents and media influences such as television, movies, books, computer games, music and the internet” (Capozzoli & McVey, 2000:23-24). All these factors may contribute to a learner becoming delinquent and using violence in schools. In order to reduce some of the factors contributing to school violence, security measures can be put in place to facilitate curbing and prevention of some of the school violence and the factors that contribute to it.

2.3 THEORETICAL FRAMEWORK

In this section I discuss this framework from the angle of the review of the related literature of the study, using Critical Emancipatory Research (CER) principles and steps to respond to my research question, aim and objectives.

2.3.1 Critical Emancipatory Research

It has been argued that there is no clear-cut definition of the concept of Critical Emancipatory Research (CER), but rather it is considered a process of bringing consciousness potentialities into social science research. Nkoane (2013:4) opines that there are two basic elements central to CER, namely concern for human happiness and freedom attained via transformation and social justice. The study benefited from the principles found in CER as the main lens through which to conduct this research. Within this paradigm were viewed the processes used to obtain the transformation of participants, supporting my argument for social justice for the SMT members as they struggle with the challenges of disruptive learner behaviour. The study is sensitive to their plight of being marginalised, oppressed and silenced by the problems of handling disruptive learner behaviour. By placing value on the SMT members as human beings, bringing them together, making their voices and experiences heard and redressing their oppression the CER was considered the appropriate tool with which to conceptualise this study and assume an emancipatory stance (Nkoane, 2012:98).

2.3.2 The origin of CER and its suitability as the theoretical framework

Critical theory underpins the CER that is suggested in this study. This theory originated from Karl Marx but was advanced through the work of Adorno, Habermas and others at Frankfurt in 1923 (Babbie and Mouton, 2012; Held, 1983; Nel, 1995; De Vos et al, 2010; Corradetti, 2014). Babbie and Mouton (2012) mentioned that critical theory insisted that social science needs to become an emancipatory and transformative force in society. It is for this reason why I believe ideas from critical theory provides a framework for approaching research as a change-oriented form of engagement that seeks not just to study and understand society but rather to critique and change society. Nel (1995:127) agrees, stating that critical theory “strives for the emancipation of the individual: to enable him or her to shake off these bonds”.

It is clear from the foregoing arguments that those authors reconstructed critical theory to become critical emancipatory research to suite the principles it provides. For McGregor (2003) as a theoretical framework, Critical Emancipatory Research (CER) advances “the agenda for equity in all its forms, advocating for social justice, peace, freedom and hope” (in Mahlomaholo, 2009: 226). Goldfarb and Grinberg (2002) further define this social justice as the exercise of altering the institutional and organisational arrangements by “actively engaging in reclaiming, appropriating, sustaining, and advancing inherent human rights of equity, equality and fairness in social, economic, educational and personal dimensions” (in Theoharis, 2007: 223). In whatever form disruptive learner behaviour is manifests itself to the SMTs, it remains totally oppressive, unjust and unfair. Its perpetuation violates basic human rights in the school. Broadly speaking, the CER argues for generation of knowledge to create awareness about the oppressive and alienating factors in society, in this case those that would restrain violent behaviours in schools. Educators in this study are to understand the causes and nature of violence in the schools. This knowledge would transform their consciousness and ultimately drive them to action that is towards their emancipation. It appears that to-date there is insufficient capacity among educators to embark decisively on action to combat disruptive learner behaviour (Theoharis, 2007:223). The call is therefore extended to the community members no longer to be spectators when violence has become such a serious threat to the lives of so many in the South African schools. Parents get directly affected when their children drop out of school as a consequence of violence.

Therefore, the critical theory emphasises that through self-conscious mobilisation, the educators becomes able to assert itself and become stimulated to initiate action to change the circumstances of their schools. As Rahman (1993:81) argued, this is about the “stimulation of self-reflected critical awareness on the part of the oppressed people of their social reality and of their ability to transform it by their conscious action” (in Babbie and Mouton). According to these authors, this was first highlighted by Habermas in 1972 when arguing that there is an interest in the human capacity to be self-reflective and self-determining and to act rationally having acquired knowledge which enhances autonomy and responsibility. Therefore, for the SMTs to be actively engaged, they need mutual empowerment and should be bold and initiate innovations to solve the problem.

This is as much about the emancipatory objective that underpins this theoretical framework as it is about the democratic principles espoused in the legislation. All members of the school community need to think freely and critically about these disruptive learner behaviours and must be equally empowered to take action against the situation. For example, the SGB must feel empowered to engage the principal and SMT in a critique of the current situation for interventions and demand to understand the role they should play. Similarly, SMTs must be vocal about issues of disruptive learner behaviour that violate their right to safety at school, just as parents are demanding reasons for abuse of their children and parents and their kids must be able to account fully about the actions disruptive learners perpetuate in school.

Through the critical emancipatory research (CER) lens, critical consciousness is raised on the study problems, dialogue is initiated and facilitated within the Participatory Action Research (PAR) groups where the researcher and the research participants work together as co-researchers to develop understanding and the knowledge about the nature and root cause of an undesirable situation, in order to design strategies and marshal support to effect change (Nkoane, 2012:98; Larrotta & Yamamura, 2011:76). This confirms CER principles, since it cautions that human society is organised on the basis of the exercise of power for the purpose of bringing order, but sometimes power can be excessive requiring it to be challenged and subverted (Mahlomaholo, 2009:290; Mahlomaholo, 2011:5).

The CER in this study advocates closeness between the researcher and the research participants (Cohen, Manion & Morrison, 2011:37). The research participants are not treated as if they are mere impersonal objects in a natural science laboratory. Rather, in CER, the researched are recognised and valued; thus treated with respect as fellow humans

by the researcher (Mahlomaholo & Nkoane, 2002: 74; Mahlomaholo, 2009:225). MacCabe and Holmes (2009:1519) argue that critical research involves the co-creation of the research agenda by the researcher and researched participants. This premise thus justifies our adoption of this paradigm for the study.

2.3.3 The historical background of Critical Emancipatory Research

Looking back into the historical background of the Critical Emancipatory Research (CER) would inform the origin of the perspectives held by the founding fathers of this research paradigm. The earliest historical records date back to the 1923 Critical Theory of Society operated at Frankfurt Germany, a school developed to revise and interpret Karl Marx's "idea that revolution was the best way to change the social and political structure" (Steinberg & Kincheloe, 2012:143), of a society. The critical theory philosophy school started with Carl Grunberg, whose vision was "to reconcile Marx's emancipatory dream with the stark reality of modern society." (Steinberg & Kincheloe, 2012:143),

Max Horkheimer, continued the vision by opening up social reality from a diverse intellectual perspective. He argued that there is no absolute truth or reality, and no general criteria for critical theory. He showed respect for his predecessors by praising and acknowledging their legacy and contribution to the development of the critical theory (Steinberg & Kincheloe, 2012:143), thus, respect permeated and continues to guide critical theorists in pursuing the emancipation of individuals attempting to better their discursive and social structures.

Horkheimer nevertheless led the institute to what became known as 'dialectical materialism' (Kellner, 2000:3), as he continued to contribute respectfully to the evolution of CER. Under his leadership, the Institute pursued what could be described as a 'new vision', introducing a multidisciplinary programme that would raise issues of "interconnections between the economic life society, the psychic development of the individual and transformations in the realm of culture... focus on human needs and suffering; and the changes necessary to eliminate human suffering and to increase human well-being" (Keller, 2000:3, 6).

From 1929, Jurgen Habermas, one of the Frankfurt Germany Critical Theory scholars, expounded a view of a society in which people would be would express their self-determination in speech and meetings. For Nkoane, (2013:2) argued that "communication and understanding language to be the keys to... comprehending knowledge, he saw the

ideal speech situation as one that is un-coerced, free for all and in which all are treated equally". He emphasised the "use of language as a significant aspect of human development" (Nkoane, 2013:2), arguing that communication would lay a foundation for the emancipation of the marginalised masses.

Habermas elaborated on critical theory by differentiating between (i) work that is empirical and analytic sciences, that is hypothetic and deductive theories; (ii) interaction or practical knowledge, that is historic-hermeneutic disciplines, (for example, descriptive social science); and (iii) power or emancipatory knowledge, that is self-knowledge or self-reflection (for example, feminist theory and critique of ideology). These were three primary generic cognitive areas for people's knowledge production. The emancipatory knowledge is fundamentally developed by persons who experience oppressive conditions through reflecting on issues pertaining to them and their situations so as to find causes of their problems. Those affected adversely need to ascertain, *inter alia*, their respective contribution to their state of affairs. They should also engage others' contributions when finding solutions (Mahlomaholo & Netshandama, 2012:43-45; Steinberg & Kincheloe, 2010:140-142).

CER evolved from Critical Theory, whose origin is traceable to the Frankfurt School, a reasoning of emancipation connected to the ideas of later critical theorists such as Walter Benjamin, Theodor Adorno, Erich Fromm and Herbert Marcuse, each of whom added their voice to the creation of a portrait of modern society from a radical perspective (Keller, 2000:2-3; Steinberg & Kincheloe, 2010:140-142). They sought ways to explore Horkheimer's idea of socio-economic disparities and class structure, enhancing Habermas's notion of emancipatory knowledge and promoting Freire's transformative and emancipatory pedagogy. All these were to make central to critical research the notion of emancipation. These are the concepts which I have incorporated into my study to help the SMT members improve their reasoning in such issues as analysing power relations, dominance, discrimination, marginalisation, suppression and control in their handling of disruptive learner behaviour in schools.

2.3.4 Critical Emancipatory Research and disruptive learner behaviour

Some SMTs have been discriminated against, marginalised, relegated, or undermined following the framework which they use to overcome the challenges when handling disruptive learner behaviour. It is evident from the legislative, departmental, and parental

positions that learners today are favoured over the SMTs when handling disruptive learner behaviour. This study uses CER to include the voices and experiences of the SMTs and learners so as to present a balanced perspective. The choice of CER is inevitable for such a study since it proposes the solving of a problem by using values such as democracy, social justice, sustainable livelihood, empowerment and emancipation. I believed that by using the power of language and communication in CER I could share the social meanings constructed by the participants to shape the way this problem should be interpreted (Nkoane, 2012: 102).

The framework presented a new perspective of the current knowledge of how to assist SMTs resolve the challenges they face when they handle disruptive learner behaviour. To achieve this, I moved from the three stages of scientific knowledge development postulated by Auguste Comte (as cited by Mahlomaholo & Nkoane, 2001:72), namely, the theological, which depends on faith for knowing and producing knowledge, the metaphysical, which depends on reasoning as the vehicle for knowledge, and the positive, which depends on observation and reasoning as a source of acceptable knowledge. Since this is what gave rise to many disciplines in human and social sciences (Mahlomaho & Nkoane, 2001:73), one way of using these three levels to generate knowledge is by implementing the technique of phenomenology, whereby the framework is constructed by the group members as participants giving voice to their ideas. These ideas are woven together to constitute the data to be analysed and form a basis for drawing the conclusions (Barth, 1995:73; Berg, 1994:6).

The CER principles were used in this interpretive study for discovering the meaning of the communication spaces that would help develop a framework for the SMTs. The technique benefits from the mutual empowerment of the participants as they engage positively with the research problem. According to Oliver (1996:19), “empowerment is not the gift of the powerful; albeit whether they are politicians, policy makers or researcher; empowerment is something that people do for themselves collectively”. This is in accordance with Lather and Ribbens (1990:592) who had argued for a CER paradigm based on the respect of reciprocity and mutual empowerment.

The challenges faced by SMTs as they attempt to handle disruptive learner behaviour suggest that several oppressive structures exist within these relationships. Some members complained of being disempowered by the outlawing of corporal punishment, some considered other forms of handling disruptive learner behaviour as being too demanding to

them, and many adopted the abdicating approach to indiscipline, leaving the disruptive learners to oppress all other members of the educational family. The CER principles were used to press for the possibilities of radical changes in all forms of oppressive structures, practices, and theories in the relationship between SMTs and the handling of disruptive learner behaviour. It is hoped that when the SMTs come to together, share knowledge on this common problem, and develop solutions within the working space, they have used CER to achieve empowerment (Biesta, 2010:43; Kellner, 2000:6; Mahlomaholo, 2010:140-142; Nkoane, 2009:22).

The participants were encouraged to recognise and own the study problem so that they could be introduced to the CER values that would help them achieve their own emancipation. CER principles would therefore be useful to assist them gain emancipatory knowledge and drive them into critical actions for attainment of their freedom. This means they would be motivated to engage in practices that address their needs, resolve their own problems and thus emancipate themselves from oppressive structures, practices and theories. The participants were required to use CER principles that could enable them to seek their own emancipation. The actions taken and the ways they sought desired change in their plight to handle disruptive learners would be approached with CER values of respect, hope, love, peace, social justice and freedom, in order to advance equity in the management of school discipline obscured by disruptive learner behaviour (McGregor, 2003:226).

CER that articulates virtues of emancipatory praxis for social justice, democratisation and transformation of society is best suited for this study. Little attention has been given to the plight of South African SMTs in their struggle to handle disruptive learner behaviour or their socialisation with learners prior to the democratic era which made them autocratic in their response to disruptive learners. Regarding transformation, the SMTs cannot influence the change agenda when they are frustrated and disillusioned. Mahlomaholo's (2010:214) argument that CER should produce a potent formula with which to help oppressed people is applied in this study to SMTs' handling disruptive learner behaviour.

CER resolves delicate issues, such as equal power relations, advocacy of human transformation, and the need for collaboration when SMTs and learners are to function in context (Nkoane, 2009:22). The concept of empowerment strengthens the argument that, through CER, the SMTs could better handle learners with disruptive behaviour in school. It again reinforces the position that they should first acquire the skills, knowledge and

language necessary for their functioning and effective execution of their job (Agger, 1999:123). The participants thus become more reflexive practitioners who would stand out and critique their own practices with the intention of improving their work (Koosimile, 2004:489; Rochaschmid, 2010:344; Roschell, Turpin & Elias, 2000:843). The CER thus enlightened them with relevant knowledge, skills and a framework useful in the resolving of their occupational problems.

Research has proposed that the concepts of “democratisation and demystification of knowledge creation and processes” in CER help to advance knowledge. The non-absoluteness of reality, subjectivity of the nature of truth, and the accommodation of diversity in society will open new avenues for knowledge. Since it also advocates respect for the individual, social justice and mutuality as a research paradigm, with reciprocity in the researched engagement between the researched and the researcher, I immersed myself in the context as respectful, humble, careful and trustful researcher (Mahlomaholo & Netshadama, 2011:427; McMillan & Schumacher, 1977:450). The choice of CER as a suitable paradigm afforded me the capacity to direct the thoughts of my research and ultimately make a contribution to social transformation in way SMTs handle disruptive learners within an educational management milieu (Bietsa, 2010:40; Mahlamaholo & Netshandama, 2010:40-45; Merriam & Ntseane, 2008:184-187).

The major objective of CER is the emancipation of the individual and, in a wider sense, the societal emancipation. Biesta (2010:43) argued that emancipation is the central approach to resolving some contemporary challenges in educational research, and I am making the argument that as SMTs are marginalised they need emancipation from the existing oppressive structures, practices and theories when they handle disruptive learner behaviour. I thus conceptualised this study within a theory whose main objective is to promote emancipatory knowledge, skills and practices to those whose handling of disruptive learner behaviour has often resulted in feelings of being oppressed, disrespected, suppressed and frustrated by the existing support systems. By using CER principles, some of the SMTs could derive their emancipation through mutual interaction with the principles enshrined within this paradigm.

Nkoane (2009:22) has enhanced understanding of how CER views help in handling the “plight of all human beings,” especially those considered to be oppressed, excluded and marginalised. He posits that CER is appropriate in fostering modes of inquiry that convert information into actions geared to addressing different types of imbalances in society. The

aim of my studies is in line with this argument, notably to transform the participants' world view and reality for the betterment of their handling disruptive learners in school. The production of relevant and valuable knowledge will encourage collaboration, cooperation and teamwork, so the SMT members can emancipate themselves from all forms of bondage, including the ideology, poverty and powerlessness and discourage passivity and fatalism (Biesta, 2010:43; Mahlomaholo, 2012:44; Merriam & Ntseane, 2008:185; Piper & Piper, 2009:99). The study brings together all these resolutions to the research problem as a framework for the SMTs to handle disruptive learner behaviour in school, contributing to improvements in the quality of their lives and work, and encouraging change in the way they respond to the challenges of their job, especially increasing their knowledge, skills and actions. By utilising the various means of emancipation, the study has approached the challenge of the SMTs in the light of the CER emancipatory agenda.

2.3.5 Rhetoric: language used

My study holds to the CER position that allows the participants to speak out and make their voices become the research construct for handling their own problems, because their words (written, spoken or visual communication) provides an insight into their world of experience. I can thus create new meanings, build their social relationships and create the possible space for their working environment with disruptive learners via the language that they use in their tasks. This further invites me to become kin, sensitive to the language spoken in their world and decoding their experiences. As the voices and research are interrelated, both must be interpreted reflectively if their ideas are to be an important source of knowledge development in the field of education management.

The study was carried out with the following research instruments; observations, document analysis, interviews and group discussions to socially construct the framework needed by the SMTs to handle the disruptive learner's behaviour in school. In the spirit of CER I never considered the participants as 'research sample' because they are not objects to be manipulated for my results, but communicative beings with whom I gladly shared values of mutual respect, equity, trust, humility, and a caring spirit.

Also the participants' views, contributions, proposals and aspirations enjoyed similar and or equal status in this study. It is in this that the construction of the community language,

actions and behaviours would emerge to advocate for participants transformation (Bringle & Hatcher, 2009:38, 40; Molee et al., 2010:240-243).

2.4 EMPIRICAL FRAMEWORK

2.4.1 Participatory Action Research (PAR) as the empirical paradigm of the study

Tselane, (2014:416) posits that PAR originates from the field of adult education, international development and the social sciences and is an inclusive inquiry often practiced in cross-cultural contexts (Kemmis & McTaggart, 2005:560; Kemmis, Wilkinson, Hardy & Edwards-Groves, 2010:112). Even though others argue that the concept of participatory research originates in Tanzania in the early 1970s, rooted in its work with oppressed people in developing areas (Schneider, 2012:23-34), some researchers prefer to state that PAR is more than a method of conducting research, but an orientation to research that is rooted in emancipatory movements. I agree with (Khanlou & Peter, 2004:23-34; Chapman & Dold, 2009:1) that PAR is a process which combines systematic research education with the development of a practical intervention action. Therefore my study favoured this qualitative research methodology that leans more towards a basic transformative study where the Participatory Action Research (PAR) is the paradigm utilized. By setting up PAR groups at the selected schools of the study, I had in mind that the participants in the study would learn from each other the ways in which perceived challenges of the SMTs could be overcome and suggest ways to handle the disruptive learner behaviour.

That is why the study could not tilt towards an interpretive qualitative study since the theoretical framework that aligns with PAR is the Critical Emancipatory Research. The PAR notion communicated above forms the context within which I approached and operationalised the study. The fundamental notion of participatory action research mode that operates on the principles of CER was used by all the participants as the archetype in which this study was couched. This was selected because of its emancipatory agenda which was seen as a means to improve, validate and support the policy initiatives of government in its quest to eradicate the very leftovers of colonial and apartheid legacies (Kalmer, 2013:14). PAR is an inclusionary mode that complements critical emancipatory research as its tenants are geared towards empowerment and are emancipatory in nature. It engages the participants so that their voices can be heard and respected. Participatory Action Research has three distinct elements as the driving force; namely: a shared ownership of the research

project; a community-based approach of social problems; and an orientation towards communal action (Kemmis, 2006:462; Titterton & Smart, 2008:57; Kemmis, 2010a:19; Shea, Poudrier, Tomas, Jeffrey & Kiskotagan, 2013: 4). The goal is to ensure that everyday knowledge is used to shape the lives of ordinary people (Cameron & Gibson, 2005:317).

I used a PAR group participants to generate the data of the study and there was a conscious effort towards seeking to use the PAR meetings to motivate these SMTs to seek for their empowerment by allowing for self-expression in a supportive environment, awareness raising effects from the group discussion as it relates to ethical issues arising from lack of a strong control by the researcher over the group interaction. The advantage is that everyone has the opportunity to make comments in confidence knowing that the team was constructing knowledge in solidarity. The moderator of the study was the one in charge of stimulating shared meaning in the group often through skills that require seeking for a balance between power/control against the goals of supporting the individuals, encouraging “fair play,” broadening out the discussion and exploring areas of apparent restrictions. It is by obtaining this high quality interactive data through participants asking questions, disagree to agree and challenge each other that elicited the elaboration of the issues under discussion (Merton, 1987:555). This made for sound ethical consideration and “synergistic effect” amongst the PAR group members (Stewart & Shamdasani, 1990:16).

One may want to know if it is fruitful to see the SMTs of the study as being marginalized and oppressed. The chosen perspective makes this argument and it could be debated whether this perspective is reasonable. It is for this reason that I clarify below the concepts of dialogue, power and democracy as used in the study. The why and how the SMTs are oppressed could be understood better when the reader grasps these concepts from a relational perspective. I now turn to the concepts of dialogue, power and democracy.

2.4.2 Power, dialogue and democracy in the study

At least three different approaches to power can be distinguished in some social science research: power as a result of specific *resources* of individual actors (French & Raven, 1959); power as a specific attribute of *social exchange* in each interaction (Blau, 1964 & Emerson, 1975) and power as a systemic and constitutive element/characteristic of society (Foucault, 1975 & Giddens, 1984). Therefore, the handling of disruptive learner behaviour is a complex bundle of power technologies as was debated during the 18th and 19th centuries on how power is exercised with intention – but it is not individual intention.

Foucault focuses on what is accepted knowledge about how to exercise this power. One way of doing this is by threatening with violence, which may sometimes beget violence.

I chose the angle of power that centers on the understanding of the dynamics and specifics of control (of action) in schools, but that remains mostly invisible. It is for this reason that in analysing the data, I used the perspective of Critical Discourse Analysis (CDA) that relates to the notion of 'power' where a text or body of knowledge in research is the work of any one person. This aligns to the CER and PAR principles that discursive differences are negotiated; they are governed by differences in power that is in part encoded in and determined by discourse and by genre (Foucault, 1975). Therefore, texts that inspire our discourses in the study are often sites of struggle in that they show traces of differing discourses and ideologies contending and struggling for dominance.

This is where dialogue comes to play as the means of negotiating meaning and generate the data of the study. Since the SMTs are believed to be dominated and oppressed, the study is also sensitive to how they make meaning towards their liberation. It is therefore a point of interest in the study that to create understanding of these discourse should not (re)produces social domination in the schools, that is, the educators failing to get hold of an appropriate dialogical tool to conquer the assumed power abuse of disruptive learner behaviour over the educators, and the dominated group is seeking discursively resist such abuse (van Dijk 2001). This raises the question of how participants should understand dialogue as a moral standards that allows them to differentiate between power use and abuse – a question which has so far not received enough attention in the literature (Billig, 2008).

Language provides a finely articulated vehicle for using dialogue in an environment that struggles with differences in power relation in a hierarchical social structure- like the schools. That is why I chose CDA since it is fundamentally interested in analysing opaque as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language. In other words, my use of CDA is aiming to investigate critically social inequality as it is expressed, constituted, legitimized, and so on, by language use (or in discourse). Most critical discourse analysts would thus endorse Habermas's claim that 'language is also a medium of domination and social force, it serves to legitimize relations of organized power, insofar as the legitimizations of power relations are not articulated...language is also ideological" (Habermas, 1967: 259).

Concerning democracy, I argue that SMT members use of language must be sensitive and contextual to the group in question so that they are not going to reinvent the wheel of marginalization and oppression again in the study. It should be stated that the study pushes for knowledge generation that respects the principles of democracy in the investigation and it is novel in all three schools where it was applied. These schools are familiar with the quote of Kitzinger as follows; “in fact, researchers that come to our school do not have time to listen or discuss with us in order to acclimatize to our reality. They preconceive our problem before coming and task us to respond to their questionnaires and this prevents them from generating a better meaning of our problem since they did not search for understanding or clarification” (Kitzinger, 1994:108). This study also considered this as marginalization and oppression of the spirit of democracy in research and remains careful not to marginalize and oppress the participants by employing the wrong approach to generation of knowledge as is cited above. Rather, the researcher and the participants in this study seek to establish “social justice” in research, that is the ‘parity of participation’, where impediments to democratic and equal participation in education are subverted. The underpinning principles include care, recognition of individual rights, respect, redress and fairness in generating knowledge about the concerned (Hlalele, 2014; Tickly, 2010; Fraser, 2008; Gerwitz, 1998). This how much democracy, dialogue and power relations was shared in the conducting of this study. It should be noted that PAR is based on dialogue, democracy and power sharing relationship amongst the group members in a study.

Another argument for employing the Participative Action Research (PAR) in this study involved the avoidance of the unethical concerns that comes with one-to-one interviews, since it is an interactive technique that demonstrates respect for their views. In relation to its ability to be an exploitative kind of interaction where the researcher controls the proceedings, regulates the conversation, reveals minimal personal information and imposes their own mindset of meaning upon the study participants (Wilkinson, 1998:114). On the other hand, the study was not entirely overridden by the power of the research participants and entirely in their control. Especially those in and with institutional power were often reminded not to allow their power suppress others in the study, so that everyone would have equal power platform to discuss at the PAR group meetings (Scott 1985 and Smart 1984).

In no way, can I claim that power relations variance completely disappears throughout the study because it was not an interview study. As the main researcher, I was aware and

retained a powerful role in the analysis and writing-up of the data. I consciously reduced my power, when it was at the generation of data stage, since I allowed the discussions to be minimally guided and control from my end. I would accept with Morgan, (1998:18) that it is possible to conduct self-managed groups in which there is no pre-constructed guideline, only then can one remove the researcher's perspective from the interaction altogether. It was through this technique that I could shift the balance of power during the data collection, so that the participants had more control over the interaction than the main researcher. For it is believed that the relative power of research participants in a group discussion is when they take control of the conversation (Wilkinson, 1998:115). In this way, the group members would not wait for the main researcher before they start discussing issues related to the study, since it is all about them and they should assist the researcher amend his list of preselected topics for discussion (Griffin, 1986:180). This is how these participants get to enjoy their experience in the study, when they exercise considerable degree of control of the discussion process argues Finch, (1994:75).

2.5 ANALYTICAL FRAMEWORK

The Critical Discourse Analysis (CDA) that is rooted in Rhetoric, Text linguistics, Anthropology, Philosophy, Socio-Psychology, Cognitive Science, Literary Studies, Education and Sociolinguistics, as well as in Applied Linguistics and Pragmatics is the approach utilised to analyze the data of the study. In the paragraphs that follow, I present the origin of the CDA, the CDA's notion of discourse, the CER impetus in CDA and the main research agenda of CDA that guides the analytical frame of the research.

2.4.1 The origin of the Critical Discourse Analysis

The Critical Discourse Analysis is a network of scholarship that emerged in the early 1990s, following a small symposium in Amsterdam, in January 1991 (Renkema, 2004). Through the support of the University of Amsterdam, Teun van Dijk, Norman Fairclough, Gunther Kress, Theo van Leeuwen and Ruth Wodak spent two days together, and had the wonderful opportunity to discuss theories and methods of Discourse Analysis, specifically Critical Discourse Analysis. The meeting made it possible for them to confront their very distinct and different approaches, which have, of course, changed significantly since 1991 but remain relevant, in many respects. In this process of group meaning formation, the differences and sameness were laid out: differences with regard to other

theories and methodologies in Discourse Analysis (see Renkema, 2004; Titscher et al., 2000; Wetherell et al., 2001; Wodak, 2008a) and sameness in a programmatic way, both of which frame the range of theoretical approaches (Wodak, 2004). In the meantime, they analyzed reasons why some of the scholars previously aligned with Discourse Analysis have chosen other theoretical frameworks and have distanced themselves from Critical Discourse Analysis (such as Gunther Kress and Ron Scollon); on the other hand, new approaches have been created which frequently find innovative ways of integrating the more traditional theories or of elaborating them.

In general, CDA as a school or paradigm is characterized by a number of principles: for example, all approaches are problem-oriented, and thus necessarily interdisciplinary and eclectic. Moreover, CDA is characterized by the common interests in de-mystifying ideologies and power through the systematic and reproducible investigation of semiotic data (written, spoken or visual). The CDA researchers also attempt to make their own positions and interests explicit while retaining their respective scientific methodologies and remaining self-reflective of their own research process. The start of the CDA network was marked by the launch of Van Dijk's journal 'Discourse and Society' (1990), as well as by several books which were coincidentally published simultaneously and led by similar research goals.

The Amsterdam meeting determined an institutional start, an attempt both to constitute an exchange programme (ERASMUS for three years), as well as joint projects and collaborations between scholars of different countries, and a special issue of *Discourse and Society* (1993), which presented the above-mentioned approaches. Since then, new journals have been created, multiple overviews have been written, and nowadays CDA is an established paradigm in Linguistics; currently, we encounter Critical Discourse Studies, *The Journal of Language and Politics*, *Discourse and Communication* and *Visual Semiotics*, among many other journals; we also find several e-journals which publish critical research. Book series have been launched (such as *Discourse Approaches to Politics, Culture and Society*), regular CDA meetings and conferences take place with handbooks. In sum, CDA has become an established discipline, institutionalized across the globe in many departments and curricula.

2.5.2 The notion of discourse

CDA sees ‘language as social practice’ (Fairclough and Wodak, 1997), and considers the ‘context of language use’ to be crucial. We quote one definition which has become ‘very popular’ among CDA researchers: CDA sees discourse – language use in speech and writing – as a form of ‘social practice’. Describing discourse as social practice implies a dialectical relationship between a particular discursive event and the situation(s), institution(s) and social structure(s), which frame it. Thus, CDA understands discourses as relatively stable uses of language serving the organization and structuring of social life. Within this understanding, the term ‘discourse’ is of course used very differently by different researchers and also in different academic cultures (Wodak, 2006a & b). The discourse-historical approach elaborates and links to the socio-cognitive theory of Teun van Dijk (1998) and views ‘discourse’ as structured forms of knowledge and the memory of social practices, whereas ‘text’ refers to concrete oral utterances or written documents (Reisigl and Wodak, 2001).

2.5.3 The CER impetus in CDA

The shared perspective and programme of CDA relate to the term ‘critical’, which in the work of some ‘critical linguists’ can be traced to the influence of the Frankfurt School and Jürgen Habermas (Anthonissen, 2001; Fay, 1987: 203; Thompson, 1988: 71ff): ‘Critical Theory’ in the sense of the Frankfurt School, mainly based on the famous essay of Max Horkheimer in 1937, means that social theory should be oriented towards critiquing and changing society as a whole, in contrast to traditional theory oriented solely to understanding or explaining it. The core concepts of such an understanding of Critical Theory are: the Critical Theory should be directed at the totality of society in its historical specificity and that the Critical Theory should improve the understanding of society by integrating all the major social sciences, including economics, sociology, history, political science, anthropology and psychology.

What is rarely reflected in this understanding of critique is the analyst’s position itself. When one becomes socially embedded in research and science, the fact that the research system itself and thus CDA are also dependent on social structures, one’s criticism can by no means draw on an outside position but is itself well integrated within social fields has been emphasized by Pierre Bourdieu (1984). Researchers, scientists and philosophers are

not outside the societal hierarchy of power and status but are subject to this structure. They have also frequently occupied and still occupy rather superior positions in society.

Scholars such as Fowler et al., (1979); Kress and Hodge, (1979) held that the use of language could lead to a mystification of social events which systematic analysis could elucidate. 'For example, a missing by-phrase in English passive constructions might be seen as an ideological means for concealing or "mystifying" reference to an agent' (Chilton, 2008). One of the most significant principles of CDA is the important observation that the use of language is a 'social practice' which is both determined by social structure and contributes to stabilizing and changing that structure simultaneously. Nowadays, this concept of critique is conventionally used in a broader sense, denoting, as Krings argues, the practical linking of 'social and political engagement' with a sociologically informed construction of society' (Krings et al., 1973; Titscher et al., 2000: 808). Hence, 'critique' is essentially making visible the interconnectedness of things (Fairclough, 1995a: 747 and Connerton, 1976: 11–39).

The reference to the contribution of Critical Emancipatory Research to the understanding of CDA and the notions of 'critical' and 'ideology' are of particular importance (Anthonissen, 2001). CER, thus also CDA, want to produce and convey critical knowledge that enables human beings to emancipate themselves from forms of domination through self-reflection. So they are aimed at producing 'enlightenment and emancipation'. Such theories seek not only to describe and explain, but also to root out a particular kind of delusion. Even with differing concepts of ideology, CER seeks to create awareness in agents of their own needs and interests. This was, of course, also taken up by Pierre Bourdieu's concepts of 'violence symbolique' and 'méconnaissance' (Bourdieu, 1989).

In agreement with its CER predecessors, CDA emphasizes the need for interdisciplinary work in order to gain a proper understanding of how language functions in constituting and transmitting knowledge, in organizing social institutions or in exercising power (see Graham, 2002; Lemke, 2002; Martin and Wodak, 2003). In any case, CDA researchers have to be aware that their own work is driven by social, economic and political motives like any other academic work and that they are not in any superior position. Naming oneself 'critical' only implies superior ethical standards: an intention to make their position, research interests and values explicit and their criteria as transparent as possible, without feeling the need to apologize for the critical stance of their work (van Leeuwen,

2006: 293). The critical impetus of CDA and other ‘critical’ research programmes is somewhat the legacy of enlightenment (Horkheimer and Adorno, 1969/1991).

2.5.4 The main research agenda of CDA in the study

This study investigates how SMTs over the challenges of handling disruptive learner behaviour by putting in place a framework to assist them. I used CDA an analytical tool to bridge the theoretical and methodological expectations of how meaning is constructed from these educators to resolve the research problem, question and aim. Although I, encountered a vast amount of challenges in seeking for this alignment, this was resolved when I limited my use of CDA to serve in assisting me analyse, understand and explain the impact of the Knowledge-based Economy (KBE) of the challenges that the SMTs face when handle disruptive learner. Related to this, I attempted to re-contextualise the (KBE) in the South African context with this in mind. This enabled me to specifically, use the ‘de-politicisation’ and ‘participation’ phenomenon that needed to be investigated in the study. Therefore, CDA’s agenda in my study was to achieve cohesion between my theoretical, empirical and analytical frameworks that speaks directly to each other and articulate similar principles as research concepts. In Chapter four where I analyse the data, I explain this agenda in greater details.

2.6 JUSTIFICATION FOR CONSTRUCTING A FRAMEWORK

In view of the research problem highlighted in chapter one (see Section 1.3) that disruptive learner behaviour could sometimes target the SMTs and that these educators are facing great challenges in handling disruptive learner behaviour, the literature established that there is a need to develop a supportive framework to assist them. There are several reasons for the study having adopted to formulate a framework that would enable the SMT handle this challenge. Some of them include, to assist in constructing school-based support units, enabling space for democracy in schools, the basis for SMTs mutual empowerment, providing external administrative support and for professional development of the SMTs. I discussed them below.

2.6.1 Constructing school-based support units

A framework is necessary in order to construct school-based support units that would assist the SMTs enhance values of human rights, freedom and social justice. According to Jina and Janet (2003:564), quoting from Maeroff (1988:69), the presence of organisational support and resources is more critical for those actors in schools presented with learners' disruptive behaviour. This is indispensable in schools which are typically carrying out isolated teaching and in professional working environments. These school-based support units, whether administrative, social or psychological, are considered as key determinants of the SMT's effectiveness in schools facing difficult learner behaviour (Jina & Janet, 2003:564). The expectation is that no matter the kind of support units set up, the administrators (SMTs) should inspire this support to all the staff members. Galvanising this support requires the sensitivity of the administrators (SMTs) and a systematic approach to identifying the needs of the teachers and those in need of support.

This approach was proven worthy of discussion, and even though the responses to support vary it was realised that those members of the SMTs and teachers who consulted guidance counsellors, psychologists, and other school-based care givers on disruptive learner behaviour were more tolerant of the learners after their consultation (Jina & Janet, 2003:565). One could also argue that the whole school-based support unit is in line with the critical emancipatory principle of collective empowerment and emancipation, and as Nkoane (2013:2) writes, any framework that is in line with CER must seek to deconstruct and destroy differences found in social injustice in society. Here the principal is the lone support-giver to other SMTs and teachers faced by challenges from disruptive learner behaviour, and so is criticised for being too centralised in power relations.

This approach of whole school-based support units is that all members of staff, together with specialists such as psychologists, guidance counsellors, pastoral caregivers, security workers or social workers, sit together to discuss the challenges from ill-disciplined learners and give back power and voice to the powerless and voiceless. It therefore treats all members of staff with respect, dignity and honour, so that it can challenge any efforts at promoting imbalances in the school power relations, or in the handling all disruptive cases of learner behaviour. The SMTs should thus not be overwhelmed by their tasks.

2.6.2 Enabling space for democracy in schools

The designing of a framework was considered in order to enable space for democratic principles to be implemented in schools as a remedy to the challenges faced by SMTs when handling disruptive learner behaviour. The need for democracy in education is supported by both national and international literature. For Mncube (2009:31), the term 'democracy' is a highly contested word in the context of school management, but it should advance such school management values as tolerance and responsibility.

For schools to promote democratic principles, they need to be encouraged to understand the benefits thereof, especially in assisting the SMTs to overcome the challenges faced when handling disruptive learner behaviour. For this reason, Bastian (1992, as cited in Mncube, 2009:31) encourages SMTs operate within those principles that nurture democracy to thrive in the school life. This becomes a challenge when the school is waiting on the society to become democratic and a role model. Davies (2002, as cited in Mncube, 2009:31), contends that a democratic theory for schools is only possible if there is a simultaneous democratisation of the community.

Since the school exists within a wider social milieu (Starkey, 1991, as was cited in Mncube, 2009:31), a democratic school that could enhance the challenges of SMTs when handling disruptive learners must be organised within a societal setting that takes into account best learned practices of self-determination, social justice as well as equal participation. When a school begins to function in ways that nurture these qualities among the staff and learners, it can be concluded that democracy has been accepted.

Expanding on the concepts of democracy, Mncube (2009:31) believes there should be sufficient choice of freedom so that alternatives exist for the school population to make informed decisions. There is a call for SMTs to respond to the will of the majority, with discussions that are rational, tolerance, frequent communication and consultation. Leadership should seek collaboration and participation and allow freedom of expression. This would create the space for SMTs to overcome many challenges they encounter when dealing with disruptive learner behaviour. Mncube (2009) calls for school stakeholders to have an open mind when dealing with disruptive learner behaviour, which involves making room for all members of the SGB (including representative council for learners) to be represented. The learners would thus be represented and their voices considered in matters concerning disruptive learner behaviour.

It has been argued that all South African schools are expected to be democratic in their governance and management styles, which calls for educational power decentralisation to the various representative structures. Johnson (1994, as cited in Mncube, 2009:32) posits that for the schools to become self-determining freedom of association and speech must be given to the members of the school and upholding democratic structures that open the doors of the school to freely invite educational partners to contribute to the wellbeing of the institution, referring some of these learners to the SGB, where all stakeholders are present, to make decisions on the cases concerned and on how the SMTs could be assisted.

On the subject of democratic schools and assistance to be given to the SMTs to handle disruptive learner behaviour, Sithole (1995, as cited in Mncube, 2009:32) suggests that parents, teaching and non-teaching staff, learners, community representatives, para-educational service providers and educational experts should all be involved in the governance of the school. The SMTs on their own cannot handle all cases of disruptive learner behaviours at school but need the concerted effort of all these stakeholders (including the learners themselves) to form a niche of consultants, partners, mutual trust group, collaborators, and participants from whom to draw help.

Mncube (2009:32) calls on educators to involve all stakeholders to participate in assisting the SMTs overcome the challenges they face when dealing with disruptive learner behaviour. This involvement includes bringing them in during the planning and decision-making processes of the school. During moments of addressing issues of SMTs challenged when handling these learners, the stakeholders will enjoy completing the process they began. The basis for such an approach is that school democracy discharges all powers and rights to the people who form a representative of the school community. While the will of the majority must be allowed to prevail the rights of the minority must also be preserved and respected. This form of democracy in schools would see SMTs taking actions and making policies to assist themselves with the handling of disruptive learner behaviour (Mncube, 2009:32).

SMTs had been counselled not to use their management powers and responsibilities to handle disruptive learners in ways that are contrary to democratic principles (Mncube, 2009:33). An effective method to achieve this is to formulate policies that they would implement after rigorous deliberations with all the powers that be (in the SGB) in a way to manifest democracy. When the SGB has delegated powers to the SMTs they can act in lieu of the SGB in order to implement their wishes to the letter. Even when exhibiting their

management skills, the SMTs are called upon to respect issues of power relations when handling disruptive learners.

It has been argued that some decisions of the SGB are unrefined because it is mostly composed of lay people and too few educators. Giddens (1984, as cited in Mncube, 2009:33) raises the point that school governance is very complex and sometimes the issues on the table are not for these lay people who make up most of the SGBs. The argument is that lay people do not have scientific basis for defending their views of what school governance ought to be. For Sayed (2002:35), some of the decisions of SGB appointees in the SMTs and others have produced ‘more heat than light’, whilst Mncube (2009:33) believes SMTs should be elected democratically to avoid a situation in which some SGBs would not offer their support when facing challenges due to disruptive learner behaviour.

The implication is that in schools in which the learners know that the SMTs were appointed democratically, where they operate using principles of transparency, collaboration, freedom of speech, and participation of all stakeholders, and where they have widespread support, the learners are expected to be less disruptive and more collaborative with the administration. When schools use participative democracy to deliberate on how SMTs could handle disruptive learners this will encourage democratic ideals and build peace, love and unity between the learners and educators. Introducing democratic principles should encourage the need to deconstruct the various unproductive strategies that some SMTs have been using to handle the challenges from disruptive learner behaviour, such as single high-handedness, and autocratic approaches that cause some learners to strike back. The framework will be used to examine the level of dialogue, equal participation and consultation in the school, and better approaches to handling the challenges to the SMTs caused by learner misconduct.

2.6.3 Basis for SMT’s mutual empowerment

The SMTs in this study were to frame a programme that encouraged mutual empowerment to one another. They would come together and engage in problem-solving sessions in order to provide the necessary emotional and professional support base for overcoming the challenges of disruptive learner behaviour. Research by Jina and Janet (2003:567) argues that when such meetings involve counsellors, psychologists, and pastoral caregivers, the problems will be addressed using technical or professional approaches. This involves making referrals, and mutual empowerment of the educators on standard procedures and

implementation of programmes to cope with deviant learners at school. They suggested that such collaborative effort amongst SMTs is particularly important for providing synergy amongst members of the SMT to handle the challenges in their work.

Research by Kruger (1997:90) found that some school teachers preferred one person, the principal, to offer administrative support through direct involvement in disciplining disruptive learners at school, instead of a concerted effort of all members of the SMT. He or she alone had the power to arrest stressful situations caused by disruptive learner behaviour. Some even reported that teachers' self-efficacy was increased if the school's 'boss' was directly involved in developing teachers' and other SMTs' problem-solving skills with disruptive learners. For Kelly (2009:7), only the principal (amongst other SMTs) has the power to create a school climate and culture that could help prevent and handle disruptive learner behaviour effectively. On the other hand, research by Simonsen, Sugai and Negron (2008:32) found that it is the school-wide positive behaviour support drawn from all the members of the SMTs, teachers and learners that has the potency to handle challenges emanating from disruptive learner behaviour. This approach strives to take both staff and learner (holistic) perspectives in the school, working to create and maintain an appropriate school climate and culture to prevent any disruptive behaviour on the premises.

Skiba and Peterson (2000:66, as cited in Simonsen et al., 2008:32) criticises schools for relying on one powerful person (the principal) to single-handedly create and maintain a peaceful climate and culture to empower and influence everyone in the school. They argued that some principals lack that charisma to produce the energy able to motivate members of staff to overcome challenges and problems identified due to disruptive learner behaviour.

This debate lies within the critical emancipatory research paradigm that seeks to involve organisations in equal participative actions. For Swantz (2008:33), it can suite many organisations, especially when diverse minds come together to devise a common strategy to resolve their challenges. A school that wishes to use school-wide positive behaviour could create a coordinating team, in this study the SMT. It involves planning for communicative action, to open up the communicative space to all members of the school organisation; building the team, to enable the engagement with affected participants; collaborative findings, for the group to jointly analyse the inherent weaknesses, strengths, opportunities and threats; and implementation of respective practical solutions by the

affected participants (Kemmis, 2008:130; Wicks & Reason, 2009:244; Van Dijk, 2008:353).

These principles could easily bring about mutual empowerment of the SMTs affected by disruptive learner behaviour. Kelly (2009:7) also posits that school wide positive behaviours was found to also bring out stable social behaviours in schools. This is possible by the approach calling for the SMTs to identify meaningful outcomes for the learners and staff by using aggregate data to determine if these outcomes were met. Some of the practices which are reported to have brought about success of the SMTs using this method is by setting positive school rules, teaching social skills to learners, developing a reinforcement system for these learners and the use of effective primary intervention responses to for those who need additional behaviour support in order to experience success (Kelly, 2009:7).

Since many SMTs complained in other studies that they were lacking the skills to promote alternatives to corporal punishment (Maphosa & Shumba, 2010:4), the DoE had prescribed in a compiled document titled “*Alternatives to Corporal Punishment*”, ways to disciplining without punishing disruptive learner behaviour in South African schools. While applauding these efforts this study further embraces the position that new disciplinary measures to handle these disruptive learners behaviour should not consist of merely handing out a booklet of rules and regulations or code of conduct for the SMT to use as they please. Rather, it should address the redemptive, transformative, and empowering aspects of those who suffer at the hands of disruptive learner behaviour.

There is need to design a framework that seeks to introduce mutual empowerment meetings amongst members of the SMTs on how they support each other, and implement existing rules, regulations and codes of conduct in an adaptable fashion for each school(Maphosa & Shumba, 2010:8), hence this study examines ways to assist the SMTs of any school acquire the mutual empowerment through equal participation, collaboration and acquisition of new skills and knowledge at school seminars, strategic meetings and workshops.

2.6.4 Providing external administrative support

It is not enough for the SMTs to complain that there exist challenges in the wider social context. Research by Jina and Janet (2003:564) has shown that the SMTs are able to

benefit from the opportunities provided by their external administrative connections in maintaining a supportive environment for learners. Although they suggested that schools use all its available resources to assert such an influence, nothing was mentioned about these resources that make a school benefit in delivering administrative support for handling disruptive learner behaviour.

Graden, Casey and Bonstrom (1985:51, as cited in Jina & Janet, 2003:564) found that collaboration and collective administrative support, both from inside and outside the school environment, had a profound effect on the management of disruptive learner behaviour in some schools. However, they reported that over 91% of SMTs were reported as not being able to provide this support when the principal received this support from the external school environment and worked in isolation. Through the lens of CER, it is apparent that such principals who work in isolation from the other members of the SMT may be seeing themselves as “super-human” or “all powerful beings”, loaded with power to control everyone under their charge rather than sharing and working together with their colleagues. This kind of imbalance in power relations short-circuits and limits the effectiveness of external administrative support to the SMTs to handle disruptive learners. It increases stress in the SMT and may implicate those who flaunt external administrative decisions that were meant to assist them when the need arose (McManus & Kauffman, 1991, in Jina & Janet, 2003:564).

There is evidence in some studies that principals who are sensitive to the needs of other members of the SMT and know how to build a team administrative support unit would better handle disruptive learner behaviour and jointly share in the challenges thereof (Singh & Billingsley, 1998:19, cited in Jina & Janet, 2003:464). The building of such an administrative support unit requires the principal not only to be sensitive to the needs of working with others, but also identifying who needs support, how the group can provide appropriate mutual support and how this practical support can respond to the challenges.

To make effective administrative support units, Fuchs, Fuchs and Bahr (1990:57, as cited in Jina & Janet, 2003:564) argue that the services of counsellors should be consulted by members of the SMT during their time of professional stress. This position was reached at after some SMTs consulted counsellors, and the report shows that those who had resolved their stress after the counselling were less likely to refer disruptive learners for special education. Their evaluation of disruptive learners became less severe, the learners more manageable and SMTs more tolerant in their approach to them. On the other hand, Sevcik

and Ysseldyke (1986:11, as cited in Jina & Janet, 2003:565), caution that many SMTs are generally not willing to work with paraprofessionals for edification on how handle to disruptive learner behaviour.

Despite this, SMTs do value paraprofessional support on delivering administrative assistance to deal with disruptive learners. For Jina and Janet (2003, 565), the problem lies in the limited literature on the subject, making it hard to generalise on what actually constitutes paraprofessional services. The argument is that for SMTs to offer administrative support to disruptive learner behaviour they must critically understand the need and the bases of such support services, for example a psychologist or a counsellor.

It should be noted that CER does not accord with the conclusion from mainstream positivist research that an expert in any field holds the solution to the challenges of any group of people. They rather believe that solutions to the problems of a group lie in the hands of those who are affected by the problem. Therefore, the role of outside help is to stimulate the minds of the members of the group to start asking the right questions and bringing out the appropriate solutions to their problem (Nkoane, 2010:214)

By using a framework I intend to construct socially appropriate tools amongst the SMTs to bring about change from the school community into the wider social community. Instead of allowing themselves to be overburdened by the pressures of the wider society on the learners and the SMTs, the educators can launch out positively and use this framework to introduce social change from the school to society. In this way, they have contributed to the handling of disruptive learner behaviour being homogenous with the handling employed by members of wider society. The framework is needed to respond to these adverse prevailing social pressures by promoting activities that will bring about social change, emancipation and transformation of the school, despite the outside pressures.

2.6.5 Professional development of School Management Teams

Some literature suggests that SMTs could become more successful in handling the challenges caused by disruptive learner behaviour with an increase in the professional development opportunities for them (Barth, 2001:156). Nevertheless, the same author raised a debate concerning some school managers arguing against any form of professional development that seeks to enhance their capacity towards the job for which they had been trained. Some resist continuous training as they consider it not sufficiently thorough, whilst

others complain of lack of time to leave their current assignments for in-service training, claiming their current responsibilities are more important and convenient for the school managers than engaging in a professional development programmes. Another argument raised is that some of these professional development courses may not be helpful or applicable to their particular working environment, even though engaging. Some have argued that the funds have to come from their pockets and not the school, or that they had not requested anyone to organise or invite them to attend such a programme. Others regard use of school funds to promote professional development of SMTs as an ethical issue, or fear that they will be portrayed as flawed or failures in the field, with faults that need to be corrected in order for them to succeed in their duties (Barth, 2001:156).

Based on these arguments, Barth (2001:157) defended the point that SMTs must be engaged in periodical professional development programmes if they wish to adapt to the demands of the changes in all professions. He bases his argument on the moral authority that these managers exhibit to direct learners and teachers to engage is their own learning when they have ceased it. He claims that since the school managers pose as the authorities who promote learning, they should be lifelong learners (Barth, 2001:157).

The Harvard Principals' Center underlies efforts in school management to make it incumbent on all school managers to be seriously involved in professional learning in all aspects of their career (Barth, 2001:157). The Center was established with the hope of replenishing the professional experiences of these school managers, such that their schools would benefit through their own enrichment. The reasoning here is that when a professional refuses to be enriched in his or her field he or she has also ceased to be an enrichment provider in the same system. It calls for 'group growth', drawing on individuals with insight about leadership, child psychology and parental involvement, and making their experiences accessible to colleagues. With deliberative thinking and talking they would make available to themselves a wealth of knowledge that could greatly assist the whole group of colleagues to be capable of handling disruptive learner behaviour at the school.

The philosophy behind such a practice is that school managers must recognised that their individual skills, knowledge, experiences and successes are not a private matter to be best kept from competitors or critics. Also, the knowledge and skills in every field of study keeps growing, especially in this age of globalisation and technology. This falls in line with the CER principle that promotes sharing, exchange, selflessness and humility. When

SMTs gather to give out, receive and exchange ideas, services, and skills they not only help one another but also generate respect and recognition for themselves and for their profession (Barth, 2001:157).

Barth (2001:158) argues that when colleagues hold professional development sessions they share research from the literature and craft new knowledge for the school community, which brings a remarkable depth and breadth of experiences to help them handle the challenges faced in school management. This component of professional development amongst the SMTs is necessary also in order to develop the character those members who are daily encountering myriads of challenges. They would learn that what they are experiencing is common amongst them and they could exchange strategies as they exercise humility, trust and openness in handling the disruptive learner behaviour.

2.7 CHALLENGES/THREADS IN DEVELOPING THE FRAMEWORK

The conditions that can make the efforts not to succeed in South Africa would have been the non-removal of barriers to learning and development (WCED 2005:27), and unless the government continues to legislate on the protection of SMTs and teachers against the challenges they face in the handling of disruptive learner behaviour the efforts towards setting up any framework to assist SMTs address their challenges will be scuttled. Also, as (Mowbray (2009:50) reports, the legislation and education on the implementation of these efforts in the Cape Town community brought about several referrals and reduced the SMTs over-reliance on the code of conduct that would have hindered the creation of the five levels of supportunits in the city. The following points were considered as hindering the development of a framework for the handling of disruptive learner behaviour.

2.7.1 Safety measures for schools

Measures of safety and security do not exist in all the South African schools to prevent or handle cases of disruptive learner behaviour. All SMTs struggle to put in place security and safety measures according to the needs, circumstances and environment of the school. The concern is that the problems of security and safety measures are making the SMTs' handling of disruptive learner behaviour difficult because the tools to assist them are not available. It is for this reason that Hylton (1996:11) found some South African schools were experiencing an alarming and unacceptable rate of disruptive learner behaviour, affecting disruptive learners' relationship with school management and other learners.

Studies carried out by Lawrence (2007:24) give credence to the claim that they take advantage of the limited security and safety measures to disrupt the entire school. For example it was reported that 9 out of 10 schools in Durban had student gangs that exposed the lapses of the schools security measures and despite the several incidences of violence and rape these schools do not have safety measures to crack down on these activities (Griggs, 1997:14).

Magome, (2008:40) asserted that the DoE did not heed the warning of the “2008, the South African Institute of Race Relations (SAIRR) alerted the nation” of her schools to be regarded as amongst the most dangerous institutions not only in the country but also in the world. The report also revealed that this challenge was transmitting much fear amongst learners and educators on school premises (Magome, 2008:40), formerly regarded as ‘islands of peace’. The SMTs have not been helped with CCTV, fencing and gates, armed guards, patrolling security vehicles, good lighting conditions, detection devices to check against learners carrying guns and other dangerous weapons, student coded cards to enable them to enter school premises, drug sensors, or alcohol testing devices.

Although failure of educational authorities to upgrade their school security and safety measures now has a global dimension (Burton, 2008:75), South African schools are particularly dangerous (Sapa, 2006:23). A framework is required to help the SMTs handle disruptive learner behaviour in the absence of security and safety measures.

2.7.2 The complex nature of school crimes

An increasing number of cases of learners involved in disruptive learner behaviour are serious crimes. A study by the Centre for Justice and Crime Prevention and the DoE indicated that secondary schools in Gauteng (for example, in Tshwane) have by far the highest rate of disruptive learner violent behaviour in South Africa, with murder, assaults, rape and vandalism listed as common (Serrao, 2008:1).

According to (Serrao, 2008:1), the South African Institute of Race Relations (SAIRR) study conducted in 2008 on safety at schools showed that up to 77% of scholars did not feel safe at school, therefore rating the country’s schools as the most dangerous educational institution in the world. Squelch (2001:138) described many as unsafe, the scenes of violent crime, drugs, rape, murder, assault, and threats to life. The aim of this study is to construct a framework to help SMTs to handle these crimes.

2.7.3 Role-conflict amongst SMTs

The claim by some SMTs as teachers that their training incorporated the necessary skills throughout their career period (Yoon & Gilbert, 2003:564) was based in a premise that the presence of a supportive environment and resources is critical for teachers, since their job meets threats from disruptive learner behaviour. Other teachers and professionals who are isolated from these disruptive learner behaviours could be of assistance to avoid the challenge of role-conflict. Teachers do not refute the argument that due to the challenges of disruptive learner behaviour some of them have become discouraged, frustrated, revengeful, disappointed and angry, with a feeling of inadequacy and helplessness that tempts them to quit the job. Simonsen, Sugai and Negrón (2008:32) posited that people in a poor environment are too vulnerable to deal with disruptive learner behaviour. Some SMTs have been described as being in a potentially conflictive situation with teachers and caregivers because they too are predisposed to these challenges (Lewis et al., 2005:741).

Many are classified as being victims of burnout from the handling of the complex roles (Lopez et al., 2008:261) as their training was not adequate to equip them to resolve all the kinds of disruptive learner behaviour capable of causing them emotional exhaustion (Lopez et al., 2008:267, as cited in Hastings & Bham, 2008:127). As Lopez et al. (2008:564) argue, the role of administrators is to be sensitive to the needs of these teachers and provide them with assistance. The example of teachers referred to college guidance counsellors to overcome challenges due to disruptive learner behaviour becoming led to better classroom managers, more tolerance of disruptive learner behaviour and renewed perceptions of their own behaviour in the classroom (Yoon & Gilchrist, 2003:565).

2.7.4 Socio-political challenges

For De Wet (2003:93) the crux of the socio-political challenges causing disruptive learner behaviour in South Africa lies the “moral degeneration of communities, racial conflict, poor housing and medical services, the availability and poor control of firearms, poor law enforcement and unemployment” (Marais & Meier, 2010:48). McHenry (in Oosthuizen & Van Staden, 2007:363) contested that the “prevalent examples of violence propagated in the media and witnessed or experienced as victims in society have a predisposing influence that could heighten learners’ propensity to engage in disruptive behaviour”.

Summarizing the South African socio-political challenges Vally (1999:80) posited:

The high level of learner violence in our schools reflects a complicated combination of past history and recent stresses on individual, school, and community levels – in a society marked by deep inequities and massive uncertainty and change within school operations.

The disruptive learner violent behaviour has been traced to everyday lives of these learners in the community which are speaking clearly of their inequality, uncertainty and poverty, and these are now spilling over into our schools. It remains a challenge to construct a framework for the SMTs to handle disruptive learner behaviour in a country whose past included racial classification in the educational system, namely ‘African or blacks’, ‘Coloured’, ‘Indian’ and ‘White’, leading to racial and ethnic identities that brought with them many inequalities and biases (Ntshoe, 1999:2). It is possible that when crimes are a legacy of the learners’ forefathers who fought for equal opportunities in education, the new generations inherit a school culture of violence, since the young ones are born, raised, nurtured, and even die in violent situations. The younger ones come up to enjoy violence as the most appealing approach to vent out their unhappiness in school since these schools exist within such a violent culture that ends up contaminating the learners with the related disruptive problems (IPT, 1999:35). In 2006 the Ministry of Education described the current South African school simply as the most dangerous around the world (Nthite, 2006:2) due to its high levels of disruptive learner behaviour and school violence all around the country. The challenge of designing a framework for the SMTs to handle disruptive learner behaviour is how to assist them when some schools have not dealt with this historic reality.

Since 1994 the democratic government has been struggling to bring these groups together into a ‘rainbow nation’, though today’s learners bring with them to school their stories of historical struggles, discrimination and anger, manifesting in some disruptive learner behaviour. Violence within South African schools in the early 1990s and 2000s has had consequences for sizeable numbers of marginalized youth, referred to as the ‘lost generation’ (Minnaar & Payze, 1993:33). The political violence and ethnic rivalry fuelled by the former government system of apartheid that impacted on South African society, work places and living areas has been blamed for the way schools and classrooms have turned disruptive. To claim that a framework could be designed to deal with any association by disruptive learners with the past is therefore another challenge to the design of the framework.

2.7.5 Outlawed school practices

Studies that have blamed some South African schools for playing a part in reproducing disruptive learner behaviour due to some of “their continuing failure to confront issues of racism” (Vally & Dalamba, 1999:34), some are tolerant towards “sexual harassment and violence towards the girl child” (Wolpe et al., 1997:56) and in some schools “a continuing use of corporal punishment, despite its illegality” (Morrell, 1999:90). Again, after the euphoria of the 1994 elections based on universal suffrage there has been a dramatic increase in all types of crime, as well as disruptive learner behaviour and school crime (Minnaar et al., 1998:45). However, according to Burton (2008:2), before 2000 these issues were scarcely acknowledged as a social problem of the Republic, largely because they were commonly being tolerated and the SMTs told merely to “get tough” (Simonsen, Sugai & Negrón, 2008:32), meaning to put in place strict rules and apply severe punishments for breaking them. Some invested in higher security measures, such as metal detectors, armed school guards, Closed Circuit Television (CCTV) cameras, fenced compounds, and zero tolerance in the form of expulsion.

In the first national study on disruptive learner violent behaviour in 2008 it was found that 85.5% of the learners said they did feel safe at school (Burton, 2008:62), raising the question: with all this disruptive learner behaviour taking place, why did the children feel safe? One answer was that most had come to accept the situation, or become so ensnared by it that it appeared normal (Serrao, 2008:1). The argument is that since inequality, uncertainty and poverty have become a way of life for some learners so also has disruptive learner behaviour (Minnaar, Pretorius & Wentzel, 1998:13). Designing a framework for the SMTs to handle disruptive learner behaviour thus has another challenge, namely to address the legacy of inequality, uncertainty and poverty amongst some of these learners.

2.8 COMPONENTS FOR THE FRAMEWORK OF THE STUDY

Saunderson and Oswald (2009:142) wrote on attempts by SMTs to handle disruptive learner behaviour in some South African colleges was based on components that are perceived to have provided them with the needed support. Meanwhile, another studies suggested that SMTs could work from an individual and medical model (Edersohn & Eloff 2003:6). They traditionally looked for causes, symptoms, diagnoses and treatment to disruptive behaviours and victims of disruptive learner behaviour (Saunderson & Oswald 2009:146, as cited in Cooper et al., 1994:22). These learners were traditionally perceived

as engaging in such behaviour because they suffered from unconscious conflict, maladapted learning and maladapted thinking (Saunderson & Oswald 2009:146, as cited in Woolfol 2007:2009). This study considers the following components or approaches as implementable in some South African schools to help SMTs curb the problem of disruptive learner behaviour. They include the deficit-based, the medical-based, the needs-based, the eco-systemic and the asset-based components. I have discussed each component below.

2.8.1 Deficit-based components

Deficit-based components were suggested by Eloff and Ebersohn (2001:148, as cited in Saunderson & Oswald, 2009:146). Teachers' and SMTs' greatest concern is to emphasise learner's problems and deficiencies in focussing on the deficit nature of the learners by stereotyping or labelling the disruptive learner behaviour in order to find solutions. The concern is that deficits that are discovered in the learner's life only lead to making preparations on how and where the learner could receive help or possible intervention. The learner is seen as being the one with the deficiencies and is blamed for being this way. Other teachers and SMTs consider this component of the deficit in the learner to be arising from the learner's home environment and focus on this. It has been argued that SMTs with such pre-understanding hardly reflect on the impact of their belief and practices as making any contribution to the learner's deficit (Eraut, 2000:118). The result of this SMTs' pre-understanding is that it has contributed to the way they manage challenges of disruptive learner behaviour (Schutte & McLennan 2001:21), therefore the possibility of seeking the solutions that include this consideration is far-fetched and omitting this component means that their strategies and techniques leave out a large part of the problem.

2.8.2 Medical-based components

It was propounded by Rose (2006:236, as cited in Sunderson & Oswald 2009:146) that treating the problem of disruptive learner behaviour from a pathological perspective involves identifying a behavioural problem or sickness through concepts such as causes, symptoms, diagnoses and treatment. Trained medical personnel would be the best to administer help to this disruptive learning behaviour at school, and services often recommended include school counsellor, school psychologist, and school clinical psychotherapist. Although since medical experts have been challenged for being traditional

and individualistic, another benefit of the method is that it gets to the root and origin of disruptive learner behaviour by focusing on the unconscious conflict, maladapted learning and maladapted thinking of these learners. They are offered medical attention or therapeutic interventions only after proper diagnoses have been made. Rose (2006:236) equated this with the pathology model, because the learner is treated as a patient with a sickness that is considered as unconscious and unexplainable and therefore only medical experts could assess it and offer interventions.

2.8.3 Needs-based component

The needs-based component was submitted by Ebersohn and Eloff (2003:5) and Rose (2006:236, as cited in Saunderson & Oswald, 2009:146). It focusses on the things that are wrong with the learner rather than the things that may be right. The premise is that “if you can establish everything that is needed, you can map a plan for a possible intervention to help the learner”. The SMT sees what is wrong in the learner and attempts to see it as right. The way of helping these learners is to distinguish the disruptive learner behaviour from all other learners, so that undue attention would be put on what is wrong with the learners. The next step is an urgent need to develop capacity within the schools to reveal and challenge the absence of these needs.

2.8.4 Eco-systemic component

The advocates for the eco-systemic approach were Donald et al. (2006:34-48, as cited in Saunderson & Oswald, 2009:147). This component was framed to consider the broader social context in which learners’ problems manifest negatively and effect the learner behaviour. The paradigm is intended to offer a resolution that is more complex and holistic understanding of the situation involving the disruptive learner behaviour. It considers the matter as complex and is approached with an interrelated and mutual dependency of the systems within the learner’s context, providing a framework for interpreting, assessing information and intervention (Bouwer, 2005:50). For Saunderson and Oswald (2009:147) there are three bases for considering the eco-systemic approach in handling the disruptive learner behaviour in South African schools, namely, (i) digging to discover the origin or genesis of the disruptive learner behaviour as not being from the classroom but also a product of other social interactions wherein the learner is related to; (ii) considering the cyclical chain of the actions and the reactions between the learners that cause them to

become disruptive in their behaviour; and (iii) considering all the role-players and the systems within the learners' contexts before suggesting any form of intervention (Cooper et al., 1994:25, as cited in Saunderson & Oswald, 2009:147).

The South Africa SMTs have used the eco-systemic approach to make significant contributions to overcoming the limitations of the needs-based approach (Bouwer, 2005:51), making assessment and providing support that would follow a more enabling and holistic point of view in the lives of these learners. To this end SMTs have been asked to introspect and be sensitive to their own allegiances and subsequent behaviour towards the learners in the classroom and how they are one of the factors making the learners disruptive (Saunderson & Oswald, 2009:147). The eco-systemic approach had been criticised (Ebersohn & Eloff, 2003:5) for "...becoming stuck in an endless list of problems and deficiencies". The benefit suggested by Saunderson and Oswald (2003:148) is that it has provided a broad view of the problem both within the disruptive learners and their inherent systems.

2.8.5 Asset-based component

The asset-based approach was put forward by Kretzmann and McKnight (1993, as cited in Saunderson & Oswald, 2007:147). Two words have been used to describe this approach, 'enabling', for the strengths, capacities and resources for the SMTs to use and handle the challenges caused by the disruptive learner behaviour, and 'holistic', for the support provided beyond the individual identified problem within the learners' sphere of socialisation. The call is for SMTs to make use of all the positive intra-psychic domains, resources, and intrinsic strengths that are all by-products of positive psychology for the disruptive learners' behaviour and their families.

Providing this kind of support beyond the person is considered as being holistic. Talking about how to focus on the personal strength of the individual disruptive learner, there exist some personal assets within the system of involvements proposed to enhance the learner's problems and offer appropriate intervention. Bouwer (2005:51) suggested that SMTs consider that these learners possess strengths that need to be mustered in addressing their challenging situations. This he called an 'alternative route' that needs to be pursued in order to reach the target being supportive to this problem. Another route is that the learner's extrinsic resources could be used as a positive lens through which to view the

disruptive learner behaviour's strengths and competencies so as to build upon and develop those intrinsic values that are required for the learner to behave well.

The reason for ignoring the problem-centred approach, according to Saunderson and Oswald (2009:148) is that it discourages SMTs from following the impairment approach. Here shortcomings of the disruptive learner behaviour do not drive the SMTs from becoming too conscious of the problems and results in them blowing them out of proportion. This is therefore a reason to consider that challenges faced by SMTs due to disruptive learner behaviour should be treated not only from the problem perspective but also from the solution perspective.

2.8.6 Conclusion of the components for the study

The above paragraphs provided evidence that South African schools have a high rate of disruptive learner behaviour manifested in different crimes and violence that have the potential to affect the entire school (Lawrence, 2007: 24). This study focuses on the SMTs who are officially charged with handling problems and the various approaches available for them to use when and where applicable, depending on the resources at the disposal of these schools. Every individual school has different problems and different needs; therefore their safety and security strategies designed for each would vary according to their circumstances and environment.

2.9 CONDITIONS CONDUCTIVE TO DEVELOPMENT OF THE FRAMEWORK

The section of the study discusses some conditions that should prevail for the framework to be constructed and serve the schools' SMTs to overcome the challenges when handling disruptive learner behaviour. Below is a discussion on those conducive conditions for the constructing the framework of my study. I begin by discussing three such conditions that prevail in South African Schools and go on to show the other conditions that exist within several other countries. Lastly, I concluded with the main ideas covered by this sub-section as it helped advance the study's aim and objectives.

2.9.1 Space for SMTs to implement CER principles in school discipline

Conditions for the development of the framework of this study suggested that some schools in which disruptive learner behaviour is on the rise, the causes of this problem are

unusual (Hallam, 2007:106). In some of these cases, instead of the SMTs becoming overwhelmed, some have decided to turn their attention from their great levels of anxiety with these learners which may only make them ineffective (Blandford 1998:61). Recent studies have collated ineffective teaching and learning in South African schools to unusually unacceptable disruptive learner behaviour that had been considered the reason a high percentage of teachers are quitting teaching (Prinsloo 2005:449). Those who do not quit confess their disappointment, claiming to be stunned and marginalised by the inadequacies to resolve disruptive learner behaviour (Saunderson & Oswald, 2009:143). In a study to verify whether SMTs and teachers have what it takes to handle disruptive learner behaviour, Corrie (2002:7) posited that since they have lost their sense of efficacy, SMTs are turning to create an atmosphere in which they direct their energy at creating spaces for their own CER principles in response to their frustrations to these challenges. They are in search of a collegial supportive space to surmount disruptive learner behaviour that has reached clinical levels. According to Prinsloo (2005:449), where disruptive learner behaviour is on the rise in a school it is a precursor for the SMTs to consider creating space for their emancipation and CER approaches, since these strategies carry the capacity for motivating the SMTs and reducing the rising intensities of the incidents. It was also proposed by Hallam (2007:106) that in a situation when disruptive learner behaviour is also seen as unusual in nature SMTs should consider creating a space for their own CER approaches and emancipatory models in imposing school discipline.

Meanwhile, the argument of Blandford (1998:61) was that some of the measure above could only be suggested in schools in which overwhelming attention could be traced to great levels of anxiety caused by disruptive learner behaviour amongst the SMTs. Thus far, the SMTs in South Africa reported fresh and shocking cases of disruptive learner behaviour every day in school. This indicated that the existing conditions that prevail in these schools have not adequately prepared the SMTs to empower themselves against the backdrop of these challenges.

I have suggested that SMTs need to be motivated to implement social justice principles as a condition conducive to develop a framework that would help them handle the challenges of disruptive learner behaviour in schools. This is especially necessary in the context of South African schools where SMTs have been instructed in the White Paper 6 on education not to exclusion learners from the mainstream education for any reason, including learners with disruptive behaviour (South Africa, 1996:11). Others have argued

that SMTs have not been thoroughly equipped to handle disruptive learner behaviour (Makinana, 2002; Parsons *et al.*, 2001:152) thus recognising that viable alternatives would motivate and empower the group through CER principles (Naong 2007:283). These principles include social justice, hope, peace, democracy, equality and equity, self-respect, respect for human rights, respect for social values, social inclusion and empowerment (Nkoane, 2012:12, cited in Fairclough 2003: Henry, 1998; Spival, 1990). They are the values to be upheld by people in social spaces challenged by the dominant discourses and oppressed by the powerful.

2.9.2 Presence of disciplinary policies for school transformation

According to Saunderson and Oswald (2009:143), one of those conditions under which innovative strategies were proposed to deal with disruptive learner behaviour was within the context of rapid education transformation after 1994. It was hoped that policy changes in the approaches for SMTs was to target the governmental system that had been plagued by institutionalised discrimination. This could now be restructured and revolutionised from a fragmented, conservative and authoritarian educational system that promoted disruptive learner behaviour into a more inclusive and democratic system (Saunderson & Oswald, 2009:143, in Sayed, 1998:169). It would usher in values in tandem with the Constitution (RSA 1996a). One direct offshoot of the national level of innovation in the educational policy was the increased number of diverse learners on the same school campus. It has been argued that this is one of the reasons why South African School learners are becoming more disruptive in behaviour and making it a challenge for SMTs to handle them (South African Democratic Teachers' Union, 2001:04). These changes have brought new challenges of disruptive learner behaviour.

These components have been raised the question: "Where are the teachers' voices in the literature of disruptive learner behaviour in school?", to which Saunderson and Oswald (2009:145, as cited in Zeicher & Liston, 1996:5) responded that "the voices of teachers, the questions and the problems they pose, the frameworks they use to define and understand their work lives are absent from the literature of research on teaching". The argument is that no other voice is strong enough to be used to fill in the vacuum left by the SMTs and teachers voices, and even if there are other voices they cannot adequately take the place of these of these professionals who daily encounter challenges as they handle disruptive learner behaviour. According to Saunderson and Oswald (2009:146, as cited in

Donald et al., 2002:20) the SMTs' and teachers' perceptions on this subject form the relevant voice that should inform the development of practices and strategies for the schools. It should be noted that the dominant discourses on this topic pay attention on the rights of the child, protection of the child from all forms of domination. The focus should be on disruptive learners and how adults should better be equipped to support them. This study pitches the tone of their victims, especially the SMTs, who have been voiceless, marginalised and discriminated against in the discourses, and therefore need also to be considered as human beings whose attempts to resolve the chaotic activities of the disruptive learner behaviour should be addressed.

The approach of handling their challenges is by bringing them to the centre stage and suggesting how they could be solved. Recent studies have been privileging the SMTs and teachers, who are sometimes victims of disruptive learner behaviour but have been silenced by the dominant discourses of the day. This study considers the following components or approaches that have been currently implemented in some South African schools to provide interventions to the hurting and the hurter, when there are scenes of disruptive learner behaviour in the school. Since it is aimed at raising the voices of the teachers and the SMTs, silenced in the literature, the voices of the hurting takes front stage in developing the framework that would be used to support the SMTs handle the challenges they face from disruptive learner behaviour.

2.9.3 Existence of a professional disciplinary support system in a school

In search of the voice of the teachers in a group or team as to how they perceive the handling of the disruptive learner behaviour should look, Saunderson and Oswald (2009:146) explored some recent approaches that form components of a framework for handling this problem. These approaches began by criticising the earlier one that motivated teachers and SMTs to handle disruptive learner behaviour from an individual or personal struggle towards a scientific medical model (Edersohn & Eloff 2003:6). They firstly practiced the "fight your fight" approach, by which each SMT looked for its own solutions in an attempt to resolve problems of disruptive learner behaviour. They then moved to the traditionally acclaimed medical method, with which they looked for causes, symptoms, diagnoses and treatment to disruptive learner behaviours and victims of disruptive learner behaviour (Saunderson & Oswald, 2009:146, in Cooper et al., 1994:22). The SMTs and learners have traditionally been treated as patients perceived to be predisposed to torments

from disruptive learner behaviour because they suffered from unconscious conflict, maladapted activities and other stress related troubles (Saunderson & Oswald, 2009:146, in Woolfol, 2007:2009). It is from this perspective that the services of psychologists, counsellors, and pastoral carers were recommended for the healing of the troubled. South African conditions made their effort successfully implemented, but Mubray (2009:60) argues that the government provided the total cost of the support structures and employed some specialists to offer rare services intended to modify SMTs' working conditions. The DoE in Cape Town made available the support units for the SMTs in the schools and the efforts to empower the SMTs to deal with the problem. This kind of cooperation is also reported by Mubray (2009:50) as the condition that made Western Cape SMTs enhance success in this field.

2.9.4 Conditions conducive in other countries

The support from parents and the members of the community has been considered as precursor factors for Botswana SMTs succeeding in their handling of disruptive learner behaviour (Garegae, 2007:52). Their government only observed how the school-community succeeded in handling the SMTs' implemented whole school approach to discipline. The traditional rulers, elders and all the custodians of the traditions seem to have provided the necessary condition of implementation, as reported by Garegae (2007:51).

McOjong (2008:24) posits that the Cameroonian conditions for implementation were the existing community involvement in education, the flexible central government policy and peer coaching examples from the mission institutions which began secular education in the country. Secondly, the colonial type of education, McOjong (2008:22) argues, prepared learners with life-skills and taught them virtues of respect, up-down school authority relationship, and humility.

In Kenya, Martman (2002:152) reveals that the conditions that led to implementation were the taking over from the order and control of the colonialist, who had used corporal punishment to change misbehaviour. Parents, learners and SMTs had been conditioned to accept that it was the only means to instil correction on any misbehaviour. This could only last until alternative measures showed up.

In the USA, Wright (1977:430-678) presents three aspects of society as the conditions that made the efforts to be implemented, namely: (i) the involvement of the Supreme Court in an investigation into the proportion of schools that were violating human rights. These courts strengthened human right groups, as any SMT who administered corporal punishment beyond the privilege resulted in civil and criminal liability; (ii) there was free access by police to defend rights by enforcing the law on victimising, so SMTs could implement them in schools; (iii) the liberal nature of the USA society also facilitated the efforts to be implemented. The USA (Angela, 2002:219-220) is an indicator of success as it put in place several measures to assist SMTs in the handling of disruptive learner behaviour, such as juvenile courts, street courts, and built several rehabilitation centres for those children. The national and state governments are involved in designing the policies to directly address the needs, such as 'No Child Left Behind', empowering the courts and the police to assist in cases of social and legal protection of the SMTs in doing their jobs.

2.10 SUMMARY OF CHAPTER

The chapter began by discussing the theoretical underpinning frameworks of this study, in other to show the lenses that were used to carry out the study. Since the work favoured the Critical Emancipatory Research (CER) and the Participatory Action Research (PAR) for the theoretical and empirical paradigms, this chapter basically underscored the use of these paradigms in the study to develop the communication spaces that led to the development of the framework of the study. The chapter also highlighted the reasons for disruptive learner behaviour, so that when we know where the problem lies we would not only justify why the SMTs are challenged but also justify how the SMTs challenges are leading in developing the frameworks for the study. Lastly in response to the problem statement, this literature chapter has provided a discussion on the challenges that are leading to the development of the framework, the components of the framework and the conditions conducive to develop the framework for the study. The next chapter shall handle the research design and methodology.

2.11 CONCLUSION

This chapter was mainly reviewing some of the related literature on the framework for SMTs to handle disruptive learner behaviour in school. It began by introducing the subsections that are underscored to achieve this aim. The theoretical framework subsection

positioned the study within its appropriate research paradigms that is the reasons why the study favours the CER and PAR lenses. As suggested above, the chapter advances from the review of related literature the hope of achieving the transformational and social justice agenda of the study. Another good portion of this chapter was dedicated to the weaving of literature on CER, disruptive learner behaviour and the SMTs. The causes of disruptive learner behaviour, justifying the need for the framework, the challenges of developing the framework, the components of the framework and the conditions for the success of the framework were discussed to further bring to light how the study literature was used to pursue the empirical section in chapter four. The chapter is relevant because it reveals the main sources of literature for the argument that a framework would assist SMTs handle the challenges due to disruptive learner behaviour.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter Three of this study discusses the approaches used for the operationalisation of the research aim, objectives, problem statement and research question. In chapter 1 above I stated that the study formulated frameworks to assist SMT members handle disruptive learner behaviour in schools. The problem statement is to investigate the challenges faced by SMT members in handling disruptive learner behaviour in South Africa schools, in order to propose an assisting framework. The research question posed was: “How could a proposed framework be able to assist SMTs handle the disruptive learner behaviour in schools?”, to be answered using a qualitative approach couched within two research paradigms, namely, Critical Emancipatory Research (CER) and Participatory Action Research (PAR), (Nkoane, 2013:4). These assisted when designing the theoretical and empirical paradigms as well as the methodology used to generate and analyse the data for the study. The key components I discuss in this chapter include: the research design where the background, emerging concepts, the design model and its appropriateness for the study are covered. Also, the chapter includes the research methodology section covering the participants, the data generation processes and techniques, the data generation procedures, the data analysis approaches and the conclusion.

3.2 RESEARCH DESIGN

The research design for this study involves streamlining a plan after the PAR principles that are adapted and suited to operationalize the framework under construction, especially how it would be used by SMT members to handle the challenges of disruptive learner behaviour in school. According to Swantz (2008:33), the design of studies under this principle consider a coordinating team that is strictly for organising and adapting the CER ideas for participatory actions in addressing the research problems. It is from a group such as this that Kemmis (2008:130) argues that designs of studies eloquently open up communication space for the discussion of the issues. At the same time, Wicks and Reason (2009:244) suggest that it is the researcher who oversees the creation of the coordinating

team, organising and building up members, drawing up a performance chart for the participants, and defining clearly each participant's roles and tasks during the study. Meanwhile, the team executes a defined comprehensive plan of action.

The above approach was chosen by the groups on the grounds that it was appropriate for data generation and analysis. The SMT members were officially requested to follow the design above by becoming members of the research coordinating team, in a consent letter. Their role was primarily to form the study coordinating team that would create the space to respond to the research question. The researcher believed the challenges of handling disruptive learners could be addressed thoroughly when the research was designed to bring together all the stakeholders, develop a team for sharing communicative ideas, promote respect for equity and equal participation, and facilitate the discussions in a democratic leadership style. According to Maton, Perkins and Saegert (2006:16), when team members of a PAR group focus on resolving or finding solutions, rather than finding or amplifying the problems, it enhances the studies towards handling the research question. In this case the SMT members would be focused on facing the solutions that are attainable to help formulate a framework that addresses those identified challenges caused by the handling of disruptive learner behaviour.

3.2.1 Background of the Participatory Action Research design for the study

The Participatory Action Research (PAR) had been used severally in studies related to the social practices within education, and this paradigm has shaped the way some recent educational studies design research theory and practice. According to Kemmis and McTaggart (2007:271), it developed from an eclectic mix of action research and other social sciences.

3.2.1.1 Movement from Action Research to Participatory Action Research

Walter (2009:1) wrote: "the term Action Research was first coined by the social psychologist Kurt Lewin in 1946 to describe a spiral action of research problem solving." He described Lewin's involvement in community research after World War II, seeking to use this research approach to bring about democracy in post-war countries. For Walter, (2009:1) the earliest publication was "related to community action" and Lewin's "action research first found expression in the work of the Tavistock Institute of Human

Relations in the United Kingdom, which he argued that democratic collaboration and participation within this project would engage the participants overcoming the challenges of their own lives (Walters, 2009:1). However, Kemmis and McTaggart, (2007:272) had“argued that there were earlier, more “actionist” approaches in community development practiced by Moreno, for example, working with prostitutes in Vienna at the turn of the 20th century”. Nevertheless, Walters, (2009:1) maintained that “Lewin’s work and reputation gave impetus to the action research movements in many different disciplines, including education, soon after the publication of Lewin’s work, Stephen Corey initiated action research in education in the USA, only to suffer temporary decline when efforts were made to reinterpret and justify it in terms of the prevailing positivistic ideology”.

Kemmis and McTaggart (2007:272) have traced a second and third “generation of Action Research that was built after the British tradition in organisational development championed by researchers at the Tavistock Institute”. Rapaport (1970) opined thatthe second generationbegan in “Britain with the Ford Teaching Project, directed by John Elliott and Clem Adelman”, and the third generation in Australia, as it tried to introduce the ‘practical’ “character of the British initiative, by calling for a more explicitly” ‘critical’ and ‘emancipatory’ form. One contribution of the third generation was the introduction of advocacies and efforts for a realisation of democracy.

The fourth generation emerged in the “developing world championed by Paulo Freire, Orlando Fals Borda, Rajesh Tandon, Anisur Rashman, Marja-Liisa Swantz, Budd Hall, Myles Horton, Robert Chambers and John Gaventa” (Kemmis & McTaggart, 2007:272). They are considered in the research as first advocates of CER and PAR in the context of social movements. Their main themes were “the development of theoretical arguments for more actionist approaches and the need for researchers to make links with broad social movements” (Kemmis & McTaggart, 2007:273).

3.2.1.2 The emergence of Participatory Action Research

Kemmis and McTaggart (2007:276) write that “until the late 1990s the hallmark of the action research field was eclecticism”. It had often been legitimized by Lewinian ideas from which different rationales and practices had emerged, including PAR, which found prominence in recent times when it witnessed a large increase in scale and attendance at

world congresses. It enjoyed fresh impetus and dialogue possibilities with the arising of many associations and researchers involved.

PAR emerged as part of a mainstream research dialogue, and as Taylor (1991) posited, it aimed at providing “a frame of reference for comprehension and critique of itself and its predecessors, and offered a way of working that addressed rampant individualism, disenchantment, and the dominance of instrumental reason”. Another version of the main aims of PAR (Walter, 2009:1) was that its first aim was “to produce knowledge and action directly useful to a group of people through research, adult education or socio-political action; and its second aim was to empower people at a deeper level through the process of constructing and using their knowledge”. Walter’s view is in line with the position of this study that uses PAR as patterning knowledge production and empowerment of the SMT when resolving the challenges of handling disruptive learner behaviour.

3.2.2 Conceptualisation of PAR in the study

As tendered by Kemmis and McTaggard (2007:276), PAR generally “involves a spiral of self-reflective cycles of planning change, acting on and observing the process and consequences of that change, reflecting on them and so on. These stages in the real world overlap as the process is likely to be more fluid, open, and responsive”. In this regard, this study’s employment of PAR as a conceptual idea is not necessarily to follow these steps faithfully but rather to cultivate in the participants a “strong sense of development and evolution in their practices, their understanding of their practices, and the situations in which they practice” (Kemmis & McTaggard, 2007:276).

3.2.2.1 PAR as a social practice in the study

This study is deeply rooted in the idea that PAR is a social practice in educational processes, therefore the participants helped tackle the research aim, objectives, question and problem statement from a social practice perspective. As Kemmis and McTaggard (2007:277) argues, research that benefits from PAR needs to be directed towards studying, reframing, and reconstructing social practices. This study concurs with the position that as a social interactive study the participants should interact in order to put in motion the change practices most desired in their social processes. Any change resulting from this study would be legitimised by those who were affected by the problem getting together

willingly to commit themselves to their social change practices. This logic follows the argument made by Kemmis and McTaggart (2007:277) that PAR as a social practice offers practitioners the opportunity to join as co-participants in a struggle to remake their practices. These forums are where rationality and democracy are pursued. This same concept had been described by Habermas (1996) as “opening communicative space.” This study therefore favours learning where members of the SMT co-participate in the action of bringing change to their reality concerning handling disruptive learner behaviour by changing their social world via better social practices.

3.2.2.2 PAR as a change process in the study

For Kemmis and McTaggart (2007), PAR is not just interested in general practices or in the abstract, but in changing current practices. This study likewise used this paradigm as a research learning process to pursue the real and material changes in the SMT members’ challenges. The intention was to use it to help locate the problem, produce the framework, reproduce the framework after reflections and evaluation, and also transform the practice of the SMTs. To achieve this change process, Kemmis and McTaggart (2007:277) suggests that the study be “accessible for reflection, discussion, and reconstruction as products of past circumstances that are capable of being modified in and for present and future circumstances.” They also recognised that studies that make use of PAR could be attained within the real space-time realisation of every practice.

3.2.2.3 PAR as a learning process in the study

Even though PAR advocates such as Kemmis and McTaggart (2007:277) have used this lens for its sensitivity to particular “social practices of the material, symbolic, and social communication which shapes” the social structures in these realms, this study operates within the PAR perspectives of co-participant learning as a social practice for social change in the organisation. This learning occurs when the SMT members are involved in activities such as acts of communication in PAR group meetings, production in handling disruptive learner behaviour, and social organisation in the way they orientate their working spaces which aims at achieving the object of my study. When SMT members seriously learn how to work collaboratively for the changing of ways of handling disruptive learner behaviour, by engaging with each other and these learners using

differently suggested change praxis, they would first change their own understanding of the practices then also change the work situation in which they find themselves. It should be noted that this change is a product of the SMT members approaching learning as a process.

3.2.3 The cyclical model of PAR in the study

This study would be operationalised through the cyclical model of the CER mechanism, founded on some of its principles, values and steps. The principles behind the model included issues of power relations (between SMT members and disruptive learners), mutual emancipation of the marginalised SMT members (making their voices heard), social justice, democracy, values of humility, respect, hope, peace, trust and other moral virtues that inspire decision-making. According to Masters (1995:10), the steps in the CER cyclical protocol were first proposed by Grundy (1985:10), based on the model of Habermas, a critical social theorist who presented “a framework within which a social critique may be developed... through the development of this critique that the mediation of theory and practice is possible. The development of action-orientated critique thus has three phrases: theory, enlightenment and action” (Habermas, 1972, citing Grundy, 1982:358).

The argument is that CER “strategic action follows from the disposition of critical intent that is, the disposition which motivates action and interaction at all its stages, of particular importance in the development of the theoretical perspective which informs and underpins a project” (Grundy, 1982:358). He upheld the stand that “critical intent is not the intention to be rigorously discriminating only with regard to one's own practice. It has a social consciousness as well in that it is a disposition toward the critical assessment of the extent to which the social milieu impedes the fostering of the good”. For Grundy, the cyclical model of CER “does not begin with theory and end with practice; it is informed by theory and often is in confrontation with the theory that provides an initiative to undertake the practice” (Grundy, 1982:359).

The diagram below shows the operationalisation of CER concept with PAR in a cyclical model. It shows that the practical introduction of transformation ideas stems from a critical intent design into a theory and opens to practical judgment that produces reflection. This reflection brings about critical theorems within a social milieu in which different ideas are occasioned in an event leading to enlightenment. The enlightenment ideas are reflected

upon within an event that will produce a new praxis and the praxis returns into the cycle as a critical intent to be worked upon. See the diagram below.

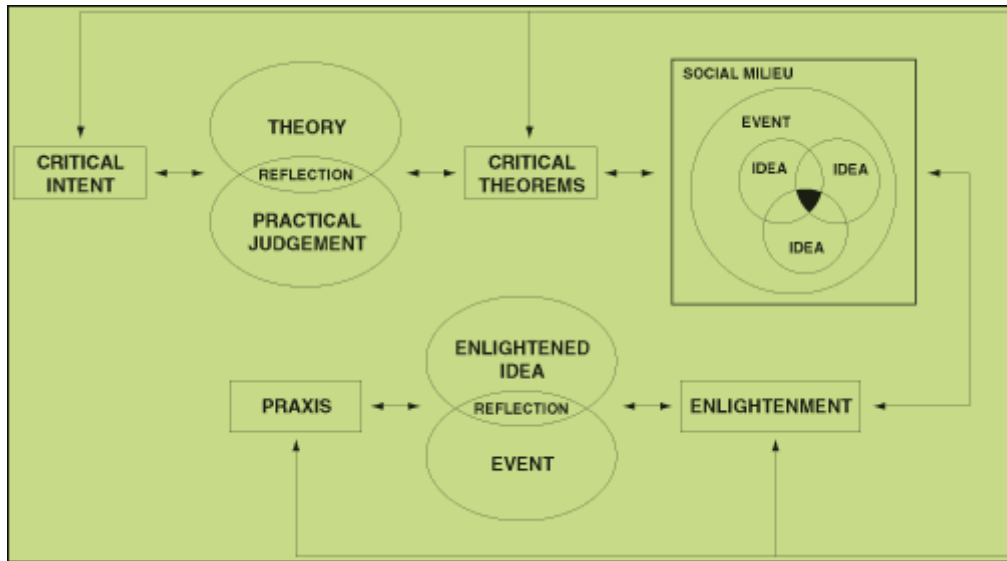


Figure 3.1:CER concept operationalised with PAR cyclical model (Grundy, 1982:359)

This diagram will be used to operationalise the study that aims at assisting in interpreting, analysing and educating the SMT members to resolve the varied problems faced in their work with disruptive learners. Nkoane (2012:99) uses these ideas to advocate a CER agenda that aims to critique and challenge, to transform and empower, geared towards social justice and the principles of democracy. Meanwhile, Patton (2002:99) argues that these concepts are loaded in what Habermas regarded as the notion of emancipatory knowledge, and Freire buttressed as transformative and emancipatory pedagogy. Both were seeking a model that analyses the power relations in the institutions, seen in the area of power dominance of those in authority, discrimination in the treatment of subordinates, and control manifested in language use, actions and attitudes towards others, especially between leaders and follows.

These concepts above are clearly seen in the management operations found in school settings whereby the SMT members as part of their responsibilities handle some of the disruptive learners with power dominance, as demonstrated in the use of humiliating treatment, corporal punishment, discriminatory treatments, and the stigmatisation of “disruptive learners” through the use of a language that suggests they are less than human beings (Wodak, 1995:104).

I immersed myself in the participants' world of practice to equally perceive, experience and understand it before making reasoned comments about the reality of the problem and the handling thereof. This action could assist in the enhancement of the CER agenda of critically examining the handling of disruptive learner behaviour in the selected schools I would be visiting. I constructively challenged the *status quo* only after I was able to make sense of the many signals and symbols arising from the diverse perspectives encountered in the field, as advised by Mahlomaholo (2010:287).

My goal was to draw inspiration from principles of the balance of power in order to address the role of the SMT members when handling troublesome learners. I would use this as a guide in the execution of all the phases of my study because it would communicate to the participants my intention of transformation reflected in my research practice. In this way I hoped the SMT members would reflect on issues of power balance and transformative theories to face the challenges of handling disruptive learner behaviour. It is the same idea that Mahlomaholo (2010:287) posits by arguing for the treatment of other human beings as humans and not animals, a notion that can be corrected by transforming the power mind-set concept of some CER theorists.

According to Liasidou (2008:486), Steinberg and Kincheloe (2010:141), the CER principles are aimed at unveiling and understanding the issues of power, ideology and culture that impede social change and the creation of emancipatory knowledge. I found this praxis suitable for the operationalisation of my study because it leads to the designing and implementation of techniques, strategies, programmes and ultimately the framework that brings about social transformation grounded on the views and aspirations of the participants. The use of these CER principles above would not only give voice to the SMT members to raise their discourse on the subject but also empower them to do so (Hickling-Hudson, 2006:3-4; Stein & Mankowski, 2004:21; Swantz, 2008:34). Those of power relations, emancipation, social justice and democratisation would therefore be relevant in helping them do this. These principles, according to Koosimile (2004:285), Shumba (2010:347-348), Steinberg and Kincheloe (2010:143) would motivate the study towards becoming sensitive to issues of emancipatory knowledge creation that accommodate diverse backgrounds, situational experiences and the differences characterised by the SMT members and how they are brought into their handling of disruptive learner behaviour. The

participants were expected to collaborate and cooperate with these principles (Colightly & Bracket, 2010:49-50; Depalma, 2010:215-216; Kemmis, 2008:125-130).

The CER values of trust, respect, humility and the making of moral decisions for the design of the framework that would benefit from the balance of power relation between the SMT members and the disruptive learner could be proposed (Dominiquez, 2008:4; Steinberg & Kincheloe, 2010:142-143). The study adopts a more flexible approach to uncovering the participants' school community, culture and climate by employing a SWOT analysis (Hickling-Hudson, 2006:3-4; Yosso, 2005:77-81) and examining the issues relating to learning support resources and social structures (Asikhia, 2010:231-235; Koosimile, 2004:485).

3.2.4 Understanding key concepts of PAR

The following are key concepts of PAR as used in this study.

3.2.4.1 Empowerment

This study hoped that through PAR group meetings SMT members empower each other as they engage in the communicative space using communicative power. The notion of empowerment is based on Habermas, used here to refer to notions of internal and external differentiation as the SMT members engage in dialogue, using interdependence and complementarity in positive teamwork (Kemmis & McTaggart, 2007:317). In a process of empowerment they “engage one another more authentically and with greater recognition and respect for difference in making decisions. They will regard these as legitimate because they have participated in them openly and freely, more genuinely committed to mutual understanding, agreement, and consensus. In the light of Habermas’s commentary on the public sphere, the basis for empowerment is the communicative power developed through communicative action and discourse...for rational and just decisions and actions that will be regarded as legitimate by those involved and affected” (Kemmis & McTaggart, 2007:317).

3.2.4.2 The facilitator

This further benefitted from the concept of a facilitator defined “as someone aiming to support a collaborative enterprise in which the SMT members could engage in exploratory

action as participants” (Kemmis & McTaggart, 2007:317). The PAR groups in the study distinguished “the facilitator” from others bearing this same name that may be coming from outside the group as experts therefore the group agreed that at different times different participants serve the group in the facilitator’s role as defined earlier. Kemmis and McTaggart, (2007:317) argues that “it is naïve to believe that the person who is asked for help, or to be a facilitator, will be an entirely[equal] alongside with others, as if the difference would not be noticed, [but] the facilitator couldbe a co-participant, one with some special expertise that may be helpful to the group in its endeavours”.

3.2.4.3 Research-action dualism

The study used the concept of research and action dualism as Kemmis and McTaggart,(2007:318) puts it “mutually constitutive processes that createaffiliations and collaborative action among people involved in and affected by particular kinds of decisions and actions”. Thus this study approached research and action as:

an impulse to subject practice - social action - to deliberate and continuing critique by making action deliberately exploratory and arranging things so that it will be possible to learn from what happens and to make the process of learning a collective process to be pursued through public discourse in a public sphere constituted for that purpose (Kemmis & McTaggart, 2007:320).

3.2.4.4 Role of the collective

This study adopted a position that the collective should be understood as an “internally diverse, differentiated, and sometimes inconsistent and contradictory group of people who have willingly come together to create the communicative action and public discourse aimed at addressing problems and issues of irrationality, injustice, and dissatisfaction experienced at a particular time” (Kemmis & McTaggart, 2007:322).They judged the long-term success of PAR projects, by assessing the local to international levels of transformation that comes when people exercise their communicate spaces in research.

This notion came to change the conversion of research that valorised the ‘researcher’. For Kemmis and McTaggart, (2007:322) “conventional views of research, researchers were the people at the center of the research act, as heroes in the quiet adventures of building

knowledge and theory never encouraged participant research that would not make practitioners local heroes of knowledge-building and theory-building, and collaborative research that would make heroic teams of researching practitioners claiming their contribution to new understandings in their communities of practice”. This study rather favours the valorisation of the researched to make their voices and experiences the center of what is researched and what is contributed after the study.

3.2.5 Appropriateness of PAR in facilitating the study process

Some of the PAR’s key features assisted in the study process included; this self-reflective spiral was considered the dominant feature of PAR that was suitably adapted for it. These appropriate features facilitated the following processes.

3.2.5.1 Social process

The PAR notion of social processes informed the relationship between the realms of the SMT and society. As noted by Kemmis and McTaggart (2007:280) this means recognising that the SMT members are possibly without a realm of socialisation and that it continues to shape their social relationships in all of their settings. By operating this study with this PAR concept the SMT had the opportunity to recreate their social world filled with unpleasant settings involving disruptive learner behaviour, and how they could use the available resources within the same social processes improve or resolve the challenges they face when handling these learners.

3.2.5.2 Participatory process

The study also used the concept of participation which speaks about PAR group engagements of the SMT to examine challenges they face when handling disruptive learner behaviour). This principle was used to motivate all the SMT members who willingly agreed to be involved in the study to use their participatory privilege as a process in which they could help answer the research question, which they also consider the problem of the study to improve SMT skills, and shape their minds on all these constraints could better influence their new action. As Kemmis and McTaggart (2007:282) put it, the participatory process provides participants with an opportunity to conduct their own study.

3.2.5.3 Practical and collaborative process

By bringing the SMT members together in this study, the practical and collaborative process was put in motion. It is believed that PAR should engage participants facing a common social problem. The study benefitted from this principle when the SMT members explored their own problems through looking for ways of handling their challenges by working together as a team in all collaborative efforts. Kemmis and McTaggart (2007:282) proposed that these practical and collaborative processes be encouraged when a group is facing a common challenge.

3.2.5.4 Emancipatory process

The principle of emancipation was considered here as a participatory process whereby the SMT members aimed to help each other recover, and release themselves “from the constraints of irrational, unproductive, unjust, and unsatisfying social structures that limit their self-development and self-determination” (Kemmis & McTaggart, 2007:282). It is the process where the SMTs liberate themselves using the suggestion that they “explore the ways in which their practices are shaped and constrained by wider society and consider whether they can intervene to release themselves from these constraints, or, if they cannot, how best to work within and around them to the extent to which they contribute to irrationality, lack of productivity (inefficiency), injustice, and dissatisfactions since their work and lives contribute to the structuring of a shared social life” (Kemmis & McTaggart, 2007:282).

3.2.5.5 Critical process

The critical concepts of PAR that were in operation in this study acknowledged that as SMT members they needed to deliberately reconstitute all the forms of “irrational, unproductive, unjust, and/or unsatisfying ways of interpreting and describing their world, ways of working, and ways of relating to others” (Kemmis & McTaggart, 2007:282). Therefore, the PAR groups helped the SMT members to “recover and release themselves from the constraints embedded in the *social media* through which they interact, their language (discourses), their modes of work, and the social relationships of power in which they experience affiliation and difference, inclusion and exclusion” (Kemmis

&McTaggart, 2007:282) . In this way they resolve all the challenges in handling disruptive learner behaviour from a critical process perspective.

3.2.5.6 Reflexive (recursive and dialectical) process

Reflexivity, as posited by Kemmis and McTaggart (2007:282), could use PAR to help SMTs members to investigate their reality. They continue that the reflexive action “is a deliberate process through which people aim to transform their practices through a spiral of cycles of critical and self-critical action and reflection” (Kemmis & McTaggart, 2007:282). This notion helped the SMT members to deliberately seek the resolution of their challenges by “revisiting their individual and social practices, their knowledge of them, the social structures that shape and constrain them and the social media” as Kemmis and McTaggart (2007:282) expresses them. The SMT members used the PAR group meetings as a process of learning with and from each other to transform and resolve the challenges in their social world (Kemmis & McTaggart, 2007:282).

3.2.5.7 Theory and practice process

As Kemmis and McTaggart (2007:282) posited,

PAR does not regard either theory or practice as preeminent in the relationship between theory and practice; rather, it aims to articulate and develop each in relation to the other through critical reasoning about both theory and practice and their consequences. It does not aim to develop forms of theory that can stand above and beyond practice, as if practice could be controlled and determined without regard to the particulars of the practical situations that confront practitioners in their ordinary lives and work.

Therefore, PAR made use of this perspective during the study process “from the specifics of particular situations, as understood by the people within them, to explore the potential of different perspectives, theories, and discourses that might help to illuminate particular practices and practical settings as a basis for developing critical insights and ideas about how things might be transformed; to the standpoints provided by different perspectives, theories, and discourses and so explore the extent to which they provided practitioners

themselves with a critical grasp of the problems and issues they actually confronted in specific local situations” (Kemmis & McTaggart, 2007:283).

3.3 RESEARCH METHODOLOGY

The research methodology selected for this study was qualitative, as it was interested in the opinions, experiences and feelings of affected individuals and aimed to work with their subjective data. It describes the social phenomena of the challenged SMT members as they occurred in the natural world caused by disruptive learner behaviour, without any attempt to influence the situation under study. Through this qualitative methodology, the strategies and tools used for the data generation and the guiding principles that couch the data generation was selected. The Critical Emancipatory Research (CER) and the Participatory Action Research (PAR) (Nkoane, 2013:4) principles were used as appropriate paradigms to inform the data generation methodology since they deal with social phenomenological studies. Through this qualitative methodology, the strategies and tools used for the data generation and the guiding principles that couch the data generation were selected. The CER and PAR principles were used as appropriate paradigms to inform the data generation methodology since they deal with social phenomenological studies. They were also used to implement studies within the CER framework through the use of interactive, interpretive and educative steps (Mahlomaholo, 2012:44). The methodology section details how the study has used a clear plan for data generation, progress tracking, monitoring and reporting tools. The tool that assisted the analysis of the generated data was Van Dijk’s socio-cognitive model of Critical Discourse Analysis (CDA), which expands on how discursive practices and social structure levels of analysis of data are used in research.

The data generated in the study came from the SMT members’ group engagements in the PAR discussion groups, observations of these SMT members on task and carrying out document analysis of related records. This section also shows the benefits that accrue when using the above design and methodology. Relevant data was obtained from the SMT members of some selected schools in the Mangaung Metropolis of the Free States province of South Africa. These schools were selected based on their accessibility to this researcher and their willingness to develop a framework for the SMT members using the CER and PAR paradigms for handling challenges that come with disruptive learner behaviour in their schools.

Lastly, data was generated from document analysis of published and unpublished documents, DoE reports, memoranda, agendas, administrative documents, and newsletter articles in the school. The necessary documents were those that shed light on the strategies for handling disruptive learner behaviour in school. The data was analysed in the PAR group meetings when we came together and applied the CDA. All the verbal data was gathered, that is, the interviews, shared, observation notes and report of panel discussions, and analysed. The group then met again for data fine-tuning amongst the participants. These sessions led us to draw up a draft framework that was yet to be evaluated using the SWOT analysis. The draft framework designed was implemented and evaluated, before we arrived at conclusions on the existing social structures of the case studies.

3.3.1 Research participants

This study was conducted principally with the help of research participants. Three focus PAR groups were designed with the main task of mediating and facilitating the participatory actions that directly respond to the problem statement and the research question. To mediate the research process, these groups were the coordinating team for the three schools in which the study was conducted. The members were by design all the actors involved in the SMT (proprietors, the principals, deputy principals and HoDs, as well as the researcher, who was immersed in the study as a member of the focus group.

Kellner (2000:3) opines that the research focus group or coordinating team is established as the PAR group in order to mediate the research process, while Biesta (2010:45), Hert-Lazarowitz et al. (2010:271), Sanginga, Kamugisha and Martin (2008:699) hold that such teams are to facilitate the implementation process of the PAR outcomes that are geared towards the designing of the framework. This team was set up to transform the job of planning and creating communicative spaces for actions as well as to implement or follow up the implementation of the plans decided upon by the PAR group.

In this study, these teams are specifically created to use any framework designed by the PAR group to help address the everyday needs and/or problems which affect the SMT members handling of disruptive learners. To be able to facilitate the implementation process, Kemmis (2008:125) posits that they must be involved in the research from start to the finish. Their presence is needed at the conceptualising, planning, commencement and

development of the study, then through the implementation, agreements and strategising to transform the likes of the SMTs to its logical end (Van Dijk, 2008:353).

The teams put together the top management in the school's leadership who are the affected participants of the study and are fully aware of the research problem, to engage in the analysis of their situation and its effects over a period of time. Their job is also to assess the impact of any proposed plan of action for the school via the SWOT analysis. This assessment forecast the impact of any strategy plan made to resolve the identified research problem and to construct a framework that could help assist the enhancement of the lives of the SMT members affected by disruptive learner behaviour. These analyses are able to forecast the impact of the designed framework, when the team members enter with their diverse experiences, knowledge and skills (Hickling-Hudson, 2006:3). They are responsible not only for bringing in a wealth of experience from the managerial background into the PAR group, but also for enhancing the development of the constructs that would make the outcomes of the study sustainable amongst the affected people (the SMT members) of the school (Kelly, 2009:1; Mahlomaholo, 2011, 16; Wicks & Reason 2009:249).

Another task for the focus group (PAR) is to advance the instruments of recognising the factors in and outside the school that could affect the addressing of the research problems negatively on the SMTs. This is necessary in order to pre-empt negative impact of the framework on the smooth execution of the role of the SMTs in the school. The team comprising experienced teachers who were HoDs, principals, deputy principals and proprietors have the practical leadership and managerial experiences within their milieu to address the challenges posed when handling disruptive learner behaviour. Their exposure to and the know-how of the challenges made them appropriate participants to address the research problem, without leaving out precautionary steps as they design the appropriate framework for the study.

Although members of the SMT make up a focus group within the leadership structure of every school appointed by the SGB, I had to carry out three processes before identifying those members who were interested in becoming members of the PAR focus group. The consultation phase involved visiting the targeted schools to identify the concerned, making available to each concerned individual in the school a highlight of the documents surrounding the entire study and following up the documents with a visit to clarify issues

emanating from the documents. It took one week to visit all the schools concerned to introduce the study to the leadership and distribute the related documents. These documents included researcher's admission letter into the programme, a letter from the study supervisor, an application from the researcher to conduct the study in that school, the ethical clearance letter from the University Ethics Board, the approved research proposal from the University Faculty of Education, and the approval letter from the Free State DoE (making clear the topic, the participants for the study, the season for the study, the guided issues under study and the appeal to the school to provide maximum collaboration) for conducting the study amongst the focus group. These documents were photocopied to each prospective participant in order to clear possible resistance from some participants and beforehand address the prospective participants what may be considered by some as possible reasons for not participating which could have taken more time to resolve. After handing the sealed envelopes to the school secretaries for onward transmission to the persons concerned, I gave them two weeks to carefully read the documents. At the beginning of the third week I paid my second visit to the school to address other possible challenges that may be advanced from the documents I had sent out to the prospective participants.

Since I was dealing with a focus group of mainly proprietors and/or principals, the consultations, negotiations and discussions helped to edify the group as some realised that the study was intended to address their own challenges and to seek ways of mutual empowerment that would strengthen their knowledge base in doing their work. I gave room for some clarifying questions regarding the issues of who was welcome to participate, when, in what way, why, and how. These questions were covered in a pre-briefing exercise, in which I sat in the staffroom and conducted a one-on-one question and answer session.

This laid a solid foundation at this initial and conceptual phase of the study (Kemmis, 2008:133; Wicks & Reason, 2009:250), and by the end my goal was achieved. Again, I stimulated their minds to see how better their future would look like if they faced these challenges and reduced them to the minimum. Opportunity was offered for each person to share their areas of interest in the study, and how engaging they could be to discourse with colleagues on this common ground. From this initial phase, hopes were raised and direction was given to everyone who intended to join the PAR group.

3.3.1.1 Coordinating team members of the PAR Group

I realised that for the study to be successful I needed a PAR group or a coordinating team made up of members of the SMT to bring in rich and diverse skills, knowledge and experiences into the study. That means the results of this study are based on the personalities found in the PAR group. The participants were made up of a focus group within the school administration (SMT) and their background brought appropriate experiences needed to enhance the sustainability of the research findings (Hickling-Hudson, 2006:3). Since all the SMT members had in one way or another some practical administrative, leadership or management experience, by implication they brought a profound working knowledge to the group.

3.3.3.2 Research Participants' profiles

During the preliminary meetings I was given an opportunity to perform the task of the study coordinator. The PAR group decided that I should coordinate the study because I was more conversant with the group-agreed research paradigms of the study, CER and PAR, and they wanted me to offer them some training in the operations of these paradigms. Being conscious that the study paradigm of PAR does not promote headship and power imbalances in the conducting of research, I explained to all the colleagues that as coordinator I was not the “boss” or the “big man” of the study, but a mere coordinator with the task of collecting ideas from everyone and steering the discussion. Also, I did not sit on a high chair or table or wish to be referred to as “chairman”. My role was to put together the team via voluntary association, and to suggest an agenda for each meeting, which must be amended and adopted by the group, to facilitate the process of collaborative finding and implementation of the solutions to the participating SMT members. I was requested to integrate the ideas needed to facilitate, monitor and evaluate the implementation of the framework generated by the participants during the discussions in order to handle challenges that arose as a result of SMT members handling the disruptive learner behaviour.

3.3.3.2.1 Senior Teachers

Two senior teachers volunteered to participate as members of the PAR group. They explained that they felt obligated to join since their school principals had recommended

that the study was going to help the SMT members handle the increased burden of disruptive learner behaviour in their school. Van Dijk (2008:353) posits that PAR group members should possibly be participants who feel obliged to make a contribution to the subject under study because they are affected by the problem.

Examination of their background revealed that the first senior teacher held a Bachelor in Sociology degree and a Diploma in Information and Communication Technology (ICT). This teacher was currently an ICT teacher and had been school manager for over eight years. The senior teacher played additional leadership roles in the community and in the Church. The motivation was that increasing the support base of the SMT would curb the challenges of handling the incidents emanating from disruptive learner behaviour.

The second senior teacher held a Bachelor in Business Studies degree, has been a Business studies teacher for seven years, a school manager for five years and a community leader for ten years. He believed his school business had been affected negatively due to the inappropriate handling of disruptive learner behaviour by the members of the SMT.

3.3.3.2.2 Principals

The study had three principals. The first had a Bachelor in Education degree, had been a school manager for over six years, and was currently a Physical Science Grade 12 teacher, and a community leader. One of the principals suggested that the study should use a collective effort to enhance the handling of disruptive learner behaviour in our schools.

The second principal held a Master's in Business Administration, had been a Business Administration teacher for over five years, a school manager for three years, a researcher in Personnel Performance Studies in Business Administration and a church leader. One should note that, the position of this principal involved handling disruptive learner behaviour, not the sole prerogative of the SMT in schools.

The third principal held a Diploma in Education, had been a Natural Science teacher with five years of school management experience and was a community leader. This principal said that the current skill investment of SMT members was not good enough to handle some of the challenges they faced when handling disruptive learner behaviour.

3.3.3.2.3 Deputy Principals

Of the deputy principals, three had volunteered to be part of the PAR group. The first deputy principal had a Diploma in Mathematics, had been an ICT teacher for over five years, a school leader for over three years and a church leader for many years. The position on SMT members was that they should focus on learners' self-discipline more than anything else when handling disruptive learner behaviour.

The second deputy principal held a Bachelor in English Language, had been an English Language teacher for six years, a school manager for four years and was current a community leader. This person's position on the topic was that it was timely and should be handled in perspective.

The third deputy principal held a Bachelor in History, has been teaching History for eight years, a school manager for six years and a leader in the community for many years. This person held the view that the issues surrounding this topic, if well handled by the PAR group, would reduce the frustration of many who were involved in disciplining disruptive learners in school.

3.3.3.2.4 Heads of Departments (HoDs)

Three HoDs participated in the study. The first held a Bachelor's degree in Chemistry, and had been teaching it for six years, having also managed issues of school discipline for the previous four years and was currently in local church leadership. This person was encouraged by the subject under study as being timely in strengthening the collegiality that must exist amongst the SMT members if they were to overcome the challenges of handling disruptive learner behaviour.

The second held a Diploma in Geography and had been teaching Geography for the previous seven years, had been involved in school management for five years and was a current church and community leader. This departmental head was motivated by a belief that SMT members who are affected by the problem of disruptive learner behaviour are called to discuss matters of healing their hurts on the same issues.

The third HoD had a holder of a Bachelor's degree in English Language, had been teaching English Language and supporting the school management of learner disciplinary

issues for four years. This HoD believes it is important for all stakeholders in the SMT to seek out more strategies to combat the challenges that come from handling disruptive learner behaviour.

3.3.3.3 Research participants' reflection

The section above has captured briefly the various participants' reflections on the topic of the subject of the study to indicate the basis for their motivation and willingness to participate in the development of a framework for the SMT members to handle disruptive learner behaviour despite the challenges. The main issue under these reflections was that a proprietor perceives that increasing the support base of the SMT members would curb the challenges of them handling the incidences emanating from disruptive learner behaviour. This sounds very positive and real, but the framework to be designed must not only think of enlarging the support base of the SMT but also create the space for this group to become self-empowering and create a synergy that is capable of combating its own realities.

The senior teacher who believes that the school business had been affected negatively due to the inappropriate handling of disruptive learner behaviour in the school by the members of the SMT makes a point, but the argument could be extended to posit that the very individual members of the SMT are called to task whenever they fail to put under control these learners' disruptive behaviour, and the entire community has to suffer. Therefore, the motivation to move towards a whole-school approach to the problem may be another option to mitigate the 'blame game'.

The principal who argues that only a collective effort can be used to enhance the handling of disruptive learner behaviour in schools also makes a point, but this begs the question as to who should be involved? The 'collective effort' does not include everybody in the school, *per se*, but a self-motivated and mutually-empowering group of people should be dedicated to combatting the challenges that emanate from activities of disruptive learner behaviour.

The position of the principal who stands on the point that the task of handling disruptive learner behaviour is not the sole prerogative of the SMT members in schools is quite similar to the last position above. However, the SMT members should lead the campaign towards a school free from disruptive learner behaviour. According to the policy in place

and by virtue of their experience in the job, other members of staff and specialised services could be employed to support them in the same campaign.

The principal who posits that the current skill investment of SMT members is not sufficient to handle some of the challenges they face when handling disruptive learner behaviour has a point. The argument arises from the perspective that there is a growing rate of disruptive learner behaviour in school that had not previously existed, therefore in the equipping of SMT members with some new skills and knowledge need to be acquired. However, contrary to the argument that new skills for SMT members would enable them to handle the disruptive learner behaviour, it may not be the new skills that need to be acquired by the SMT members, *per se*, but rather an understanding of the recent challenges of handling the disruptive learners that is first needed, and the skills can follow.

It would be an error to view the challenge of handling disruptive learner behaviour from the angle of what crime has been committed and what punishment fits with the crime. Rather, the SMT members should focus on holistic discipline of the person to conquer the [evil-self]. This would enhance the transformation of the entire human being, rather than just his or her action or attitude at the time. Rather than argue that disruptive learners should be handled today only with a view of the future, one may argue that each disruptive learner should be first given attention based on his or her history, up to the present day reality and looking towards a future prognosis. As far as time is concerned, the aim is to devise a framework in which to model a better future for the learner.

This participant upholds the view that the issues surrounding this topic, if well-handled by the PAR group, would reduce the frustration of many who are involved in disciplining disruptive learners in school. It is evident that working with disruptive learner behaviour brings unpleasant surprises. Although not all of them bring frustration to the PAR group, some may actually bring career growth to the SMT member who handles them. Handling the problem may not strengthen collegiality amongst the SMT members all the time, especially when members have differing temperaments and perspectives on life, but they can benefit from working as a single body with undivided perspectives and approaches.

The position upheld by the HoDs that affected SMT members should discuss the matter of healing their hurts is useful. The adage that ‘a problem discussed is a problem halved’ is a good basis on which to discuss the problems the SMT members faced when handling the

issues of disruptive learner behaviour. The process of this discussion is the time of opening up and identifying the problem and how it can be solved. Keeping quiet and not discussing the hurt could lead to internal wounds that may require more attention and a longer healing period.

Lastly, I agree with the view that all stakeholders need to come together to formulate the appropriate strategies needed to seek the way forward of combating the challenges that come with handling disruptive learner behaviour. This is what this study seeks to achieve, namely a clearly formulated framework for the SMT members to assist them handle the challenges that come with disruptive learner behaviour.

3.3.4 Data generation processes and techniques

During the first discussion meeting of the participants it was incumbent on us to foster understanding in the group. The meeting's agenda was suggested to the group, with a few items such as self-introduction, clarifying questions on the role of the focus group for mutual understanding, discovering the interest of each participant, sharing and reacting to views, and various perspectives on how the study would be conducted by the PAR focus group.

This meeting drew on the participants' diversity in respect of their experiences, interests, opinions and perceptions to begin the fine-tuning and reconciling process. There was room provided for each participant to show awareness of the subject matter and seek a communicative space in which to enhance common understanding of the issues pertaining to the study. This forum was necessary to set the stage for the entire PAR focus group to overcome apprehensions, suspensions, and uncertainties related to the studies. There was sincere dialogue, freedom of speech, and democratic space which motivated all to contribute to meeting the study's aims and objectives, and help me answer the research question. The participants were mature in the opening meeting, providing harmony, focus and commitment.

Contrary to the views of Steinberg and Kincheloe (2010:143) that participants in an opening PAR group meeting should be engaged in interpretive analysis of the study process, this PAR group considered the first meeting to be less engaging and more bonding. I found this helpful as it laid a foundation for the rigorous immersion that

followed in other meetings. This is supported by Mahlomaholo and Netshandama (2012:8), who proposes that until the participants make sense of the study they will not be fully immersed in it. The period of making sense is in the first meetings, when issues of diversity are shared and harmonised to promote the expected relevant knowledge and appreciations of the study's pertinent anticipations.

During these meetings I clarified my role as a mere member of the PAR group, like any other, which included participating in the conceptualisation, development, and facilitation of the process (McTaggart, 2002:1-16). I would be contributing to training technical services required in assisting in the management responsibility of SMT members as they engage with disruptive learners on a day-to-day basis in school. We discussed the relationship between the theoretical research and the practical work, to avoid any perception that I was going to be entirely neutral in my facilitation role. I made it clear that I would not obscure key aspects of the discussion with any false notion that I was the "expert" while the other members were "novices". It was therefore the responsibility of everyone concerned to critique the way in which practices had not assisted in resolving the challenges. I used the shared conceptual space to create a shared practical space for the SMT members to become the object of critical discussion and the subject of the study (Kemmis, 2004:23). The group adopted the use of Freire's conscientisation approach as they worked together to design the framework relevant to areas of the study (Kemmis & McTaggart, 2007:286).

The individual members of the focus group accepted roles and responsibilities in order to facilitate the coordination of the PAR group resolutions. Some accepted responsibility to follow up some assignments that required further investigation, while others took upon themselves to work on the ideas of the framework for the implementation phase. The members volunteered to carry out this extra assignment of their own free will. For the two public colleges, the principal, deputy and I, the researcher, volunteered to make up the team for the implementation, evaluation, review and reimplementation of the findings of the study. While in the private college, the two proprietors, the principal and the researcher took up the same assignment as members of the implementation assignments, which also involved reconvening the group to report the various challenges and look for a way forwards after evaluation, review and amendment of the framework suggested to the SMT members to handle disruptive learner behaviour.

Members of the PAR group provided both the conceptual and the empirical framework that was used at the implementation phase of the study. Therefore, they could freely contribute in all the stages of the study. This was agreed upon at the design stage of the study, so that the individual members of the PAR group were expected to make substantive contribution to all the discussions that would lead to the construction of the framework. This means facilitation would require considerable time for all members to express themselves clearly on every given subject (Steinberg & Kincheloe, 2010:145). The discussions were interactive, wherein each PAR group member was permitted to argue knowledgeably, skilfully and logically in the interest of the study and the future actions that should benefit the entire study actions (Mahlomaholo & Netshandama, 2012:38).

The team members agreed to function under a moral code of ethics that was value driven, in order to operate in a social milieu that has mutual respect and humility (Dominiquez, 2008:4; Steinberg & Kincheloo, 2010:143) and as proposed by CER in order to facilitate the enhancement of the achievement of unity in goal (Mahlomaholo & Netshandama, 2011:43; Matom et al., 2006:17). The CER practitioners should reach agreement because the topics, conversations, and circumstances of the communicative action may be changing and thus leading to incomplete tasks. Having a complete understanding and perfect consensus about what to do would enhance the quality of arguments and the ways the participants would be critical during the study (Kemmis, 2008:129).

3.3.4.1 Initial engagement of the participants

Initially all the participants sought common ground in understanding each other and the drift of the topic under study. After the SMT members had freely signed up for the study by returning the signed consent letter to indicate their willingness to participate they also received orientation in the first meeting. After the orientation meeting briefly discussed above, the initial engagement of the focus group was based on creating the communicative space wherein there would be mutual understanding and drawing up a plan for action, assigned tasks from the perspectives of the group members, and receiving the first inputs from each participant concerning the way forwards. This meeting was held, and the participants' viewpoints were paramount in setting the stage for the study and fostering common understanding of the issues that made up the bedrock of the study. The first meeting cleared potential rigidities and hesitation that may have arisen during the debates

and granted an opportunity for individual positions on the study to be aired and acted upon. The initial engagement meetings dwelled on brainstorming issues of contention of the study, in particular the research question: “what framework could be proposed to assist SMT members handle the challenges due to disruptive learner behaviour?”

The researcher suggested this as the main problem of the study for observational reactions, critical comments, and possible modification. The reason for inviting further input was to ensure that the study was not the problem of the researcher, but after this process whatever comes out with will be the problem of the focus group. This was in accordance with CER and PAR principles that the group should not be coerced into studying issues they do not understand. Rather, the researcher must submit whatever is considered a problem for the colleagues so that they can express their right to differ in opinion, offer constructive criticism and if need be modify the study in order to reach inter-subjective agreement, mutual understanding and unforced consensus (Kemmis & McTaggard, 2007:294). This is what I considered the initial engagement of the focus group.

The meeting served to focus on the problem, the aims and objectives, and we reached out for unity within the PAR group. During the meeting we contributed to interpreting and analysing the process of making meaning of the topic, as proposed by Steinberg and Kincheloe (2010:148), as the first steps to designing the framework for helping the SMT members overcome challenges faced when handling the disruptive learner behaviour. This was a good occasion to map out and agree upon the ground on which the discourses would be pursued in order to address the research question and problem statement.

The outcome of this meeting was the creation of boundaries within which the engaged participants would freely contribute by opening up their communicative action with one another (Kemmis, 2008:130), from which relevant data would be generated for the study. While working for transformation of the *status quo*, the SMT members were intentionally to speak about their current actions. Therefore, as the facilitator, I encouraged active participation from all the members in addressing the respective challenges that would be raised as barriers to the handling of disruptive learner behaviour (Merten, 2010:238; DePalma, 2010:216). The stress was placed on supporting the work of the SMT members, transforming their present strategies and proposing a plan of action that would help model a framework towards sustainable handling of disruptive learner behaviour (Hickling-Hudson, 2006:3; Mahlomaholo & Netshandama, 2010:12; Van Dijk, 2008:86).

3.3.4.2 PAR group's further engagement in the study

It was relevant to the research paradigm being used to engage all relevant actors in this study. I strongly encouraged the proprietors, the principals, deputy principals and HoDs to engage in this work for the sake of introducing transformation and sustainability in the framework (Mahlomaholo, 2010:12; Mertens, 2010:238). Their dynamic input in identifying the challenges and solutions towards making the investigations feasible was sought.

This same appeal was made to the coordinating team members, who formed the backbone group for the completion of this cyclical protocol, to seek identified challenges and needs experienced in their handling misbehaviour, so that the framework would be within the ambits of the school's realities. Outstanding amongst these challenges was the unprecedented growth of disruptive learner behaviour in schools. The attendant strategies to curb these changes did to meet the challenges, so the SMT members were mostly on the defensive side.

These preliminary identified challenges did not discourage the team, because members were reminded that the study was based on a concrete reflection on the out-of-control situation in some schools. Since, the research problem was viewed as complex, the members decided that before the framework was designed the investigations into the study would be tracked down to the possible root causes of disruptive learner behaviour. Also, the suggested solutions would be conceived within the confines of the CER paradigm values since they were transformative and sustainable in nature (Nkoane, 2009:22). In view of this, members agreed not to close the doors on new members, but rather to encourage colleagues to send their contributions by any means available. The group wanted more interventions from all stakeholders, directly or indirectly.

3.3.4.3 Opening the communicative space for the SMT members (planning stage)

The planning phase was considered as interpretive because the PAR group was introduced to the SWOT analysis regarding the designing of a framework that would serve within the particular school context. After I explained this assessment tool to colleagues, members were of the opinion that the development of any framework or plan of action should be suitable for use in their college. Therefore, activities that they decided upon included

identifying the likely main aspects of the framework, how it could be developed, the need to adopt and implement it, and later reflection on it for evaluation and adjustments. The cyclical protocol was to be respected until the framework was adaptable, transformative and sustainable. The work was therefore divided into the general phase and the technical phase, the former work to be carried out by the entire PAR group while the latter would be handled by the coordinating team (Tatto, 2006:238).

Some of the activities agreed upon to be carried out by the SMT members in the PAR group included making available a group a hand-outs to three groups of two each to read and present a critical paper to the general body on some suggested support approach for SMT members in their work with disruptive learner behaviour, security and safety issues in the school, and elements of a proposed framework for SMT members to handle disruptive learner behaviour. The other assignment was for another group to suggest elements applicable to a SWOT analysis in the school and to interview colleagues on the impact of disruptive learner behaviour on their roles as SMT members. These activities were to be completed in one week and served as the technical approach for getting all involved in gathering data from amongst the participants themselves who had been affected by the research problem. The colleagues were encouraged to work together at all times and when in doubt consult each other, share and open communication spaces. This exercise was aimed at creating common understanding of the tasks and to confidence that the work was theirs, while the researcher was only a facilitator (Kemmis, 2008:127; Wicks & Reason, 2009:250).

During their activity stage, I kept a close contact with them, in order to continue facilitating the sub-group meetings and ensure that their activities purposely addressed the research questions, aim and research problem. The majority agreed that these teams would serve as pillars for all the phases involved in designing the framework. When I could not meet with the sub-groups the members were kept fully updated and even shared with other colleagues during the stage of group activities. The preliminary reports showed that they were very reflective, interactive and critical in their sessions, as demonstrated in the thorough reports which they presented for the enhancement of the plan of action (Kamugish & Martin, 2010:706).

Outstanding in the sub-group work was that multiple issues were addressed that only required a practical meeting to assemble the ideas and construct a framework for the SMT

members to overcome challenges of disruptive learner behaviour. The working together of these SMT members promoted the view that collaboration and cooperation was a possible way of stimulating action-based research on their related problems. Therefore, the view that “teachers do not also agree” was seriously challenged, and it was the decision of SMT members to complement and collaborate in order to handle their common problem (Portar & Monard, 2001:3). The voiceless SMT members would not have been heard had another paradigm been used (Steinberg & Kincheloe, 2010:145). The process of various communicative spaces also enhanced the learning of related issues that some SMT members confessed they had been taking for granted and suffering the consequences, but coming together has created the communicative action space aimed at overcoming the problem. Kemmis (2007:293) regards such PAR group diversity as enhancing mutual empowerment towards reaching inter-subjective agreement, mutual understanding and unforced consensus.

The PAR group would consolidate the many more participant interventions, create more communicative action, foster tolerance and accommodation of ideas different from one’s own during the various engagements in which the participants are seeking a common understanding in the study (Briscoe, 2009:258). Another aspect of the planning involved causing the sub-groups to generate the data, analyse the data and write down their sub-findings. For this to be possible, the members were encouraged to use suitable data gathering techniques, such as the Free Attitude Interview (FAI) and Critical Discourse Analysis (CDA) to gather the data. These techniques were discussed as suggested in the research proposal, to be applicable when gathered. The sub-group reported that issues related to the ethical clearance of the work (as discussed) were adhered to throughout.

In the aspect of who facilitates the coordinating meeting sessions, it was agreed that since it was focused implementations alternating chairs would be appointed by the group at each seating. The agenda was agreed upon by all only during the meetings, before giving it to the day’s chairperson. The positive aspect of this interchanging chairing of the meetings fostered common understanding of the investigations and the designing of the framework, which is line with the paradigm of the study (Swantz, 2008:33). The team members reminded themselves of the values of being critical, open-minded, focused and tolerant in their participation. The collegial spirit was therefore enhanced and on each occasion the members met one could deduce seriousness, reflecting that they were immersed in the

study (Mahlomaholo & Netshandama, 2012:37). This too I could sense was indirectly bonding the team members to each other, with them seeing themselves as a family.

Lastly, after creating the sub-groups and coordinating groups there was a teambuilding phase, another communicative space in which each sub-group member would have the opportunity to meet and plan the possible approach for their work. It was in this forum that individual members shared with each other the basic values of mutual respect, empowerment, equity and collaboration. It was observed that the various diversities amongst the SMT members (age, gender, positional power, economic and class background) were all levelled off, in order to seek a common goal of assisting the entire team to overcome their challenges in handling disruptive learner behaviour.

3.3.4.4 Team-building stage for SMT members' communicative space

Parker *et al.*, (2009:593) opines that the team-building phase is the next phase of opening of the communicative space in PAR group meetings. It involved identifying the team's traits in order to improve performance by the members, identified are collated with the CER values so that teams operate within the confines of the research paradigm by means of negotiations and not by imposition. As Parker recommended, these team traits not only develop ownership of the study by the members but also gear the team-building activities towards making clear the plan of action for implementation, which suggests agreement for the coordinating team (Paton et al., 2006:19). The character traits are discovered by raising questions of the four main character traits of human behaviour, which include the strong-minded choleric and sanguine, and the weak-minded melancholic and phlegmatic. Therefore, team members' character traits are based on their responses to the question of either having strong or weak personal traits on which the entire team might be evaluated. Those with weak traits are giving more care and support by those with strong traits for the mutual enhancement of the entire group (Porter & Monard, 2001:1).

Before giving out personality identification questions, I explained how they would help the group achieve its best during the study and how transparency was needed in the answers. After introducing the reason for this exercise, the questions were posed using the Free Attitude Interview (FAI) method and the members' responses revealed that 50% of the members had diverged character traits while 50% had common character traits..

After this exercise, the members all agreed that the sub-groups should be made up of weak-trait members and strong-trait members, for the sake of complementarity. The CER values that were agreed upon to build up the teams were trust, sharing, tolerance, selflessness and mutual empowerment. The teams then pledged to work together and for the common interest of the study by respecting the general plan of action.

3.3.4.5 SMT members' performance agreement

Parker et al. (2006:19) recommend PAR groups to work with a performance agreement as a guide to be followed by all members, so that the plans that require action can be easily coordinated. This performance agreement must have a clear purpose, vision, mission, values and the communication structure of the team. The hope is to guide all the communicative actions towards attaining the team's outcome. Since it has a coordination agenda, the purpose serves to set time limits for each action to be undertaken by the group. The vision is drawn from the aims of the study, namely, "To design a framework that would assist SMT members handle disruptive learner behaviour." The mission deals with the main research assignment or activity, which includes "investigating the challenges that SMT members go through in the hands of disruptive learner behaviour." The values agreed upon are the same as for the CER which include care, love, share, mutual empowerment, tolerance, respect and humility. Lastly, the communication structure was agreed upon as being communal, freedom of expression, interactive, horizontal, and void of hierarchy, to diffuse power relations in the group.

3.3.4.6 The roles and tasks of SMT members during the study

The general PAR group was again divided into five sub-groups, as follows:

3.3.4.6.1 Coordinating committee

The implementation phase was assigned to the coordinating committee. Apart from general implementation, the PAR group charged this committee with mediating during the research process all the work of by the sub-committees. It involved collating the research problem statement, the research question, and aims with the data gathered from the sub-committees. Also, it facilitated gathering the data by providing both software and hardware

hand-outs that lead to each sub-committee achieving their objectives. Lastly, it reconciled the suggested framework with the situation on the ground and logically implemented the outcomes while making sure that it was practicable. Since the leaders and owners of the schools had the prerogative to hand down instructions and senior administrative decisions, they were charged with all these responsibilities to ensure that the framework did not remain on a piece of paper. The researcher was charged with following up while working with this committee.

The coordinator of the coordinating committee was charged with facilitating the meetings, drawing up the agenda with all members, organising the facts drawn from the main ideas, preparing to lead the discourse as part of the communicative and participative action (Hert-Lazarowitz, 2010:271), holding the records of previous coordinating team meetings, holding the records and reports that would be used to facilitate the moderation of the discussions, focusing the arguments on the research question, ensuring that the research process followed participatory action steps (Sanginga et al., 2010:698), and summarising the agreed positions of the committee that would enter the final document. These tasks were explained to all the coordinating committee members. They all had to facilitate meetings as coordinator according to the requirements of the CER phases of interpretation, analysis and interpretation again (Mahlomaholo & Netshandama, 2012:38), so as to enhance sustainable change in the colleges. It was the work of the each coordinator to facilitate this transformation process by tracking and monitoring the progress of the implementation aspect of the coordinating team. Since the job of coordinator was agreed upon as a shared task, the power relations struggles that mostly showed up during meetings and discussions were automatically resolved (Rocha-Schmid, 2010:355). Members agreed to support each other by coaching one another on where the last person had left off and where the next person should continue. This also enhanced continuity or coherence in the team's job. Even though not all coordinated the meetings in the same way, no one's voice was subjugated at the end of the sessions.

As with the coordinator, every member of the PAR was given writing material to take down personal notes of the proceedings of the meeting. No particular secretary was assigned because members noted that when there were secretaries present the members surrendered the entire writing job to them, while individuals relied on their personal judgment and honesty. Sometimes, the person decided to write down only what he or she

deemed necessary for the meeting, and salient issues might be left out on the basis that they were not considered important. Meanwhile, the research was relied upon to supply all the organised material and resource documents that could equip the team to make founded communicative actions (Kemmis, 2008:129). The SMT members agreed to use an audio voice recorder, to capture every voice that contributed. I was charged with transcribing the tapes and preparing a report for the coordinating committee. The individual notes were later compared and contrasted with the transcribed voice-recorder report, so that corrections could be made and updates included. This would be later used for the research findings and data analysis.

3.3.4.6.2 The comprehensive plan of the study

The plan of this study had four phases: planning, the sub-groups assignment, presentation and plan of action, and the coordination committee implementation. Each of these phases was aligned with the study objectives and research constructs discussed above. By setting this comprehensive plan of action the study followed a systemic approach.

Such a study would not have been possible if mental and written plans had not been set out from the beginning. The plan was developed first as a mental map by the researcher, for the mere purpose of guiding the PAR group on how to put it down on paper. The final plan was drawn by the entire coordinating team and later modified and adopted by the PAR group (Hall, 2005:8). We agreed to make a plan which would take care of the long-term period of the study, since it was a niche in the body of knowledge within the sustainable learning programmes. The PAR group agreed that the study plan could be used as a base for communicative actions, to define the study framework, the activities and the responsibilities envisaged, and the behaviour of the participants throughout the research process. The planning stage defines for this study the strategic plan or nature of the overall study being envisaged ((Kenworthy-U'Ren, 2007:813; Olum, 2004:18; Yarger, 2006:6). It was carried out with the help of all the stakeholders and summarily came up with the following phases: the sub-groups assignments, the plan of action and its presentation, and the implementation work of the coordinating committee.

It was agreed that four sub-groups would be created from amongst the SMT members that made up the PAR group to execute the assigned task of the study, that is, to investigate the impact of disruptive learner behaviour amongst SMT members, investigate the possible

support approaches that could be used to assist the SMT members, investigate the possible framework that could work for the college under study and use the SWOT analysis to assess the impact of the internal and external components of the college environment on a possible framework. The sub-groups or committees assigned tasks were shared after members formed mutually balanced groups for the purpose of the work to be done. It is these groups that actually developed the plan into some concrete communicative action. The group work was supported by both resource documents and organised materials to deepen their arguments and encourage critical and emancipatory research.

These groups operationalised the research question, aims and problem statement, so that their individual work prepared the stage for the entire group to go into the plan of action (outcomes phase of this study). The sub-groups met for two weeks (in several meetings) wherein they could gather a wide range of relevant data and deepen their understanding of the nature of the assignment in the overall study. One remarkable outcome of such group work was to give more voice to the affected SMT members via their groups (Kickling-Hidson, 2006:4; Stein & Mankowski, 2004:23). It also allowed the SMT members to create their own space as an inclusive discourse within the body of knowledge. Their participation with willingness and commitment suggested that they welcomed the CER values of equal participation, mutual respect, social justice (within those who are oppressed by a problem are given the voice to offer the solution thereof), hope, humility and mutual empowerment (Kellner, 200:5; Thomson et al., 2011:216; Sanginga et al., 2010:699; Nkoane, 2011:119; Liasidou, 2008:489).

The sub-groups were allowed to gather data using broad-based, thought-provoking, participatory action-triggering questions, which Mahlomaholo and Netshandama (2012, 45) described as FAIs. The data should be taken from willing participants who are asked to freely express their views, share their experiences and raise concerns on any matter. It was reported that many stories were told out of interviewees' personal experiences and deductions were made as to their relevance to the investigation. The points raised covered a range of issues which the group later addressed following their assigned tasks and according to the research norms.

For further interpretive and analytical activities each response received from interviewees was again divided into SWOT categories. Later, the strengths and the opportunities were merged, as were the weaknesses and threats. It was then that the sub-groups could clearly

emerge for analysis through CER, with the opinions of the interviewees, who were members of the PAR group and others who had not responded positively to the consent letter. These critical discussions were targeted to address the main assignment of each group, and the outcomes later presented in a general PAR group meeting. After each presentation at the PAR group meetings, participants further engaged in reflections, practical judgements, and theorising of the responses presented. No idea that could contribute to the design of the framework was left unattended.

The group also sought inter-subjective agreement on the bases that the principle might lead them to enlightened ideas that would be tested, and reflected upon as a new praxis (Kemmis & McTaggart, 2007:293; Masters, 1995:5). This is how the framework was respectfully designed, after giving thought to the relevant outputs and the activities in the key tasks, the responsible person to carry out the task, the funding, the timeframes and the operational plan of the framework. Nevertheless, it was agreed that the coordinating committee had to still fine-tune all the outcomes of the research process that appeared as plan of action for the new praxis and critically evaluate it before implementation and re-interpretation, analysis, and further interpretation to ensure its practicability in the college.

3.3.5 Data generating instruments in developing the framework

We conducted this study with the help of tools that were used to collect the research study data. This unit of the study discusses those instruments that were used to facilitate data collection. The team agreed to use equipment that was guided by the nature of data to be gathered for the study. The following tools were used: audio voice recorder, digital photograph camera, digital video camera, ear phones, a smart phone, worksheets and other writing materials.

The audio voice recorder was used to gather all the voice recordings of the discussions shared during the PAR group meetings. It recorded verbatim all the participants' discussions, contributions and engagements in the PAR group sessions. These recordings were later transcribed verbatim and presented in minute form for the purposes of the study. The researcher made use of the audio voice recorder for gathering live sessions of the conversations around the study questions, aims and objections. This device stored up all the information and was later transcribed from voice to textual material to facilitate the analysis of the data generated. Before the use of the voice recorder, the researcher

respected the ethical clearance norms which required that all the members of the PAR group were officially informed that their conversation was to be recorded. No member objected, rather some were of the opinion that group discussion should not commence without verifying whether the recording machine was in good and functional order. This was always verified before each recording. Again, at the start of each meeting, the participants demanded that in order to get a resume of the previous meeting, the last session's voice recording had to be played. This eased the recall of the past discussions and furtherance of certain unfinished business from previous meetings.

Another research recording device used was the video recording device via the smart phone. These video pictures were taken to reinforce the voice contributions with non-verbal and facial communications that added to the meaning of the actual words spoken. Viewing some of the pictures before a new session made the participants carry out tangible observations in order to make evaluation of the statements and actions of that session. It also made the evaluation more comprehensive and the visual aspect added intimacy and passion to the story.

These recordings could also serve as teaching and learning aids in the future, once this study begins to apply its work back to the school community for both learners and teachers. It should also be underscored here that the video recordings (as with the audio voice recordings) were made with the permission of the participants, as recommended by SePalma (2010:217) and for ethical reasons. It was also agreed that the recordings would not be used in any other manner that may disadvantaged the participants or attract sanctions or a law suit by the participants. All these were agreed upon prior to the recordings in addition to the free consent forms that they had filled in. The researcher assured the participants that their privacy and anonymity would be respected, their rights upheld and dignity preserved, as signed in the ethical clearance form of the University.

The researcher designed some worksheets specifically for the participants to jot down their personal experiences as the issues under discussion related to their real world. These worksheets were distributed to all the participants and the discussions surrounding them were the themes and concepts highlighted under the study's aims, objectives and problems. The role of using this technique was to make a direct link between the real-life experiences of each SMT and the theories that underlay them. Some of the discussion questions were extrapolated from the aims and objectives of the study which clearly treated the identified

study questions, problems and the challenges experienced by the SMT members when handling disruptive learner behaviour. Some participants honestly highlighted the suggested causes, consequences as well as the possible steps that SMT members could use when called upon to handle similar problems under similar conditions.

These study worksheets also enabled the participants to work in teams made up of members with similar backgrounds. Through their discussions from the themes and concepts identified on the worksheets it was realised that team support could be provided and the SMT members enhanced their collegial spirit on a common subject. The issues from these teams would later form the main topics of discussion for the overall group study discussion. It was realised that data collected from the worksheets that addressed the same study issues made relevant contributions during the time of formulating the framework for SMT members to handle the challenges of disruptive learner behaviour. The worksheets were designed to link the study aims, objectives and problem statement, so that at every point in the discussion the group could further enhance the design of the framework.

It has already been emphasised that this study aims at designing a framework for the SMT members to handle disruptive learner behaviour in school. The gathering of data that would lead to designing this framework from the study participants led the group's coordinator to commence all the discussion meetings with a form of orientation for the participants (Sanginga et al., 2010:699). As with most PAR group study orientation meetings, the members were reminded that it was a time for mutual empowerment of the team. Openness and sharing were encouraged and humility and power equity emphasised. These it was believed would offer the group the desired atmosphere for the participants to sharpen and to support one another. The designing phase of the framework was a time to put forth critically sound ideas that could stand the tests of major opposition. In view of this, the participants took their time to seek understanding and be understood by others as they jointly developed the framework. There were many questions that demanded explanations and more scientific principles as a backup to the arguments suggested.

At almost every stage the social space was created for frank debate, open disagreement, identifying and categorising the problems arising, elucidating the substantial ideas proposed, and making progress by agreeing on what was temporarily considered as a way forward. This rigorous task afforded the participants the privilege of understanding the

challenges under study and the perspectives of addressing them without any bias. It was in the course of looking at the framework critically and assessing it as a scientific tool that made the participants agree that reflections, evaluations and retesting of concepts were needed in order to arrive at a suggested working framework. The worksheets would serve as personal reflection, evaluation, testing and re-testing report cards for each participant. This made the study more exciting, as there was some progress when the participants agreed on a concept, used it reflectively, carried out personal evaluation, they tested and retested it, before bringing out their critique. This then would partly justify the inclusion of that particular concept as a considered approach for application in the proposed framework.

The coordinating team worked even harder to seek the logical, aligned and integrated aspects of the agreed concept with those of the policy and other documents that guide the work of the SMT members in handling the disruptive learner behaviour. Each participant involved in this process used the knowledge acquired to discuss how the concepts and principles developed could serve as a basis for critical thinking and application of the knowledge gained in the study exercise (Roschelle et al., 2000:843). The study at every stage took into consideration the real-life situational needs and problems of applying whatever was conceived, so that it did not end up as a piece of paper that had no bearing on the space of any school. This further meant ensuring that the operational concepts for the framework were sustainable. This was taken into consideration by adopting the “communicative action” skills that also suggested complementary activities for the roles suggested in the handling of every case of disruptive learner behaviour (Kemmis, 2008:127). These would suggest involving continuous teaching and learning, more engagement of other stakeholders, involving the complementary services and collaboration with the related services of the DoE. In this way, the problem was no longer resting only with the schools but also all related partners in developing learners as holistic members of society.

Our thoughts as a team also extended to organising the framework that aligned with all the social, political and judicial systems connected to the study problem. In this way the participants looked forward towards a framework in which the SMT members were facilitated and guided by the system in place and not impeded. All actions had to be communicated officially to the related services, and were joint efforts that required all

participants to be prepared via training in the actual working of the suggested framework to be implemented, when called to handle disruptive learner behaviour. The steps would involve identifying, analysing and monitoring the problem, then implementing the processes in place, reflecting on the way they were used, self-reflecting on who used the suggested process, and reporting the result of the outcome and whether the framework actually served the purpose (Swantz, 2008:34). The designing of the framework for SMT members to handle disruptive learner behaviour was initiated, implemented, evaluated and redesigned by all the members of the PAR group of the various schools that took part in the study. Firstly, the PAR recognised the history of this CER cyclical model as explained earlier (see Section 3.2.3).

The argument is that CER strategic action follows from the disposition of enlightened ideas which are sometimes seen as having a critical intent to stimulate new theorems within the social milieus (Grundy, 1982:358). It is these enlightened ideas which motivate action and stimulation of new praxis at the workplace, only possible through interaction of all participants. He upheld the stance that “critical intent is not the intention to be rigorously discriminating only with regard to one's own practice. It has a social consciousness as well in that it is a disposition toward the critical assessment of the extent to which the social milieu impedes the fostering of the good” Grundy, 1982:358). The PAR group agreed that the framework under construction would follow a mode of CER that does not begin with theory and end with practice (Grundy, 1982:358), but rather is informed by theory and often in confrontation with the theory that provides the initiative to undertake the practice.

For Grundy “theory in the light of praxis is a form of tacit knowledge, acquired through the process of reflections and the interaction of theory and practical judgment through the process of reflection, with the input from critical intent, leads to critical theorems” (Grundy, 1982:359). This sets platform for applicative knowledge in the field of social science. The PAR group decided to follow this approach of deriving critical theorems from interpreting the interaction of both the theory and practical judgment through reflection on the current challenges the SMT members face.

As Grundy (1985:359) further stated, “a second function which Habermas distinguishes in the mediation of theory and practice is the organisation of the process of enlightenment in which critical theorems are applied and tested in a unique manner by the initiation of

processes of reflection carried out within certain groups towards which these processes have been directed”. The PAR SMT groups decided to test any given theorems agreed upon within the areas of certain disruptive learner behaviour, putting in motion the process of reflection on how they apply to certain groups of disruptive learner behaviour. The goal was to achieve insight or “enlightenment authentic in form” (Habermas, 1972 citing Grundy, 1982:360). In this regard, all the PAR group members agreed to follow this pattern, with no one attempting to force dictate the results but everyone allowed the agreed symmetric communication from which enlightenment flows naturally (Grundy 1982:360). The repeat of this action will thus produce a cyclical model which will become a framework for SMT members to handle disruptive learner behaviour in school.

The use of these CER principles above would not only give voice to the participants (SMT members) in a discourse on the subject but also create space for their empowerment as they follow the cyclical model, helping them to become self-empowered in the process (Hickling-Hudson, 2006:3; Stein & Mankowski, 2004:21; Swantz, 2008:34). The CER principles of power relations, emancipation, social justice and democratisation would further be observed as the PAR group members become sensitive to issues of emancipatory knowledge creation that accommodates diverse backgrounds, situational experiences and the differences characterised by the SMT members, and how they are brought into their handling of disruptive learner behaviour. The participants were expected to collaborate and cooperate with these principles (Colightly & Bracket, 2010:49; Depalma, 2010:215; Kemmis, 2008:125).

This researcher adopted a more flexible approach in designing the framework for the SMT members to address the participants’ school community climate which recognised some of the CER values of trust, respect, humility and the peace for the designing of a framework to help resolve the issue of balance of power between the SMT members and the disruptive learner (Dominiquez, 2008:4; Steinberg and Kincheloe, 2010:142).

3.3.6 Data generating procedures

Data was generated for this study using the following different strategies, which include; Free Attitude Interview (FAI) questions for the individual SMT participants, the PAR focus group discussion questions, and the guided questions for document analysis. The FAI technique was employed by the sub-committees of SMT members to generate data

from colleagues wherein they could speak freely and participate respectfully. They had the opportunity to be engaged in the task of supporting their work of handling disruptive learners by proposing the solutions of overcoming its challenges. They were allowed to digress from the research aim of “investigating the challenges, thus giving them leverage to unearth issues surrounding the topic and the way forward. The issue of a framework was given its place of priority as the end product of the study; hence the FAI questions had as a main issue a plan of action to be implemented for the overcoming of challenges. The argument also demanded possible explanation of weaknesses, threats and risks that could hamper the framework being proposed as well as the strengths, opportunities and successes that could give evidence that it would be effective.

The choice of FAI approach of qualitative interview could be justified by the arguments that it is a technique espoused by CER, since it respects the principles of social justice, freedom of expression, and dignity of the participants, treating them as equals. It follows the idea of knowledge production that ought to be humane and human, not undermining the honesty of the participants but promoting respect for human rights and other democratic principles (South African Constitution, Act. 108 of 1996: Section 16; Mahlomaholo & Netshandama, 2010:11).

All these principles helped the conduct of the FAI questions make valuable and relevant contributions to the study. For example, it provided a platform for the SMT members to demand that the framework be considered to maintain their insights, consider their points of view and opinions as unique. In this way, their participative communicative action made a clear connection between the ideas of PAR and FAI in that each individual's contributions to a study question reflects the person's views and stance on the nature of the research problem and should be understood only from that angle (Kemmis, 2008:128; Swantz, 2008:34). In this way, decisions made by the participants in response to the research questions were non-directive and opens to personal ownership, whilst holding to a sense of belonging to the group. This made it necessary for the SMT members to engage freely in what was considered their co-owned problem and to facilitate in their considering their other team members as they made contribution to the data generation process.

Another possible advantage of using the FAI technique was that it created communicative space for the participants to be immersed in the study. They were made known by the sub-committees of colleagues who engaged them in questions that they needed to identify with

before attempting to answer them. This identification required that they asked questions about what other colleagues were opining, the suggested ideas mentioned for a possible framework, the remarks on the development of this framework and their understanding of the means and ways of implementing the framework. Follow-up questions were made throughout the discussion to show progress to the research purpose, as experiences, skills and knowledge were shared freely to reflect how engaged each participant was towards suggesting a framework that was practicable. The contributions were always open for debate by other colleagues, who were allowed to defer and made constructive criticisms towards critiquing the suggested framework. This was because the FAI techniques are aligned with the principles of PAR (Kemmis, 2008:126).

While the FAI techniques led to questions on the main research question, there was a need to unpack this question following the main constructs of the study that would later form the pillars of the framework to be constructed. The sub-questions deduced from the main question were as follows:

- Discuss your reaction when challenged by disruptive learner behaviour?
- What approaches do you use to address situations in which you are confronted by disruptive learner behaviour?
- What fundamental principles guide your stance on overcoming disruptive learner behaviour?
- What framework could you propose to colleagues to address challenges that come with handling disruptive learner behaviour?
- What is your assessment of the impact of this proposed framework on both your schools' internal and the external environments?

The report of the PAR group discussion revealed that it took several meetings to unpack the relevant data needed in these questions. Some of the questions required clarification and some were followed up by other questions that assisted in raising the responses needed to build up the data used to design the framework for handling disruptive learner behaviour. Also, some of the responses were multiple, complex and did not speak to one another. Since a summary was needed to conclude the perspective of the SMT members on each subject above, consensus was sought at all times. Some of the participants were evasive, defensive and protective in their responses to the questions above, and as such their varied background was manifested in the responses received. This only gave rise to

redirecting the questions from the individual points of view to the group perspectives and the context in general. During the redirecting questions, the research aim, purpose and problem statement were reiterated to facilitate mutual understanding of the demands of each of the research questions above. This was because the study was construed with clear aims and objectives, which could be achieved through the instrument of the research problem and questions, therefore the responses that could contribute to the handling of the study purposes must be aligned to this design.

The PAR study group was immersed in the interactive discussion questions, which also adhered to the principles of the FAI questions. At every point in the discussion, participants sought clarity and offered enriching responses and remarks which mostly tied up with the study aims and objectives. The coordinating team leaders were charged with the responsibility to later summarise the various inter-subjective agreements on the basis of mutual understanding, so as to reach an unforced consensus about what the SMT members could do in every practical situation in which they found themselves with disruptive learner behaviour (Kemmis & McTaggard, 2007:293). This confirmed that throughout the study, CER and PAR principles had been observed as the basis for reaching conclusions on the suggested framework that was designed.

Talking about the issues that sparked discrepancies amongst the SMT members, enough interactive space was provided for the participants to exchange ideas, and even when they could not reach consensus on some of the issues they had to agree that their shared views were different and the matter should be treated as such. An example of such discrepancies arose on the issue of SMT members being supported by the medical framework perspective in handling disruptive learner behaviour. This approach involved seeking the diagnoses of signs, symptoms and cure to the challenges caused by disruptive learners on the SMT members. Some argued that their challenges could not be equated to a disease that should require a medical framework, while others said the challenges were not only like those of an ordinary disease but also of an invisible chronic sore that could bring about future unimaginable disease.

The team agreed to resolve such discrepancies by relating the argument to the principles of CER and PAR, and its implications for the study purpose, aims and objectives. It is then that it was analysed and even when considering issues of the medical model in a study in educational management human beings could not be cured as if it was a disease affecting a

part of the body. The kind of treatment needed for a social problem has to go beyond a medical approach into exploring the critical political, economic, social and technological threats that could not be easily administered with a medical cure. This argument was made against the backdrop that CER based studies are versatile and cannot be handled mechanically, as some of the SMT members were tempted to think. Sometimes, these debates were left for re-examination in subsequent meetings, after members reflected on churned the unfinished aspects overnight.

On hand to assist recall at the beginning of every new session, the tape-recorder was played to refresh the minds of the PAR group members. Corrections often followed the listening of the audio recorder in order to assist in the following transcriptions for further analysis. After some clarification, enlightened ideas were summarised to the members to reflect upon before the practical application was designed. Members were not rushed into commenting on the new design without pondering on the documented sources of the study or the practicality of whatever was reasoned to be a possible praxis. This thorough extensive and critical work was greatly assisted by connecting the end-points to the study aims and objective and verifying whether they responded to the problem statement and research questions.

Therefore, summary, response, views and perceptions were carefully expressed by the PAR group members (Steinberg & Kincheloe, 2010:145; Swantz, 2008:34). At every stage, when the discussions had been exhausted, all the existing norms and intended convergence was located as pointing to the resolving of the challenge faced by SMT members when handling disruptive learner behaviour. The contributions of the SMT members towards creating the space in which their handling of disruptive learner could be conducted in a scientific framework they proposed for themselves were critical (Sanginga et al., 2010:699).

At all the three colleges in which this empirical study was replicated, the documents that guided the SMT members in handling disruptive learner behaviour were required. The schools' codes of conduct were served to me as the major blueprint used to implement sanctions on all disruptive learners. Reading through the documents I had to raise some guided questions in order to seek clarification on some of the points summarised in them. The reason for critiquing in this way was that there were some discrepancies between the oral discourses and the code of conduct booklets.

The SMT members took turns to deconstruct their understanding of the issues in the booklets and they attempted to collate their understanding, practices and the positions in the code of the conduct. This was in a bid to clear all misconceptions I had raised in the presentations inherent in the booklets (Biesta, 2010:43). Some of the issues I raised were around power imbalance, social injustice, non-participation and too little consultation on the approach of handling disruptive learners amongst SMT members, the learners, the DoE and the parents. To address these seeming contradictions, the SMT members agreed that in the implementation of these guidelines they would endeavour to dispel the surrounding disparities by going beyond the “book” to introduce policies that worked, while awaiting the amendment of the document. This made the PAR group re-interpret some of the points in the document as “what is and what should be?” Therefore, the coordinating committee would not only keep the designed framework on paper but also agree to review aspects of the codes of conduct that were belated in the kind of information they contained.

The reason for making this commitment was because members observed that some of the implementation steps called all the educational stakeholders together to discuss the code of conduct’s lapses and the areas they were suggesting be reviewed. This review exercise had to further the ideals upheld in this study that could communicate that the SMT members were caring and wished to translate that care into real life issues, needs, services and support experiences to all the members of the SMT. One of the novelties in the school code of conduct agreed was to introduce a separate one for the SMT members which would convey the various support measures to the SMT members in the handling of some of disruptive learner behaviour. The principles, themes and concepts as communicative actions for the handling of these learners were agreed upon as part of the new document. It was agreed that the two documents must relate to each other, with one carrying mere procedures, as before, for dealing with various learners disruptions. The other would contain the suggested approach that SMT members could employ as they handled these disruptive learner behaviours. This would enhance the implementation of the agreed framework.

3.3.7 Data analysis approach

This study adopts a theoretical framework that views the challenges faced by the SMT members in handling disruptive learner behaviour as requiring a more holistic perspective

than being left only in the hands of the members of the SMT. I raise the contestation that other stakeholders in the job of handling disruptive learner behaviour must be involved in the task and they should not be left by the SMT members to deal with the challenges alone. I argue that the SMT members have been bearing this burden alone, a form of marginalisation which was posing a serious threat to their work and health. This argument is supported by growing concerns as to whether the handling of disruptive learner behaviour today should only be in the hands of the South African SMT members. Educational management cannot exclude others from tangible participation in the task of moulding the behaviour of young South Africans.

In terms of power relations, the SMT members are appointed to serve the school in bringing safety and security for a sustainable educational environment. I challenge, through the use of CDA, the unauthorised use of coercive power by some SMT members over disruptive learners, some of which is not proportionate to the services they render the learners. I argue that since the disruptive learners' needs are diverse, the school should begin redressing the issue of the power in the hands of the SMT members by sharing the responsibility with other stakeholders. If the school accepts learners with diverse background, they must be prepared to handle all the social challenges.

Another challenge was for SMT members to grab the opportunity of presence on their campuses of some behaviour transformational agencies, such as the services of a social worker, psychologists, a teenage counsellor, pastoral services, healing and other clinical experts to help them handle this problem. The policymakers may not have enacted the laws, which suggest sharing of powers and authority amongst other psycho-social service givers and the SMT members. One other concern that guides this line of thought is how these agencies might be appointed to help the SMT when they are sometimes presented as powerful people who may not be ready to share power with non-educationist on the campus or receive instructions from them on how to do their job. Is this going to be considered as some kind of marginalisation of the SMT members and make the problem of handling disruptive learner behaviour not one of their major duties?

There are some implications for this argument that the study is advancing. According to Fairclough's methodology, two discourses could be deduced from the above positions: firstly, the power relational issues, and secondly the knowledge/experience-related issues concerning the SMT's handling disruptive learner behaviour (Fairclough, 1995:60). The

argument is that individuals should resist some of the power relational issues accorded to them by the laid down rules and regulations because some are not backed by a considerable scope of knowledge or experience (Nkoane, 2003:322).

My position here was that SMT members should operate with two different discourses in mind, namely the dominant discourse and emancipatory ideology. The former encourages the SMT members to exercise great power to the exclusion of all others and should not accept any marginalisation by the involvement of all other support service providers in the handling of disruptive learner behaviour. Meanwhile, the counter-hegemonic discourse motivates the SMT members to be more inclusive in their approach to handling the problem on the ground of their specialisation, skills and experiential knowledge.

The dominant discourse here sees the SMT members who are challenged when handling disruptive learner behaviour as being somehow “in deficit” and in turn assumes they need “extra help” to handle the problem. The extra help could be provided by the services of the college counsellors, psychologists, pastoral caregivers, social workers and crime-solvers. Meanwhile, the counter-hegemonic discourse contests the marginalisation and exclusion view, in which the SMT members are seen as super human beings able to deal with all the challenges when handling disruptive learner behaviour. This second view could be criticised by the dominant discourses that only SMT members could handle disruptive learner behaviour in school. This makes the disruptive learners feel dominated by some of these SMT members (who have all the power and authority) to handle them but not enough knowledge to transform their lives

The framework informing this study interrogates the two positions highlighted in the discourse above. Firstly, all the DoE operational notions that the SMT members should be seen as “super-humans” without “deficit, defects or limitations” should assume the sum total of the responsibility of resolving learners disruptive behaviour. The question from the psycho-medical position which sees individuals as not power-relations enough (having some deficits) would assume that they cannot carry out these duties when they are excluded from the help of the mainstream services of society that exist to deal with these issues directly. SMT members are school manager, not psychiatrists, counsellors or pastoral caregivers. They would surely be overburdened, dominated and not equal to the task without the hand of fellowship from the complementary services offered by the social workers or medical referrers.

Making the same argument from a social model one can deconstruct the psychological model by asking questions about construction of differences of the SMT members who are labelled as different from the rest of the other service providers to the handling of disruptive learner behaviour. This theoretical positioning argues that making the job of handling disruptive learners exclusive to SMT members from other related service providers would still make them dependent, powerless and with a feeling of struggling (inadequacy) to revolve around their job. This to an extent is stigmatising them in the face of specialists as not able to overcome the challenges of disruptive learner behaviour.

It is based on this position of SMT members empowering themselves that I strongly recommend the handling of disruptive learner behaviour be a joint team effort of SMT members and psychologists, social workers, and pastoral caregivers. Such an approach implies that the SMT members need to re-theorise themselves into the “how” of the challenges that come with handling disruptive learner behaviour. This discourse sees it as problematic to refuse to acknowledge the existence of challenges amongst some of the SMT members’ overbearing strategies when called upon to handle disruptive learner behaviour.

Handling these disruptive learners, it must be argued, requires special skills, since special needs of learners do exist. Not recognising the problem as special needs amounts to refusing to stand on a platform from which to advocate other specialised services or make support available to the SMT members who are complaining of the current status quo. Therefore, the theoretical positioning that this thesis adopts is that of discussing the challenges of handling disruptive learner’s behaviour through acknowledging that they have a role, a space and a position in discursive practices. The SMT members have a definite role to play in handling the challenges that come with disruptive learner behaviour. Nevertheless, since these challenges are diverse their handling should reveal the diversity of the challenges.

I was motivated to use the CDA in the data analysis section of this study because this approach makes use of a multidisciplinary and shared strategies to analyse data from a range of strategies. In the context of this study I also found out that CDA is tied to CER as a theoretical praxis for social justice, democratization and transformation of society (Biesta, 2010:43). It is argued that CDA derived its theoretical origin from critical theory (Van Dijk, 2008:85) from which CER evolved. In the same vein, CDA should be viewed

as forming part of the social and political life of people on the basis of its aims and relationship to social problems or orientation.

Secondly, CDA declares a leaning towards social transformation (Liasidou, 2008:486). Nevertheless, it is not an apolitical technique (Rocha-Schmid, 2010:354), but is used by mediators (Kellner, 2000:3) who have declared their stance and interest in support of the transformation agenda (Biesta, 2010:43). During this study the mediators pursued the facilitation of the construction of the framework for SMT members to handle disruptive learners' behaviour. CDA in this study adhered to principles of freedom, equity, hope, social justice and peace (Mahlomaholo & Netshandama, 2012:43), operationalized through values of mutual respect, trust and humility (Dominiquez, 2008:4).

The socio-cognitive approach of CDA is considered as one of the models of CDA for the study. Van Dijk, 2008:87 argued that it is used for the following aims:

...of focusing on social problems and political issues; being multidisciplinary and therefore empirically adequate; of its explanation of discourses in terms of properties of social interaction and especially social structures and its focus on ways discourse structure enact, confirm, legitimate, reproduce or challenge relations of power and dominance in society that is of asking questions about the way specific asking questions about the way specific discourse structures are deployed in the reproduction of social dominance.

This study thus made use of a CDA which followed a socio-cognitive approach with its capacity to conduct multiple levels of data analyses, from the textual (micro) to the social (macro) levels of cognitions (Van Dijk, 2008:87). This CDA approach has the capacity to analyse inherent inconsistencies and gaps between and among the different levels of learner development (Donald, Lazarus & Lolwana, 2010:28). It has the capacity to bridge the gap between these levels and to arrive at a uniform critical analysis of member groups, action- process; context-social structure and personal and social structure and personal and social cognition (Van Dijk, 2008:358). The same CDA was used to identify and analyse potential areas of weakness and disunity amongst these levels and for the study's aims and objectives. This was performed at the textual analysis level, the cognitive analysis level and at the social analysis levels. These analytical levels are described briefly as follows.

Textual analysis in this study involves analysing the text to obtain the meaning within the use of language as identified in the concepts, spoken/written words, the grammar, semantics, the cohesion and operational phrases as well as other forms of communicative signs of engagement that had specific meaning and bearing on the constructs, aims and objectives of the study (Fairclough, 1995:57, Stein & Monkowski, 2004:28; Sheyholislami, 2009:3). It involves both micro and macro level of analysis, the former being focused on the study participants' spoken word regarding their views on the framework for SMT members to handle disruptive learner behaviour, the involvement of other stakeholders, the roles and responsibilities of these relevant stakeholders, and some feedback and reflections on the applicability of the framework. This analysis was performed and took into consideration some non-verbal cues and expressions as participants expressed their views. The role of analysis in the study is that it clarified the spoken word and enriched interpretations that were made based on defining respective contexts.

At the macro-level, the analysis paid special attention to the expressed views to find out the meaning the participants were making when words or text served to provide multiple functions, such as: representative functions (what does the text or word represent?); relational function (what does the text or word relates with?); and identities function (what does the text or word aims at identifying?) (Fairclough, 1995:57). These enhanced the interpretation of meanings and were sometimes used when the source of the data was questioned. The same made it possible to obtain information that related to the possible impact of other stakeholders supporting SMT members in handling disruptive learner behaviour.

Other help received from the CDA textual analysis was that text or word also contained inside ideas that aimed at communicating particular ideologies for a particular representation and for re-contextualisation of the social practice (Fairclough, 1995:57). This required that the analysis was sensitive to the possible over-reliance on and dominance of discourses by "participants" who were in positions of authority, such as the proprietors, the principals, the deputy principals and the HoDs. This made it possible to consider all the participants' contributions, views and perspectives as equal, with respect and humility. The ideas of Sheyholislami (2009:3) helped the participants view the CDA analysis that: "discourse is not simply an isolated textual or dialogic structure; rather it is a

complex communicative event that also embodies a social context, featuring participants as well as production and reception processes.”

In this way, during the analysis of the discourse, an attempt was made to relate some words and texts to certain hidden constructs of the speaker or writer who might aim at aspects such as separating role and status, personality aspects and identities of individuality and plurality (Fairclough, 1995:57). This was to check the data analysis from going in accordance with one particular participant’s point of preference (Stein & Mankowski, 2004:28), rather than on the group’s collective stance. This safeguarded the voice of the entire group against that of a dominant individual participant. Finally, the textual analysis took note of omissions and commissions within the texts and words in order to interrogate the intentions behind this linguistic style (Fairclough, 1995:58). These patterns were strictly adhered to during the PAR group meetings, in which evaluation and reflections were made on the integrity of the research principles and methodologies (Van Dijk, 2008:86).

The use of the discourse or cognitive analysis of CDA was to mediate between the social or discursive space and the represented people’s thoughts of their communal practices (socially shared attitudes and ideologies) (Sheyholislami, 2009:4). During the study the participants manifested differing responses to the discussion questions they posed. Some of the features that assisted in the discourse or cognitive practice analysis were the acknowledgement of institutional processes and hierarchies within the discourse and identification of inter-textual analysis in the discourse. The first process of discourse analysis was mostly observed and not used in doing the discourse analysis. Intertextual analysis (Fairclough, 1995:61) was used when looking for traces of discourse in the text or interpreted text that pointed to the use of discourse or cognitive analysis in use. We noticed that some words and texts required that we bring out the snatches in the words or texts. Some were manifest whilst others were constitutive inter-textual discourses as defined by Fairclough (1995:61). The Manifest Intertextual Discourses (MID) had specific materials from other texts assimilated within the texts or words with the use of explicit quotation marks that indicated the presence of a foreign text or words.

According to Fairclough (1995:61), this would suggest that the text makes recommendations by supporting the official one being quoted. Meanwhile, the Constitutive Intertextual Discourse (CID) was defined by Fairclough (1995:61) as a heterogeneous

make-up of texts out of the elements of another discourse (a kind of inter-discursive text) aimed at producing a new text, shifting the attention of this one to the concept being passed across. We used this to know when the words or text were drawing us into appreciating the expectations of the speaker. Also, at the time of the team-building exercise, the participants indicated their varying personal traits, such as evasion, patience, pride, and defense. These traits were associated with their defined positions on how the SMT members' framework for handling disruptive learner behaviour should be.

Another discursive practice was the PAR group coordinating team's establishment that bridged the gap between the school owners (proprietors) and the top administrators (principals/deputies) and the teachers and the HoDs (workers). The bridging of the gap between the latter opposed the influence of any discursive practices that perpetuate a particular social order (Kellner, 2009). The outcome was the reconstruction of what has been known as the participants' socially shared attitudes and views about communication between the various social groups to which they belong (Sheyholislami, 2009:4).

Other aspects of the communicative action of this study that represent versions of the participants' ideological influences (Steinberg & Kincheloe, 2010:144) were the teachers' engagement with the administrators, the administrators' engagement with the proprietors, and the proprietors and teachers constructing a framework for the SMT members to handle disruptive learner behaviour (Liasidou, 2008:488).

By utilising the process of discourse or cognitive analysis, the study made use of identified cognitive activities such as citations, new text production, monologues and conversations (Steinberg & Kincheloe, 2010:145), as well as interpreting them in terms of their inherent power relations struggles. For example, the power and ideological bias between the teacher-administrator relationships leaned more to the side of the administrator (Rocha-Schmid, 2010:353), due to the authority, power and experiences bestowed on school administrators, which the 'ordinary' teachers did not have. This study appropriately made use of this knowledge and recognised that such power abuse could arise in a study like this one. For example, the proprietor might want to impose on the administrators' ideas of how the SMT members' framework for handling disruptive learners' behaviour should look. The ideas of classroom teachers are more in touch with the disruptive learner but may be suppressed by the administrators because they are the school leaders and give out the

instructions. In a sense, one group may be tempted to exclude or marginalise the ideas of the other (Gboku & Modise, 2010:325), which the CDA cognitive analysis clearly refutes.

In the same vein, the cognitive analysis imbued among the relating PAR group members a sense of equal power relations. This was in opposition to the “institutionally empowered social actors [with] discretionary powers assigned to their positions by legislation.” (Liasidou, 2008:491). The PAR group team made use of the shared power accorded each actor based on their knowledge and expertise. This was to be balanced with tendencies of being suppressive or excluding others, whilst ensuring that it was for the benefit of the study and its participants. The coordinator of the study was therefore asked to ensure that power relations struggles were balanced at all times. The factors that were considered for such a balance included gender, ethnicity, personality traits, intellectual aptitude, motivation and self-confidence of the participants (Asikhlia, 2010:235). By ensuring power realities were balanced, the best contributions came from each team member during the meetings.

The study employed CDA and socio-cultural analysis approach to examine the overall conditions conducive for the framework from a social behaviour and societal arrangements approach (Liasidou, 2008:488). This involved the economic aspect, the political aspect and the cultural aspect of the socio-cultural context of the study (Fairclough, 1995:61). Using the economic aspect, analysis focused on the financial aspects within the socio-cultural practice that is the nature of the market in which they operate, the profit mind-set that drives the institution, and the products that they sell as an important determinant of their practices reflected in the texts or words (Fairclough, 1995:61). It was easy to read beyond the lines texts and words that were communicated by shareholders, owners or interest group members who sat with us at the PAR group discussion meetings. They spoke with an essence of influence and ensured dominant voices in view of their economic influence in the SMT (Fairclough, 1995:61).

The political aspect of the analysis was based on the power and mainstream ideologies perpetuated by those thought to be powerful, the elite or the hierarchy (Fairclough, 1995:61). They were marked by speeches that suggested that they intended to reproduce the trend of events, an expression of the attitudes and the values that the community holds in high esteem that should address the issues related to the connection between theory and practice, thus determining its relevance, meaningfulness and usefulness (Van Dijk,

2008:86). Their doctrine of dominance could be portrayed in texts or words that sounded as if they were appointed spokespersons for the school community. Some were discovered using persuasive comments carrying the voice of one that did consent with the entire group before coercing the team to abide by their ruling (Fairclough, 1995:61). This study made this analysis establish the kind of influence they had on a framework for the SMT members to handle disruptive learner behaviour.

Lastly, the cultural aspect involved with analysis that came as we observed the social values or shapes that guided the texts or words. Both from its production and consumption side, text within this aspect gained or lost credibility if the SMT members did not recognise their cultural relevance (Fairclough, 1995:61). The cultural data generated was analysed against the background of the school within the history and context of other schools in Bloemfontein, South Africa. Even though the accepted values remained the dominant discourses perpetuated by powerful, they were interrogated within the framework of not struggling to maintain the status quo and the need for cultural values to adapt to the changing times in society.

There was evidence of overlapping during the CDA activities of the PAR group. Some aspects we called textual were also utilised in the social, political or cognitive discourse analysis. For example, the text analysis of the PAR group realised that the text communicating the social structure on how disruptive learners are handled in society was not sometimes from these texts speaking on the political aspect of handling the same problem (Rocha-Schmid, 2010:355). Therefore, a connection and a working relationship between the principles existed even though the power relational engagements in the school could have distinctive features that were noticed and were addressed in a flexible and sustainable framework put in place.

3.4 SUMMARY OF CHAPTER

The chapter has outlined the research design and methodology of the study, indicating the strategy by which the various concepts derived their bearing in advancing the thoughts that would contribute towards design and the data generation, techniques, unpacking and discussion. The design and the methodology section has directed the reader to the significant role the research approached played in the construction of the framework for the SMT members to handle disruptive learner behaviour. It showed not only the

implication of the research paradigms used to address the study question, aim and problem statement but also the favoured theoretical devices considered appropriate for data gathering, analysis, interpretation and structural design of the framework. The next chapter is an analysis of the data analysis, related to the study aim, problem statement and research question.

3.5 CONCLUSION

This chapter has described the study design, methods of data collection, analysis, and interpretation. The participants were profiled with their roles and opinions concerning the subject matter and their expectations outlined. This was to give support to the CER and PAR paradigms which emphasises that those who are affected by a problem should be the same people who carry the responsibility for resolving the problem. This study was designed by the SMT members who willingly granted their consent to come together as a coordination team to resolve the challenges they face when called to handle the problem of disruptive learner behaviour. The design for the study was made in a logical comprehensive plan, which highlighted issues of the standard for performance and, steps for application in the framework under construction.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter is divided into two parts. The first part analyses and interprets the data gathered during the Participative Action Research (PAR) group meetings at three secondary schools in Bloemfontein, South Africa. The second part presents and discusses the findings of the study. The analysis and interpretation involved comparing and contrasting the extracts from the literature and those of the empirical studies. These were later juxtaposed in response to the research objectives in line with the values and principles of Critical Emancipatory Research (CER).

4.2 DATA ANALYTICAL PROCEDURE

In the data analysis phase of the study, the PAR group maintained the argument of Braun and Clarke (2006:77-101) that the procedure for conducting data analysis had to be continuous and recapitulate in the process of capturing the essential information being communicated. We therefore used the raw data generated from the school disciplinary code of conduct, the discussion voices of the SMTs and the observations to record items that responded to the research aim, objectives and problem statement. The text related to the study was written down, the source of the text captured beside the text and later typed into a collection section as a word processing document. We read each set of transcribed data text several times and made notes on its relevance and the way it advanced or deviated from the overall expectations of each text. We used what Taylor (2001:5) as cited in Johnson and Christensen (2008) called analytical memos to assess whether the text would be used. This assisted us in reflecting on what we had learned from the data and transcribes it in orderly fashion. Finally, we conducted an inductive analysis of the different texts, using what Foucault (1972) as cited in Taylor (2001:5) called priori codes. The table below illustrates our theoretically informed analytical priori codes for the discourse presentation.

Table 4.1: Priori codes (Source: author)

Inductive codes	Meaning of the codes
PAR S1	Participatory Action Research School One
PAR S2	Participatory Action Research School Two
PAR S3	Participatory Action Research School Three
PAR DOC S1	Participatory Action Research Document of School One
PAR DOC S2	Participatory Action Research Document of School Two
PAR DOC S3	Participatory Action Research Document of School Three

The above served in the study as inductive codes which we were able to use to describe the range of discursive objectives within the different data texts. The PAR codes stands for a text discussion expressed either by an individual or a group or a representative of the group. The S1, S2 and S3 codes besides the (PAR) codes stand for the different school that is Schools One, Two and Three participative action research text. While the DOC texts were direct statements copied and analysed in the PAR group or commented upon by the PAR group of the three different schools.

These inductive codes helped us to relate elements that were talked about from school to school, therefore both the theoretically informed and the inductive priori codes helped in the analysis process to easily re-read the texts, identify the discourse strands that related to the data and make assessments with informed theories behind the codes. These codes served the team during the analysis as the categories that would assist making theoretical considerations into a complete operational list, based on empirical data suggested by the researchers (Mayring, 2002:120).

The framework for this study was based on five objectives that responded to the aim, problem statement and the research question on how the SMT could be assisted to handle disruptive learner behaviour. The objectives for constructing the framework of the study were to provide the necessary external administrative support; to offer the enabling space for democracy in the schools; to articulate the bases for SMT mutual empowerment; to serve in constructing school-based support units; and to serve as a tool for professional

development of old or new SMTs. In the paragraphs that follow, I discuss how the participants in the case study secondary schools in Bloemfontein, South Africa analysed and interpreted the need for the study. This discussion was conducted by pulling together the information drawn from the review of related literature, the empirical extracts from the participants and the principles of CER.

4.3 DATA ANALYSIS

4.3.1 The framework provided external administrative support

According to the review of related literature a need for designing a framework to assist the SMTs challenges faced when handling disruptive learner behaviour was considered in the light of providing external administrative support(Jina & Janet, 2003:564) (see section 2.5.4).

The following was the position of the schools under this study on how they justified the need for a framework for SMTs to handle disruptive learner behaviour. The literature had argued that a framework was required to help them explore the external administrative support services outside the school's environment. It was summarised (Jina & Janet, 2003:564) that schools' existing code of conduct documents should describe the importance of the SMTs receiving support to enhance good learner behaviour from key role players in the educational system, such as the Department of Education (DoE), Non-Governmental Organisations (NGOs), other educators, and parents. Even though some of the schools visited did not consider handling disruptive learner behaviour with the support from the external administrative units the extracts below represent a summary of their views on this issue as follows.

Doc S1

Objective of our school code of conduct:Although the State is obligated to make education available and accessible, this must be enhanced by the dedication and commitment of responsible role players, namely educators, learners and parents... As soon as learners are enrolled at the school/hostel, they are subject to the code of conduct, and must strictly adhere to it. Should learners transgress or violate the code of conduct, they will be acted against in accordance with the disciplinary procedure for learners.

4.3.1.1 Discussion of literature and fieldwork extracts within CER principles

From the literature and the extract documents above, this school could be considered as not abiding by the inclusive principle suggested by CER in their approach to disruptive learner behaviour support for the SMTs. This is because they have not included the DoE and other external administrative bodies as collaborating partners, (whose role is to enact the policies) that would help SMTs handle disruptive learner behaviour. This school's document was not in error when these words were written down because during the PAR group discussions this is what the same school SMTs said concerning external administrative support units.

PAR S1

We have low Department of Education support. It's a bit difficult. They make it difficult for us to do our job properly. Not only with disruptive learners, have they made us suffer burn-outs. They burn us with administrative tasks which are totally useless. So it limits our successes. We often get the impression and honestly think that since our school is a good school from our track record, we get the impression that the Department of Education is kind of jealous and wants to take away from these schools and add it somewhere else where things are not working, which is not the solution. Leave the working things, and when something is broken, find some other resources to fix those other wants. Stop destroying the successes of what is already working.

4.3.1.2 Discussion of literature and fieldwork extracts within CER principles

This view held above by the SMTs of this school provides their frustration with the DoE regarding lack of the kind of valuable support system they would have liked to derive from them in order to handle disruptive learner behaviour. They sounded as if they had lost hope in the DoE and needed a restoration of their hope in them before they could trust them to provide support for handling disruptive learner behaviour. It is apparent from the two quotations above that these SMTs had been reacting to the challenges by practicing imbalances in their power relations with these disruptive learners, which is not in line with CER principles(Nkoane 2012:98). They saw themselves as very powerful human beings, or "lords" who were boasting of very impressive school track records and accusing the DoE of being "jealous" and trying to "destroy their success".From a CER perspective, this

school's SMTs should be humble, consider how it would promote social justice and democratic citizenship so that their work could complement that of the DoE and other administrative partners in handling their challenges due to disruptive learner behaviour.

Secondly, these SMTs should come to terms with the benefit that will accrue to them when they collaborate with these external administrative structures, since they are there to provide governmental policies in education and supervisory roles. Others could provide trade union solidarity, professional legal services and democratic governance approaches for the schools. The call was for the school SMTs to solicit this support by collaborating and admitting to the corrections they provide, since they are charged to supervise educational organisations, both public and private. They also provide administrative support on many aspects of the school life that is being challenged. This was recognised when SMTs said they provided external administrative help through seminars, conferences, workshops and many other forums that interrogate challenges that schools are currently facing, including that of the SMTs handling disruptive learner behaviour. The first school further mentioned that they received indirect administrative support:

PAR S1

Have we ever had court cases? Every school year, we've been having two or three disciplinary hearings, so we always strive to have on our panel one or two legal practitioners amongst us. We always suggested that any of them be the chairman of the disciplinary committee. So we get that legal background which to take our decisions. Sometimes when the matters develop we receive legal advice from our legal experts in the panel on what we must do. Then we can actually take from there to communicate to the parent to say, this is the scenario, this is what will happen, and since we've got an Appellate court judge leading our disciplinary council, he always advises us on the correct procedure to follow, and if we are on the wrong he will tell us and we will say sorry, we're on the wrong. In matters like this, we have often come to see the importance of keeping a record of disruptive learner behaviour for all the learners of the school at each Grade. So that when it comes to that point where it is going legal, we are forced to do a disciplinary hearing, and we've got our evidences that we could use anywhere to support our actions in the court of law. That's one lesson that we've learnt over the years.

4.3.1.3 Discussion of literature and fieldwork extracts within CER principles

The first observation is that the SMT members in this college rely on two legal practitioners and suggest one be the chairman of their disciplinary council. The question arises as to what an Appellate court judge should do with leading a school's disciplinary

committee when other parents are apparently deprived of this position. It also appears that members of this committee are ‘hand-picked’ rather than elected, leading one to question the democratic nature of this school’s committee. The language also suggests that the said person must be a man, as in the choice of words “chairman” and “he”, consciously or unconsciously betrays gender bias. Lastly, the way the SMTs obey the said “chairman” and use phrases such as “he will tell us” and “we are forced” suggest that this should be a very powerful man who “tells” and “forces” the SMTs what to do or say at any given point. Advocates of CER would describe this action as being domineering, and betraying imbalance in power relations and female marginalisation. The SMTs should rotate the position of the “chairperson” of this committee, carry out decisions which they participated in making, and not suggest a legal position or person for the duties of a disciplinary committee chairperson. This person should be elected from amongst the parents of the school via democratic structures of the school.

PAR S1

Being educators we also want the best from the kids and to discourage negative influences on other good kids. We think that if our best is not being accepted by these learners, we believe they should go somewhere else where values there would not be accepted by learners and it would still be fine. So we do expel very disruptive learner behaviour in our school with this reason in mind. We also noticed that expelling the unwanted disruptive learners had not been seen as a sort of deterrent for some other disruptive learners, because we still handle new cases of very disruptive learners every week even after we have expelled others in similar conditions. We must also acknowledge that the Department of Education has made the process of expelling them very difficult, but we still brave it and expel dangerous learners from our school. And the learners know that before someone is expelled it was after a very difficult process on our part, and sometimes they abuse that privilege or situation. Saying; ‘I don’t care; if I call you teacher as asshole nothing can happen to me, am protected by the Bills of Rights. That might sometimes be the reason for disruptive learner behaviour in our school.

4.3.1.4 Discussion of literature and fieldwork extracts within CER principles

The argument presented above by the SMTs of this school in defence of the reason they are affected by disruptive learner behaviour contradicts some CER principles mentioned in section 2.2.5 of the literature, namely that CER resolves delicate issues raised when SMTs are handling disruptive learners in schools, such as power relations, advocacy of human transformation and the need for collaboration when SMTs and these learners are to function in a meaningful context (Nkoane, 2009:22). The opinion expressed that SMTs

could only get the best from some learners by means of expelling the “negative influences on other good kids” is passing judgment and expressing feelings that are too strongly directed against these learners. Rather, the SMTs are expected to besiege a meaningful context, striving to overcome power dominance, and seeking advocacy on human transformation by means of collaboration. They were expected to express “hope” as a principle of CER towards these learners and not “frustration”.

Secondly, we discussed whether it was not within the CER for SMTs to conclude that learners who cannot accept the school values should be expelled. We recognised that the DoE had made this procedure difficult because they wanted SMTs to be tolerant, seeking peace and “hope” in these learners that may not be in line with the rest of the school. Therefore, we agreed it was not within the CER principle of “emancipation” (expressed by McGregor, 2003:226) and also it was serving its purpose, while others are not deterred by this SMT’s actions. Ways of handling the damage to SMT members other than expulsion should be put in place.

On external administrative support, the literature discussed in section 2.5.4 states that the principals and their SMTs in South African schools are expected to devolve administrative power from their offices to all the members of the SMTs and the staff. In this way the hope is that since power is not centralised these other staff and team members could seek external administrative support to carry out their specific tasks in the school as guided by its code of conduct. They argued that principals should not use their role and power to limit other SMTs and staff, but rather open the spaces for them to benefit from the external administrative support, which would no longer be linear but also cyclical, as everyone could concur with all these ready to collaborate with the team. The SMTs in the PAR groups visited had this to say on this subject:

PAR S1

We battle a bit with the Department of Education, to be quite honest. Let me put it tactfully; we get very little constructive support via the Department of Education... In my opinion, we don’t experience their presence; we don’t experience their useful input as far as external administrative support is concerned when handling disruptive learner behaviour. Why I said that; not only at this school but also in some other schools... There have been cases where learners have been very disruptive, (stolen large amounts of money, yea, doing very illegal things, crimes drugs and possessing illegal substances etc. They have been subjected to disciplinary hearings in the school, and subsequently they are sent out of the school (expelled). But the Department of Education comes later to inform us that the

school has to take them back into the system. This is very difficult for schools to manage, the fact that we need to get the guy out of the system; so that parents put this child within a system where there is more focus, care and attention but we don't get that sort of support from the Department of Education.

4.3.1.5 Discussion of literature and fieldwork extracts within CER principles

The SMTs of this school expressed their disappointment with the DoE because they reversed their decisions to expel very disruptive cases of learner behaviour. With regard to their saying: “we get very little constructive support via the DoE...we don't experience their presence, useful input as far as external administrative support is concerned on this topic”, we agreed at the meeting that this opinion could be interpreted as meaning the supervisory role of the DoE over this school was evaluated as destructive, because the school's philosophy was to throw away bad ones and keep the good ones, while the DoE was saying ‘transform the bad ones because you can’. The CER principle we associated with the move of the DoE was that of self-critiquing the practices of the SMTs to fall in line with the transformative agenda of CER (see section 2.2.5), under paragraph two when I cited Koosimile (2004:489), Rochaschmid (2010:344), and Roschell, Turpin and Elias (2000:843). It was therefore agreed that the DE was not wrong in their decision but merely implementing government policy that wanted schools to carry out transformation of “bad kids” and not “expulsion of bad kids”. We agreed that these SMTs should work together with the “bad kids” and seek transformation via empowerment. The term empowerment was used not as the gift of the powerful but something that people did for themselves collectively (see Section 2.2.4.2 as I cited Oilver, 1996:19).

In a different development the literature in section 2.5.4 raised the position that some SMTs did not open up to the available external administrative services in their environment. This could be recognised by high levels of stress and frustration as they struggled to deal with their problems internally and reject outside support. These SMTs need to realise that they operate within an open social system and would stand to benefit more if they were to collaborate with larger sub-systems in their environment. The following response was captured from this PAR group in one of the schools.

PAR S2

We have a very open policy I think all the school related external administrative services within this city have come to visit with us at one time or the other. I think

when they come they feel free to discuss things with the teachers and us the members of the school administration. I want to note here that this does not apply to everyone. Some teachers and members of the administration are not very open, but most of us are and I think generally speaking I think they have an open channel that if they want to discuss something they simply take it up with us. For example, I had the officials of the athletic federation and some of learners of the athletic club come to tell me they were not happy about the payments that we carried out as not being the official amount we received from the athletic federation. They felt cheated, but didn't sort of shy away from investigating, reporting us and coming to talk about it. They came to me as the VP and they openly expressed their grief and I told them well this is my take on that, but warned them never to carry our internal school differences to outsiders. This may have made the athletic guy to feel bad, but that is the way we feel. Even when they involved external partners, should be treated internally for the sake of our privacy.

4.3.1.6 Discussion of literature and fieldwork extracts within CER principles

The comment above indicates that the school may be open for dialogue but remains conservative to their privacy. We recognised and applauded the spirit of participation, dialogue and openness in the way the school treated interventions from external administrative units. Nevertheless, it was pointed out that if there were any conservative practices that would mean the school would not benefit from external administrative services it was better were dealt with. The group agreed that the SMTs would pursue unity in the goal to collaborate with the DoE. The CER principle of “unity” must exist amongst SMTs and their external collaborators so that they can be strengthened within their school environmental base and receive support to conquer the challenges within the school, rather than to be disunited from the DoE.

4.3.2The framework would offer the enabling space for democracy in schools

In section 2.5.2 of chapter 2 I cited the work of Mncube (2009:31) that posited that schools could become more enhancing spaces if we introduced democracy in our leadership styles, especially when handling challenges of disruptive learner behaviour. Therefore, the SMTs were expected to put in place arrangements and opportunities in which democracy could thrive in the way the school handled them. These were the opinions of the SMTs of the schools visited:

PAR S2

I think this is our credit as SMTs, to approach disruptive learner behaviour from the perspective of the human face of administration. Many colleagues will agree with me that it has prevented disruptive learner behaviour to some degree in our school because we do consider several things as parents, teachers and also as human beings. We have reduced the challenges that may have come when handling disruptive learner behaviour by choosing to administer these learners with an open door policy. We are very approachable; our ears are open to hear the learner's difficulties, where there is a disruptive learner behaviour we listen to both sides of the story. When we meet a bullying incident (as it occurs from time to time) I will always listen to all the stories, I will always give the disruptive learner the opportunity to speak and I will want to know how the learner feels about it. Therefore before I allow the disruptive behaviour to affect my mood, I exercise self-control to listen to the whole story patiently and take time to study the situation before I become involved with the entire problem.

4.3.2.1 Discussion of literature and fieldwork extracts within CER principles

We recognised in this PAR group that the statement made by the colleague was in the spirit of CER. When he mentioned “the human face of administration... open door policy... very approachable... exercise self-control... and take time to study the situation before become involved...” he was in agreement with the CER concepts of participation, humility, hope, peace and social justice capable of reversing any practices of oppression, disrespect, suppression and frustration that might be felt by disruptive learner behaviour. These are the objectives of the CER paradigm (see 2.2.6) that suggested to the entire SMT that the handling of disruptive learner behaviour needed the human face of administration to avoid the members being accused of provoking the learners to react by being disruptive in the school.

In another development, Mncube (2009:31) cited the argument raised by Starkey (1991) that when the school begins to function in ways that nurture democratic qualities they would automatically create the space for transparency, equal participation of all stakeholders, innovation, co-operation, and an initiative for self-discipline amongst staff and learners. There should be more dialogue, freedom of expression, consultation, and tolerance. Another school in the study said:

PAR S2

We do not take the disruptive learner behaviour as a personal matter or an attack on an individual. We treat it as learners crimes that threatens the very existence of our school, its rules and regulation and it very life wire of operation (you see it's bigger than one SMT). Therefore, SMTs are those charged to implement or enforce the policy that is already in place. So our learners know that should they act in a way that is disruptive, it is not a matter of an SMT just getting hurt and punishing them, but it involves a matter that affects everyone. We investigate this behaviour, targeting the moralization of the learner and talking to their consciences to make them know our concern is their total transformation. This means we seek their co-operation, we dialogue freely with them, we consult their parents, and we are transparent in the process (see the records are here). We believe this may have helped to reduce our challenges when dealing with disruptive learner behaviour.

4.3.2.2 Discussion of literature and fieldwork extracts within CER principles

One of the points mentioned above is that disruptive learner behaviour should not be approached as an individual attack or a personal matter. This is in line with the CER principle of pursuing this matter from a social justice perspective. This would mean, approaching the challenges due to disruptive learner behaviour as a wider social concern. It was also mentioned in chapter two (section 2.2.5) (Mahlomaholo, 2010:24) that CER within a social justice perspective would become a potent lens able to propose emancipation for oppressed people. Therefore, we applauded this group perspective as being able to foster the point opined above, and agreed to seek cooperation, engage in dialogue, consult parents, and strive for transparency. These are the similar to the concepts of Biesta (2010:43) (see section 2.2.6), in which he asserted that an emancipative approach should be the principle to be used to resolve educational challenges.

According to Mncube (2009:31), to further enhance CER principles amongst SMTs they should be elected amongst the existing free choices of teachers in a school so that they would have the blessings of all and sundry. This election from amongst several alternatives of teachers could enable those who become SMTs to have the support of the majority of the teachers and so make informed decisions and changes in the issue of challenges due to disruptive learner behaviour. This could deconstruct the high handedness, individualistic and autocratic management styles by some SMTs. The idea is that when they know that they are not appointees they would create the space for the will of the majority to prevail, and the learners are expected to be less disruptive and more collaborative under this kind of administration. The SMTs of the school below opined as follows:

PAR S2

First of all let me state that we do not elect members of the SMT in this school because we have an existing approach of selecting and appointing them. This policy considers certain criteria such as; age, job experience, academic qualifications, evaluation records and personal testimony in an interview. We believe in who could best do the job for our school not who is popular or famous. Some of us have struggled to resist the challenges that come with disruptive learner behaviour because we have been schooled in the Anglo-Saxon environment that is less conservative, more open minded, freedom of speech, participative leadership style and democratic governance. We believe this approach has made our challenges to be less intense from the disruptive learner behaviour, because we don't face them with a disciplinary point system as in other conservative schools. Here we take the incidence as it comes, and we decide what would be appropriate and fair way of dealing with the disruptive learner in that situation. When we decide to punish that very disruptive learner behaviour we focus on those kinds of punishment that would positively transform the learner's mind and life. We do not necessary focus on inflicting pain on the learner. This is how we have reduced the stress and challenges that come with these problems.

4.3.2.3 Discussion of literature and fieldwork extracts within CER principles

The position expressed by these SMTs above is contradictory and reflects the CER principle of democracy. The contradiction is that we recognised that the school was less conservative but we questioned why they could not institute the democracy process in selecting SMTs, to be specific by conducting elections. We were expecting that being a more open-minded school, respecting freedom of speech, participation and democracy would be easy for the school administrators to vote the members of the SMT as CER principles that foster institutional accountability. We also agreed that this could be the better way to establish who could best do the job, since selection by election may not necessarily be only about popularity. Secondly, we questioned the criteria mentioned above for the selection of the SMTs are not necessarily absolutes but could sometimes be subjective. For CER advocates to call for the respect of the rights of individuals and provide them with social justice and mutuality, we believe, could be the reason for instituting elections for the selection to the position of an SMT.

4.3.3 The framework articulates the bases for SMT's mutual empowerment

SMT members come together and engage in problem solving sessions in order to provide the necessary emotional and professional support base to overcome disruptive learner

behaviour. Jina and Janet, (2003:567) argued that where such meetings involve schools' counsellors, psychologists, social workers and pastoral caregivers the problems will be addressed using some technical/professional approaches.

PAR S3

I think it all starts with the way we see each other, either as a family or as isolated people doing some social activities on this campus. My perception of things is that we have been handling disruptive learner behaviour fragmentally. This means our meetings have hardly put together one singular approach to the problem. Our meetings are not directly intended to engage us in problem solving or offer any form of support we may require. May be the reason why we function this way is because we have our unique qualities as a private college. One of it is that we hardly keep staff members for long since we cannot pay them well like in the public schools, they leave as soon as better opportunities come their way. We are aware that a more stable staff leadership enhances the team ability to handle these challenges. But we are not fortunate in this area, and our staffs are very short lived, this had made us to stop bothering about these meetings because very soon a new set of SMTs would be here and we'll have to start all over again.

4.3.3.1 Discussion of literature and fieldwork extracts within CER principles

The discussion above from the opinions of this school seems to fall in place with the argument earlier raised in section 2.5.3 in the literature. There I mentioned when all stakeholders of the school engage in collective problem solving sessions in the school, they gain mutual empowerment, they also create the spaces that often provided emotional and professional support-base for handling the challenges caused by disruptive learner behaviour. This was merely expanding the position of cited by (Jina and Janet, 2003:567) on organizations working as a family to resolve their common challenges.

Meanwhile, another debate arose as to which kind of principal would be suited in a school that is formulating a framework to handle disruptive learner behaviour. One of the positions argued for someone who is a powerful strong principal, able to coach colleagues and subdue disruptive learner behaviour through direct support, involvement and intervention (see 2.5.3), citing Kruger, 1997:90). It was recommended that the support remain administrative and provide expectations to other colleagues on the matter of resolving challenges of disruptive learner behaviour. Meanwhile, Simonsen et al. (2008:32) who was cited in the same section as advocating that schools today need team players who inspire mutual support rather than teach coaches to "tell" others what to do. When this perspective was raised in the third school the SMTs had this to say:

PAR S3

We have always believed in having a strong principal that could help the SMTs handle disruptive learner's behaviours. This principal must be: very visionary, uses strategic management, dynamic in handling team members, daring and bold. Talking on continual empowerment of the SMT to be able to handle issues related to disruptive learners. One way of this mutual empowerment to work is that he makes us work as a team (family). For we know we are stronger together than as individuals. This will come when we keep getting new skills that meet our new challenges. Every day the challenges from disruptive learners will change, but as soon as our principal is there to monitor, educate, and make us reflect on these new challenges. He will then get us equipped and share the new strategy of handling the new troubles we are encountering from these learners.

4.3.3.2 Discussion of literature and fieldwork extracts within CER principles

As mentioned in above, the SMTs of the school later argued for school-wide-positive behaviour support (see section 2.5.3), as Simonsen, Sugai and Negrón (2003:32) called for the participation of all stakeholders to work together in creating and maintaining an appropriate school climate and culture to subdue the presence of disruptive learner behaviour. For CER principles do not promote a one powerful man, "principal" who works as a superman to energise the entire school towards a positive school climate and culture. Rather, as cited (section 2.5.3), this individual should be a team coordinator or, better still, a co-player in the same team, not a 'one-man show' as was argued in 2.5.3 by Skiba and Peterson (2000:66).

There was another reaction to the claim of Kelly (2009:7) that school-wide positive behaviours which operate through SMT empowerment teams were found to bring out learners' stable social behaviours in schools since the SMTs support each other to implement any existing rules, regulations and codes of conduct. The third opined as follows:

PAR S3

One way we use to empower the SMTs of this school is by using our official notice boards to share appropriate and relevant sections of our vision, existing rules, codes of conduct and actions, values, and positions on various subjects to colleagues and learners. We do this so that everyone in the school community reflects on how we are expected to have a school wide positive behaviour from all and sundry. We also encourage SMTs to share these positive values by sending e-mails, *Whatsapps* and *FaceBook* messages to colleagues and even learners. The participation of colleagues in the social media we believe could help in sharing of our school

vision, mission, values, purpose and code of ethics ideas, skills and knowledge to support especially new colleagues. We think this is taking advantage of the social media to make it work to our advantage both formally and informally, even though we have not accepted learners to bring mobile phones to the school; we know they will read it when they get home.

4.3.3.3 Discussion of literature and fieldwork extracts within CER principles

We commended the efforts of this school for promoting their school values via the noticeboard and the social media. It fell in line with the CER principle of equal participation, freedom of speech and democracy. We cited in 2.5.3 the works of Swantz (2008:33) that asserted the CER principle of equal participation could be promoted by creating spaces that bring people together, spur them to communicate, and cause them to focus on their common values as a potential strategy to resolve the SMTs challenges due to disruptive learner behaviour. The social media could be a powerful tool if properly managed and create a platform on which SMTs and disruptive learners could come together and equally participate in issues that would be transformative to the lives of these learners.

4.3.4 The framework would serve in constructing school-based support units

This study had reported in 2.5.1 that a framework is necessary in order to construct school-based support units that would assist the SMT members enhance values of human rights, freedom and social justice. This criticises the over-centralised power relations of some principals, whereby they act as the lone support base to all others (SMTs, teachers and learners) faced by challenges caused by disruptive learner behaviour (Jina & Janet, 2003:564, quoting from Maeroff, 1988:69). It points to a school-based support unit that other functionaries offer the whole school administrative, social and psychological support as the key determining factor for the SMTs in schools facing challenges from disruptive learner behaviour.

PAR S2

Our school has in place services of the Guidance counsellor, clinical psychologist, and pastoral care. Some of the people offering these services are our teachers that act as volunteers where we cannot afford the services of a trained professional. This includes some SMTs that offered to support us handle disruptive learner behaviour. We requested these services to be put in place to handle the psycho-

social challenges of the members of the school community. I have to confess that since these services have been made available to staff and learners, it has greatly assisted us in handling cases of disruptive learner behaviour. Nevertheless, we have realized that colleagues and some learners have not been consulting with especially some of these volunteers (who are also teachers on our campus). It seems like they are undermining their professionalism in doing the job, since they all know that they are volunteers. Some disruptive learners whom we have identified in our school as needing help have been encouraged to consult with them but they are reluctant, despite our persuasions that these service providers are the same.

4.3.4.1 Discussion of literature and fieldwork extracts within CER principles

The presentation above from the second school visited for this study was evaluated by the PAR group as in line with the CER positions of engagement and equal opportunities for participants who seek emancipation. In section 2.5.5, Barth (2001:156) suggested that when SMTs refuse to benefit from these principles, especially as concern their emancipation, these SMTs have no moral authority to claim that they could bring about the emancipation of disruptive learner behaviour. They must be engaged as lifelong learners in pursuing their own freedom before they would qualify to attempt to enhance that of their learners. This approach of whole school-based support units in which all members of staff together with “experts” such as psychologists, guidance and counsellors, pastoral caregivers, security workers and social workers sit together and give care to those who need it. They would address challenges from disruptive learner behaviour and give back power and voices to the powerless and voiceless. The opinion of the second school was expressed follows:

PAR S2

Our approach had been to assist both SMTs and learners we recognize as needing help, to consult and get treatment as we request that they give us their permission and willingness to openly accept we are interested in their recovery by giving them the services we can offer on this campus. Permission is sought because we believe that help cannot be imposed to someone who is not willing and interested to receive this help. What we normally do is that, we will tell the affected, see! You got a problem; won't you like to see the college counsellor, psychologist or pastoral care Units? If the victim would say, I will like too! Then we arrange for their consultation with those colleagues offering these support services to give them help. Let me clarify that other services such as guidance counselling, social worker and pastoral care is provided by ordinary teachers not experts. We take into account the fact that in was part of our training, some of us took courses that empowered us to offer services like that; so we engage colleagues who have the willingness and skills to assist us overcome our issues of disruptive learner behaviour. The issues here will include our discouragements, frustrations, fears,

disappointments, shame, anger, revenge, and fears. You see, even though we are adults, as members of the SMTs we are humans having some similar behavioural issues like these learners and if we too are not treated we cannot really provide the needed help to these learners.

4.3.4.2 Discussion of literature and fieldwork extracts within CER principles

From the discussion above, the SMTs recognised that they operated with CER principles that promoted values of human rights, freedom and social justice when they encouraged colleagues to serve as school-based support care providers (Jina & Janet, 2003:564, as cited in 2.5.1). Referrals are not done by force but by permission and willingness of those concerned as a mark of respecting the CER principle of mutual respect, human right and social justice. Nevertheless, we cautioned ourselves not to use language such as “ordinary teachers”, which could be considered as marginalizing the teachers. Or language such as “experts” suggests very powerful people who are coming to exercise power over the entire SMTs. We preferred to use the language that CER advocates that promote equity in power, equality in status, mutual empowerment and collective emancipation of the team, as suggested by Nkoane (2013:2).

4.3.5 The framework centred on professional development of SMTs

Section 2.5.5 of chapter 2 discussed the arguments that support a framework that would focus on professional development of the SMTs. There exists some literature that suggests that SMTs could become more successful in handling the challenges caused by disruptive learner behaviour with increase in the professional development opportunities for them (Barth, 2001:156).

PAR S1

The first aspect of ensuring that both old and new SMTs keep developing their skills for the job is that we appoint mostly professionals into these positions. This makes it easy for the school to send out SMTs (as we’ve been doing whenever the occasion avails). We are exposed to various professional workshops. All of us do not attend, but we ensure that a few of us attend these workshops no matter the subject under discussion, as our representative. Our motivation is that we need to adapt to the new societal rules and ways of approaching our profession especially the matter of learner’s discipline in the school which is on constant review. After one of us returns from these meetings, we give them the opportunity during our caucus meetings to summarize what we can learn from the meeting in order that this person empower us by what the person learnt from the meeting; so as to set everyone on the course of what is expected at all levels of school discipline. Yea, we could actually call each meeting that we have as a strategic meeting because a

lot of these professional issues are on the agenda for planning, action and reflections. The main object in our strategic meetings is not to discuss how bad our learners have become but to find the solutions to their problems.

4.3.5.1 Discussion of literature and fieldwork extracts within CER principles

The statement above was reflected upon by the statement that the school appointed mostly professionals into positions of new SMT as being undemocratic and discriminatory. We substantiated this, but citing what was mentioned in section 2.5.2 in chapter two, when Mncube (2009:31) suggested that when the school functions in a democracy (implying electing its leaders) those who come to leadership would promote CER principles of peace, hope and accountability to the entire organisation. This we agreed would open the way for other democratic actions, such as dialogue, freedom and emancipation.

In the same light, the SMTs of the school realised that some of the words and approaches used above needed to be redefined within the CER principles. One of the words we defined was “workshop”, which SMTs said we should not use as it suggests a powerful human being who is running the workshop on less powerful ones. Since CER advocates mutual empowerment, we preferred to use the term ‘professional mutual empowering meetings or programmes’, where even the so-called “experts” came to exchange knowledge and not to ‘workshop’ any one. We also ruled out the idea that someone who returned from these meeting was coming to “empower us”. Rather, we said, those who represent us return to share and exchange with us in order for the team to be mutually empowered during the discussion time. In section 2.5.1 we explained these concepts following the arguments proposed by Nkoane (2013:2). These meetings we agreed focus the team on seeking contextually relevant solutions to the challenges we encounter as SMTs of the college.

During the PAR group meetings, we also realised that some SMTs resented continuous training as it suggested that their training was not thorough, that some of these training might not be helpful to particular working environment. The moral authority that these managers exhibit to direct learners and teachers to engage is their own learning when they have ceased learning. He claims that since the school managers pose as the authorities who promote learning they must be lifelong learners (Barth, 2001:157). The logic provided here is that when a professional refuses to be enriched in his or her field he or she has also ceases to be an enrichment provider to the same system.

PAR S2

Since we cannot force colleagues to go for professional development, we have a great technique to develop our staff on how to grow into becoming great professionals. What we do is a kind of indirect motivation towards professional development whereby we have arranged two assemble periods within the week. On Mondays we usually have an ordinary morning assembly and on Friday where we have special assembly, in which a guest speaker comes to talk the school. These guests speakers are often invited from outside and may include; sports people, business people, responsible parents, entertainers, politicians, civil society group leaders and so on. Often we select people who are sort of involved in motivational speaking or those who aim at rising up the next generation of leaders in our nation to come and speak in our school. I can remember, we have invited a couple of people from the South African Police Service who came to give a talk on illegal substances abuse, fighting gangsters amongst our youths, the dangers of alcohol abuse, and so on. A Medical Doctor came to talk about issues of HIV aids, teenage pregnancy and sexuality (including other common diseases). We have used our Friday assembly periods to have different kinds of motivational talks on that are often followed by question and answers on a variety of subjects. We also ensure that the guest speakers encourage SMTs and teachers to get motivated at what they are doing. Just last week we got a guy who is a marketing manager of a Real Estate. He spoke on how to organize your life ahead, what need to have in place before you become a successful person and things that you must avoid. These speakers model good behaviour to everyone in the school. After they are gone, we evaluate and reflect on the lessons that we've learned to make us better in what we are doing. We also make some summaries from what they said to our learners and put it up on the notice boards for weeks, in other to motivate good behaviour and deter unwanted disruptive behaviour.

4.3.5.2 Discussion of literature and fieldwork extracts within CER principles

From the above discussion, we later reflected in the PAR group meeting and commented in the light of the CER principles as follows. We reflected on the issue that this school invited guest speakers to speak on motivational issues to spur the members of the college. While this was applauded, we also raised the argument mentioned in section 2.5.5 on the Harvard Principal's logic, where those who act as school enrichment providers should be enrichers themselves. This, when applied to this school, considered it would be incumbent on the SMTs to include some colleagues within the school to act as motivational speakers amongst other guest speakers, to provide enrichment which comes from within and outside the school environment. Secondly, we again applauded the SMTs who, after a guest lecture, would evaluate and reflect on the lessons for the school.

This falls in line with the CER principle of collective reflection as the means towards mutual empowerment, as suggested by Oliver (1996:19) in section 2.2.4.2. He emphasized

that empowerment was not the gift of the powerful but what we do collectively for ourselves. We could further argue that reflecting and evaluation of guest speakers messages support CER position and that there is nothing existing as the absolute truth, but truth is relative and could also depend on the context, and for this school relevant truth is what would be digested and promoted for the consumption of all.

The philosophy that knowledge and skills in every field of study continues growing, especially in this globalisation and technology age, as there is giving out, receiving and exchange ideas, services, and skills that not only help one another but also generate respect and recognition for themselves and for their profession (Barth, 2001:157). Sometimes professional development forums promote sharing, edification towards growth, and better practitioners in their field of study. Also, it is believed by Barth (2001:158) that when colleagues hold these professional development sessions they craft new knowledge, and bring remarkable depth and breadth experiences to assist develop the character to daily handle myriads of challenges via exchange of strategies one from another. They thus exercise humility, trust and openness in the handling the disruptive learner behaviour.

PAR S3

We have always noted that our professional development forums assist us grow in the skills, knowledge and experiences of handling the disruptive learner behaviour. We often make this a priority if we realized there a need to do it; like when we realized that in a particular school year we have had an increase in the cases of disruptive learner behaviour that seems to outnumber our SMT task force, then we would send colleagues to attend meetings, training or take course that would improve their skills to support them perform the job for the school. I have attended a workshop on behalf of the school that was hosted by a lady; we dealt with how to handle difficult learners in our school. It is worth mentioning that it was our Learners Alumni who brought this team to equip us with the new approaches of handling difficult kids at our school. They did not do it because we complained that our school was becoming very disruptive these days, but they told us to get this workshop as preventive and proactive measure for us to better handle cases of disruptive learner behaviour that are cropping up today. I learnt very much that day and came back to the share the knowledge with other colleagues who confessed that they have learnt a lot as well.

4.3.5.3 Discussion of literature and fieldwork extracts within CER principles

From the discussion above, we analysed the statement that professional development becomes a priority when the school realises that in a particular year there is an increase in the cases of disruptive learner behaviour. In the light of CER, we reflected on section

2.2.5, that advocated schools should adopt the “change agenda” by getting ready through engaging in transformative programmes for the good of the dynamic nature of the job of SMTs today. This also is helpful for their own reflectivity in order to judge the relevance of the SMTs own practices. The CER paradigm advocates such deep understanding in the field of practitioners before proposing approaches to their emancipation. There must have been contextual interrogation that is able to convert information into action so that transformation of the worldview of the SMTs could be attained. An advocate for this kind of understanding was mentioned in section 2.2.5 is (Nkoane, 2009:22).

4.4 ANALYSIS AND INTERPRETATION OF THE CHALLENGES IN DEVELOPING A FRAMEWORK OF THE STUDY

The development of a framework for this study encountered a number of challenges or threats to the realisation of the objectives of my study. These were recognised in the light of the five objectives of this study. The argument of this section is that there were some challenges that surfaced during the development of this framework that made it difficult for the participants of the study to respond to the study aim, problem statement and research questions. The challenges to the constructing of a framework for the study are examined in The paragraphs that follow, following how the SMTs raised some in some secondary schools of Bloemfontein Mangaung, South Africa. The points were analysed and interpreted by drawing together the information contained in the review of related literature, the empirical extracts from the participants and the values and principles of CER.

4.4.1 The problem of security and safety measures in the schools

The absence of security and safety measures in schools frustrates any attempt at designing a framework for SMTs to handle disruptive learner behaviour. This was clearly cited in the literature section (2.8.1) of this study, where I argued that the absence of security and safety measures in colleges could have a consequence for the development of the study’s framework. These challenges include lack of security and safety measures in our schools, making it difficult to successfully curb disruptive learner behaviour (Hylton, 1996:11). It would break down any efforts being put in place to handle disruptive learner behaviour.

Another study, by Lawrence (2007:24), asserted that some 10 colleges in Durban could not experience SMTs successful strategies to reduce disruptive learner behaviour because these learners had gangs operating in schools, taking advantage of lack of security and safety measures (Griggs, 1997:14). The SMT's framework can hardly take away the fear experienced when a campus becomes dangerous due to lack of security and safety (Magome, 2008:40). Meanwhile, efforts pursued to stop disruptive learner behaviour are often associated with existing security and safety measures on the campus (Burton, 2008:75). For this reason Sapa (2006:23) concluded that no school could successfully tackle learner disruption with poor security and safety measures. One of the schools visited made the following contribution on this problem of security and safety measures in the school:

PAR S3

Talking on our security systems that could assist SMTs handle any emergency disruptive activity, this college does not have any security and safety measures to support the SMTs curb these problems. There are no alarms, panic buttons and CCTV cameras in the whole building. No security guard is at the entrance even though the DoE said it was an imperative, to assist us search for learners who carry sharp objects, firearms, weapon for destruction, drugs, and any other thing this could be considered dangerous to our campus. They also require that everyone who comes to the campus must sign in and out for security reasons. The incidences that have happened in our college support the opinion that without these security and safety measures we cannot deter or curb criminal activities on our campus. Therefore measures have to be considered in our next priority budget for the school because it would help us track down offenders at all corners of the campus. We acknowledge the importance of a security system for our college as said earlier, since we are examination centre and other documentations or certificates are offered in this school, we would not want to pay a dear price for not having a good security system. We have come to the consciousness that our learners need to know that we have many eyes, ears, nostrils, hands and legs to track down all those who think they can turn our campus to a crime zone. If only this will instil fear for crimes in them and reduce disruptive behaviour, we are determined to pay the price. Other colleagues mentioned that we hire a security guard for the school and make sure he is supplied with ammunition such; pepper guns, batons, rubber bullet firearm, bow and arrows and you name it. I think we need to be sensitive as to what we provide this guy. The option is to hire someone from a legalized security firm who is already armed. Therefore we shall resolve to contact a security company to do the job for us. The schools code of conduct should also highlight the security issues for both the support of the SMTs and the safety of other learners.

4.4.2 Discussion of extracts from the literature and the empirical study within CER principles

Although SMTs agreed that they had been ignoring the safety and security measures for this school due to financial constraints, at this PAR group meeting the matter was evaluated as being too costly in the long run. Looking at both the plausible physical and financial implications that may hit this school due to disruptive learner behaviour it was agreed that a recommendation be made for some security upgrades to the School Governing Board (SGB). This consciousness was captured when the SMTs interacted with the works of Nkoane (2013:4), recorded in section 2.2.1) that the said CER has propensity to bring consciousness within the social sciences of ways to deal with unattended challenges that may result in severe challenges to the happiness of the people. The principle caught here is that the entire school happiness and freedom, and feeling of emancipation through measures of safety and security, were adopted as a means towards transformation and social justice. Therefore, this inspired an inclusion of these security and safety elements for the school that these SMTs hoped to create by projecting it in the next school budget.

The notion that school safety and security may not bring fear of crimes amongst the learners who lack discipline was evaluated and debunked as not being in line with the ideas recorded in (Keller, 2000:3, see section 2.2.2). Here the psychic development of individuals about the issues in the elements in their environment is likely to have an effect on their perceptions and may even bring about transformation in the way they view their culture. Therefore, the SMTs agreed that, in the same way safety and security upgrades have the ability to frighten some undisciplined learners away from crime (at least knowing that they might be caught), it may reduce or eliminate members' suffering that comes with handling disruptive learner behaviour and increase the happiness of all humans on the school campus.

4.4.3 The complex nature of some school crimes

The development of a framework for SMTs to handle disruptive learner behaviour had been challenged in the past attempts of these educators as underscored in the review of related literature section of this study. Sarroa's (2008:1) argued that the former approaches were below the crime levels in these schools and not sufficient to curb disruptive learner

behaviour. The case of some secondary schools at Tshwane in Gauteng in 2008 was a clear pointer that disruptive learner behaviour is now at capital crime level, while SMTs have only been trained for ordinary misbehaviours of these learners. Another view, expressed by MIET Africa (2009:9) is that when SMTs downplay the suggestion for higher training in security and safety they soon realise that the complex crimes of disruptive learner behaviours are not at their competency level. Again, it was the view of Squelch (2001:138) that any framework that fails to build collaboration between SMTs and the South African Police Service (SAPS) would not be able to crack down on the complex crimes that are happening in some schools. The schools discussed this point with the following observations:

PAR S1

Another case is that some disruptive learners make me feel stunned. For example a learner who comes from a very influential family background (whom I was quoting as an example of humility stunned me with me complex attitude one day) in a Grade 10. One day the learner decided to vent his anger on another one, by committing a capital crime in my own presence. He was guilty of assault of another learner in class. I was in that class and I noticed how he left his seat and headed for another guy and punch the friend. Immediately I shouted out for intervention and his friends held him and took him out. Suddenly he ran in and came in to class still hit this other guy. I shouted at him to stop and go out. He pretended he did not hear me and went out fuming intensely. After a few minutes, he came in again, this time with a brick in his hand and he threw it at the learner who angered him. Thank God the brick did not touch anyone, but my lesson came to an end. To me this was unacceptable behaviour and needed to be treated urgently. All the learners were so scared to stay in class and the assaulter was immediately arrested by other pupil and I requested that he should be taken to my office for immediate detention before we call the police. Even in that situation he was resisting the arrest and shouted that his rights were being violated. What must have caused this suddenly outburst from the son of an influential politician? To me this was very ironic and disrespectful situation. I had never seen such an angry Grade 10 learner in my class, this left me stunned, as to reason why a ones calm and quiet boy, who had recently won an award in soccer for good behaviour could act uncontrollably like he did. Is this how human behaviour could become complex? What must have made him act out of tune? The story goes that he was provoked by the other guy and was barely over reacting. He was obviously suspended, put on afternoon punishment detention for eight days and asked to go home for two weeks and rethink his behaviour before returning as a good boy with the parents and to apologize and promise never to repeat this act.

4.4.4 Discussion of extracts from the literature and the empirical study within CER values

The story narrated above was evaluated in the light of CER and its possible implications for the SMTs resolving disruptive learner behaviour in school. Firstly it was criticised for bias and carrying only one side of the story, the dominant discourse being that the SMTs are marginalising the learners by making them victims of pain and hurt. Therefore, the SMTs resolved that the CER position (section 2.2.3) required struggles like this to be handled by including the voices of all the parties concerned and using democratic social justice and emancipation principles to arrive at a breakthrough. It was pointed out that the language of the colleague in the narrative above was uncritical. By saying that the learner comes from a “very influential family background, whom I was quoting as an example of humility” was passing judgment on other learners whom the said speaker should not be expecting much from them because their background was not conducive. Being “stunned” by this is an indication that it is unacceptable to conclude on which learners shall behave badly and which ones shall behave well, due to their “influential” or “non-influential” background”, respectively.

This language exposed the amount of discrimination that some SMTs use to judge and discipline learners in school and the SMTs agreed not to use learners’ background to determine the kind of treatment they receive because “all humans are equal before the law” and since we are using CER principles such as those mention by Nkoane (2012:102, in section 2.2.3) that language and communication should be used carefully. They reveal how we share social meaning and construct the world of our practices as SMTs. This means a better way of handling the said learner within CER would have been to give the accused a fair hearing and democratic norms in this matter to justify that the SMT worked within the requirements of CER. This was recommended for the future.

4.4.5 The role-conflict amongst some SMTs

The claim by some teachers that their training incorporated the necessary skills throughout their career period (Yoon & Gilbert, 2003:564) was premised on a view that the presence of a supportive environment and resources is critical for teachers, since their job meets threats from disruptive learner behaviour. I concurred with the position that other teachers and professionals who are isolated from these disruptive learner behaviours could be of

assistance in avoiding the challenge of role-conflict. Teachers did not refute the argument that due to the challenges of disruptive learner behaviour some had become discouraged, frustrated, revengeful, disappointed, angry and ‘stunned’, with feelings of inadequacy, helplessness and quit.

Simonsen, Sugai and Negro (2008:32) posited that people in a bad space such as this are too vulnerable to assist in dealing with disruptive learner behaviour. Some SMTs have been described as being in a potentially conflicting situation to operate with teacher and caregiver because they too are predisposed to these challenges (Lewis et al., 2005:741). Many are classified as being victims of burnout from the handling of the complex roles (Lopez et al., 2008:261) that suggested strongly that their training was not adequate to equip them to resolve all kinds of disruptive learner behaviour which studies had predicted were capable of providing them with emotional exhaustion (Lopez et al., 2008:267, as cited in Hastings & Bham, 2008:127).

I support the argument proposed by Lopez et al. (2008:564) that separated administrative support to SMTs and merely carrying out the teaching profession, since the role of these administrators is to be sensitive to the needs of these teachers and provide them with assistance. The benefit I find in this position was exemplified by the teachers referred to college Guidance and Counsellors to overcome challenges due to disruptive learner behaviour. They became better classroom managers and more tolerant of disruptive learner behaviour, with renewed perceptions of their own behaviour in the classroom, (Yoon & Gilchrist 2003:565).

PAR S2

The first obvious one is that, we battle to finish the class work that is; the job we are expected to do. The bottom line of that is anyone who works in this a school as teacher and SMT must make a lot of sacrifices to teach well and handle discipline well. This means being sensibly smart, proactive and positive at both assignments. But we have realized that the more disruption, the less we have become successful at doing the two. Our role as teachers and managers normally conflict leading to many challenges whenever we are trying to combat indiscipline and teaching at the same time. As an old teacher and SMT, I remember when it was fairly easy to do both jobs. That was when it was easy to say ‘shut up! You have to keep quiet now!’, and by the third time you would be permitted to react by beating the learner to sealed-up the bad behaviour. Now you can’t do that, you can’t even jokingly pull his ear. So following proper steps to discipline a learner today takes time and it’s

not easy that only the teacher handles both the management and discipline at the same time.

4.4.6 Discussion of extracts from the literature and the empirical study within CER values

The PAR group of this school acknowledged that one of the reasons for using CER in this study was to assist them consider other forms of handling disruptive learner behaviour that show respect for the learners, less oppressive styles in handling matters of indiscipline and using more transformative approaches to discipline disruptive learner behaviour. This was reflected by the backdrop of the narrative above in the light of the assertion by Biesta (2010:43, as cited in 2.2.4.3) that when SMTs come together it should be to share those values that produce the appropriate solutions to common problems that affect them when handling disruptive learner behaviour. Also, the solutions proposed should mostly be influenced by the CER principle of transformation that would motivate the team to create space for achievement of mutual empowerment towards resolving the problem.

4.4.7 The socio-political challenges hinders the design of a framework

In chapter two (2.8.4) I cited some socio-political challenges that posed a hindrance to the development of the framework for my study. The work of Vally (1999:80) asserted that disruptive learner behaviour cannot be divorced from politics and society. He argued that schools' problems are a consequence of the past political apartheid regime that perpetrated deep injustices, oppression and segregation. South African schools still carry scars and wounds reacted to by disruptive learner behaviour. This behaviour, as argued, seems to have been a message of the oppressed calling the attention of the oppressors. Today some of this oppression exists in schools and learners catch the attention of SMTs by being disruptive. Unless schools stop being grounds of oppressive and discriminatory practices it remains a challenge to design a framework for SMTs to resolve this problem of disruptive learner behaviour. The point is that it could be associated with the political under tone of the past (Vally, 1999:80). The empirical data is presented in the following response to the challenge above.

PAR S2

In our school, we have allocated percentages of how we carry out admissions or enrolment of our learners around the province and in the nation. We are sensitive to some feeder areas that could up becoming a threat to us. Therefore, 50% is allocated to learners coming from our primary school section door. The obvious reason is that they already know our philosophy of education and are pursuing it at a higher level. Also the systems or cultures of these schools are the same, so they do not pose any threat to us. About 20% is allocated to learners coming from the Eastern Free State, who are mostly from the rich business class families that own big businesses in Lesotho and around Lady Brand. Since their parents are rich and responsible, we do not expect them to pose any threats to our school. Another 20% goes to learners that live at the area we consider as central Bloemfontein. They are also very peaceful, respectable and responsible people. The rest 10% is the space for learners living in other parts of Bloemfontein and other parts of South Africa. We are very sensitive to admission cases coming from places in this country that are not necessarily calm and peaceful environment like Soweto, Marikanna, some parts of Johannesburg, Limpopo and Mpumalanga. Even if we admit them, we are very careful to look for ways to polish their behaviour before they graduate from here. On area that hath been a threat to us, are learners coming from purely Afrikaans schools or Sesotho schools who want to have a switch in mainly an English language school such as ours. Since they cannot speak English in their early educational phases, we do not want to have many of them here. The problem is that these learners become a problem to our teachers and SMTs that are not patient with them in giving them a chance to learn the new language first. Other learners tend to laugh at them or make fun of them so that some of them react by becoming very disruptive even before they acquire English language as their new language of instruction in this school.

4.4.8 Discussion of extracts from the literature and the empirical study within CER values

The discourse above was examined and criticised in the light of the CER ideas recognised in section 2.2.5, of Mahlomaholo (2010:214), that CER used in a study should produce a powerful lens and one that is expected to help the researchers explore relevant issues that aim to overcome structures of oppression in the group. In our narrative above we recognised structures of oppression, marginalisation and institutional discrimination that might provoke disruptive learner behaviour. Therefore, we called for a review of the system above and a movement into an admission system that is less suggestive of being biased or oppressive to learners of any particular region of South Africa.

The above social dilemma may provoke learners from “unwanted places” to become more disruptive in a way to announce to the SMTs that they are discriminated against due to their experience of disparaging poverty and socially related unrest, and so should still be

disadvantaged because they come from places that suffered discriminations in the past. It would not be encouraged within the CER to provoke people who already feel vulnerable to problems in this way, for it may only make some of them engage in disruptive learner behaviour. It is a huge challenge to develop a framework with SMTs who are not satisfied with the former geo-political placements, prejudiced racial classification to promote social inequalities and bias of the society in which they work (Ntshoe, 1999:2).

PAR S2

I cannot submit here that we are totally satisfied with our socio-economic situation as teachers and SMTs. Many of us are complaining about our disparity in salary level, our trade unions are not fighting our course the way we wanted, and we are not sometimes working and complaining. This to me is deficit to our strengths to resolve passionately the problems we face here at school. We do not have forums where we clinically diagnose our SMTs deficiencies in order to provide them with appropriate support and interventions and it hurts some people. We leave this out because we thought it would open the space for our leadership to be problem oriented if we keep seeking to discover all the time who is hurting and who is not hurting. We believe that with the handling of disruptive Learner behaviour come a great price and every SMT must bear some of the hurt and handle it personally without us coming to diagnose it and intervene when the individual can deal with some of it.

4.4.9 Discussion of extracts from the literature and the empirical study within CER values

Looking at this narrative above in the light of CER, the PAR group here criticised the absence of a forum to diagnose the problems and provide support that would not project the administration of this school as being insensitive to the plight of the oppressed. This was inspired by the argument in Nkoane (2009:22), as cited in section 2.2.6, that this SMT hoped to use a CER that fosters the modes of inquiry capable of transforming information into action, as well as address the imbalances in society. The aspect of the narrative that said SMT members must suffer in the hands of disruptive learner behaviour was criticised as being contrary to the CER principles that inspire peace, hope, motivation, participation and human happiness that come with emancipation. Whatever form of oppression or struggle that suggested SMTs could tolerate disruptive behaviour as a price was discarded as being de-empowering, and discouraging to the ideals of a group that seeks emancipation.

The DoE (1999) had been cited for making plans to resolve disruptive learner behaviour but did not link these to wiping-out discrimination and injustices in the schools, and this has been criticised as being short-sighted (Vally & Dalamba, 1999:34). The challenge is now to design a framework for SMTs to handle the disruptive learner behaviour when

these discriminations and prejudices are still intact. It follows that it is a challenge to construct a framework that would deal with the problem whose root causes the schools and the government are still attempting to eliminate, that is, all forms of injustices and discrimination in the management of schools.

PAR Doc3

The code of conduct number two; Lecturers who are disturbed by disruptive behaviour have a right to ask the offending learners to leave the class and to enquire their name. Learners with misconduct in class and on the college premises are liable to disciplinary actions.

4.4.10 Discussion of extracts from the literature and the empirical study within CER values

The CER position that these SMTs focused on was how to alleviate all forms of human suffering and make changes capable of eliminating the challenges of the SMTs in this school. To achieve the goal of increasing the happiness of this SMTs in the job of handling disruptive learner behaviour it was agreed that those who had offended and were hurting had to be included in the healing programmes at the school. For this reason, we reflected on the CER idea contained in section 2.2.3 by Nkoane (2013:2), that all those who suffer oppression should be provided with healing and that “all people are treated equally.” This does means no discrimination when it concerns the amount of attention and care provided for SMTs, whilst the rights, liberties and dignity of the disruptive learner behaviour need to be protected and ensured.

PAR S2

We accept our critics who accuse us of being weak in handling each case of disruptive learner behaviour with an appeal to consider the several inequalities within our learners’ socialization that makes some of them react negatively. I think this is rather to our credit as the SMTs of this college because we are not government that is responsible for these plurality, economic polarization, injustices and discriminations. So we are sensitive to each learner’s socio-economic background when approaching their disruptive learner behaviour. We agreed to put on the human face of educational management as we approach each case uniquely. Many colleagues will agree with me that it had earned us respect and saved us plenty of trouble as we strive to prevent disruptive learner behaviour with the understanding that some of the causes are way outside the confines our premises.

4.4.11 Discussion of extracts from the literature and the empirical study within CER values

The idea of “putting on a human face” side of leadership was acknowledged by this group as being a true mark of empowering the SMTs. This was stimulated by the ideas found in Oliver (1996:19) and Lather and Ribbens (1990:592) as cited in section 2.2.4.2, that empowerment should be tied to what group members do within the team to strengthen each other. Meanwhile, it was also argued that when a group is empowered it makes them have more respect and seek reciprocity in the way they address challenges in their job. This was agreed upon as a benefit that would come to the team when we build good relationships internally and also with those learners who are disruptive. Again, the current democratic government has not successfully dealt with all the socio-political struggles, such as inequality, discrimination and poverty, which made it a challenge to attempt to design framework for SMTs confronted by these factors (Minnaar & Payze, 1993:33).

PAR S2

I want to comment that the “X” media houses, especially the government owned ones, are very discriminatory towards us as a former model ‘C’ school. We feel they are jealous of us that we were formerly a privileged school and also need to be underprivileged. What we have realized is not that they are negative towards us directly. Our problem is that we don’t hear them say anything about our school or come to find out what is happening here as they do with the Afrikaans and Sesotho schools in their educational programmes. We would have liked to see them here often, especially when we invite or do not invite them. When good things are happening here they seldom come. We feel that we don’t get the media attention and support that we are looking for. We think the DoE of education was question and wipe out this discrimination of the media trying to promote mainly Afrikaans and Sesotho schools in this province against our Anglo-Saxon schools. To us this is an indirect challenge and threat to the handling problem of our problems over the media.

4.4.12 Discussion of extracts from the literature and the empirical study within CER values

The remark made that this school was not receiving as much media support as they expected was reflected upon in the light of CER principles. The narrative was criticised for being biased because it did not give the other side of the story, that is, the reasons from the side of the media houses. Also, that the group did not buy the position of the speaker had a direct link to why some learners could be oppressive towards the SMTs. Lastly, the CER did not encourage an organisation to fall for what people say about them, because people have the right to think or feel the way they want within a free society. It was rather suggested and agreed upon that the group treat the narrative above in the light of McGregor’s (2003:226) position as recorded in section 2.2.4.4, that liberated and emancipated people make their own voice heard by advancing their own agenda, and this

should be in line with ethical norms of the society. This was agreed upon as a better way of reacting to the media challenge above.

4.5 THE PRESENCE OF SOME OUTLAWED SCHOOL PRACTICES THREATENED THE DESIGNING OF FRAMEWORK

Some South African SMTs continue to use corporal punishment in a bid to curb disruptive learner behaviour (Wolpe et al., 1997:56). That learners know it has been outlawed provides is a reason for them to rebel when educators insist on correcting them by this method (Morrell, 1999:90). The logical argument is that it is a challenge to construct a framework that would redress disruptive learner behaviour within a context of unlawful practices known to the learners.

PAR S3

This was my experience with a learner of our school who had repeated grade 8 twice; he was also a notorious bully and challenged many teachers of this class... Then I said to myself, there is this saying in Zimbabwe that “the ears of an African child are behind the buttocks”....The goes that, this learner was wearing his hat in class even though the school rules forbade that. When I would look at the board, he will put on his hat and the entire class will class will laugh. Upon turning, he will remove it and also pretend to laugh to confuse me. I ignored it, and pretended as if I did see it. It went on like that five times because I wanted to be sure it was him. Then a small girl said to him, ‘X’, stop disturbing the class or I will point you to the teacher.” The boy spoke out angrily at her, “keep quiet or I will deal with you!” When this happened, I developed some courage and turned to him directly and commanded him to stand up. He responded by removing the hat and stood up, everyone in the class was laughing. I walked straight to him and he frowned (thinking he we was trying to intimidate me, as he has been doing with other colleagues, I said to myself, “this boy, has been given a lot of freedom and today I will deal with him. I pretended I knew nothing about the hat and rather asked him some questions such as; “X” why are you not writing? He responded reluctantly, I left my book at home. Then I asked again “why did you leave your book at home?” He said, he said he thought it was not necessary to carry the book to class today. Because of what he had done earlier –I became very angry at him, and slapped him very hard- straight across the face, and he fell on his seat. I knew it is not allowed- so every learner in class was surprised. He looked very bitter, he cried and my slap also changed his fair completion to red...Later my colleague said to me “Why don’t you ask the learner to forgiveness you, so that, he doesn’t inform the police and you will go to jail? Then I said, no! I cannot ask for forgiveness...I know it is not allowed...but I also know he deserves what I did to him...The other leaners who rushed out went to report me to the principal and deputy, while others called the police and the guy’s parents. After a short time, I was invited for interrogation by the principal, the parent and the police and was only cautioned...But two week later, the learner apologized...and his behaviour changed...I learnt that some learners are disruptive because they know that they’re protected by the law. But the Bible itself it says; “Don’t spare the rod and spoil the child...”

4.5.1 Discussion of extracts from the literature and the empirical study within CER values

The story above was criticised in the light of CER as being counterproductive to the CER agenda that this team aimed to follow. It is SMTs like this that have helped in the promotion of the dominant agenda that “learners need emancipation from the oppressions of the teachers in our schools.” We agreed this way because, from the narrative, almost every citation above was found to be contrary to what we had studied in section 2.2.5, in which Mahlomaholo (2010:214) suggested that transformation or the “change agenda” be not realised by the oppressed becoming frustrated or disillusioned because of their present predicaments. Rather, it could be achieved by breaking down the power structures which the narrative above seems to erect.

Some SMTs have been operating within a gracious and tolerant policy to disruptive learner behaviour and consider the problem as a way of life for their school (Serrao, 2008:1). It is very challenging to work with these SMTs to design a framework that is outside their gracious and tolerant practices (Burton, 2008:2), therefore designing a framework for them to handle disruptive learner behaviour becomes a challenge in the face of no rules, no code of conducts, and no disciplinary measures in place.

PAR S2

Some of us have struggled to resist the challenges that come with disruptive learner behaviour because we have been schooled in the Anglo-Saxon environment that is less conservative, more open minded, freedom of speech, participative leadership style and democratic governance. We believe this approach has made our challenges to be less intense from the disruptive learner behaviour, because we don't face them with a disciplinary point system as in other conservative schools. We are gracious and very tolerant to all cases of disruptive learner behaviour that is why we pride ourselves in having no laid down rules and regulations in place to handle the problem. Here we take the incidences of disruptive learner behaviour as it comes, and we decide what would be appropriate and fair way of dealing with the disruptive learner in that situation. When we decide to punish that very disruptive learner behaviour we focus on those kinds of punishment that would positively transform the learner's mind and life. We do not necessary focus on inflicting pain on the learner. This is how we have reduced the stress and challenges that come with these problems; we do not take the disruptive learner behaviour as a personal matter. We treat it as crime to the entire peace of the school (which is bigger than one SMT) charged to implement or enforce a policy in place. So our learners know that should they act in a way that is disruptive, it is not a matter of punishing them, but appealing to their consciences and making

them know our concern is to focus on their behavioural change as a sickness that needs healing and not just physical correction.

4.5.2 Discussion of extracts from the literature and the empirical study within CER values

The statement above is in line with the CER position proposed by Agger (1999:123) as cited in section 2.2.5, that SMTs need to function in ways that would reinforce their position as care- and hope-givers, not as oppressors within the school system. The challenges of the SMTs would not surely be resolved when skills such as the ones here are ignored and rather language and attitude that reflect the SMTs' inabilities to handle challenges from human beings. The group therefore resolved that the SMTs should reflect better composure, seek to create spaces in which human transformation is possible, make room for collaboration and acceptance of these learners and lastly resolve their challenges by using equal power relations as the inspiring rod. The group was motivated by considering the suggestion of Nkoane (2009:22) as cited in section 2.2.5, to approach the delicate issues like the ones highlighted above with humility and creating spaces in which change could take place, so that they cannot boast of having the power to change anybody. This was not to say that disruptive learners are not able to be changed, but that the change is not in the power of any "powerful human being" was the conclusion taken.

PAR S1

At the beginning of the 2013 academic year, a new and tougher disciplinary point system intended to improve the discipline of the learners was implemented at our school. This came into effect when our new principal had his first official day in his office with us. He is intending to make many positive changes in the school. These changes are coming after the deterioration of discipline of the learners. The new disciplinary system consists of three levels of offences- Level 1: An offence is usually related to behaviour regarding the classroom and the learner's personal appearance. The learner that commit a bundle of four of these level 1 one offences per school term it will result in the learner serving a two-hour Friday detention session from 14:00-16:00pm. Also, a text message shall be sent to their parents. Committing a second bundle of four levels in the same term will result in the learner serving a two-hour Saturday detention session from 19:00-21:00 and a meeting being called with the learner's parents for disciplinary hearing. A third bundle of four level 1 offences per term will result in the offence being advanced to a level 2 offence. Level 3 offences are extremely grave and learner guilty of the offence will have to bring their parents attend a principal's enquiry and if not successful they shall be expelled via a recommendation to the DoE. I think it is a harsh system compared to the former one. To me it shall a sense of order to the discipline in this school. The question I ask is, now that the new system has come

to stay, we have had less cases of disruptive learner behaviour than in the past, to test the implementation whether this new system shall keep making improvement, time would tell?

4.5.3 Discussion of extracts from the literature and the empirical study within CER values

This group agreed that their plight could be resolved by merely implementing some “tougher disciplinary system” as suggested by the new principal’s method. The reason was that CER advocates transformation of humans by changing their world-view, not by increasing their punishment. As was realised in Nkoane (2009:22) as cited in section 2.2.6, a new mode of inquiry is needed each time a group wants to address different types of challenges they are facing. Therefore, the SMTs acknowledged that with different challenges should come different inquires that should take away obstacles to the working of the current strategies rather than add to these existing obstacles. This argument comes from an understanding that disruptive learner behaviour would not be reduced by inflicting more pain on these learners. Again, it was agreed that the SMTs be healed from the challenges due to disruptive learner behaviour, because the learners were now being severely punished by a new disciplinary system. Therefore, we considered the position of Merriam and Ntseane (2008:185) as cited in section 2.2.6, that invited organisations to strive to resolve their workplace challenges not by using negative motivations, for this may discourage what they are trying to resolve. Rather methods that could create a better atmosphere for the SMTs and the disruptive learners to live and work in a peaceful atmosphere would be preferred. The components for resolving the challenges due to disruptive learner behaviour discuss this quality of peaceful working environment in full.

4.6 ANALYSIS AND INTERPRETATION OF THE COMPONENTS OF THE STUDY

Saunderson and Oswald (2009:142) argued that there are attempts at handling disruptive learner behaviour in some South African colleges in which SMTs used certain components that are perceived to have provided them with the needed support. Meanwhile, earlier studies suggested that SMTs could handle disruptive learner behaviour from an individual and a medical model (Edersohn & Eloff, 2003:6). They traditionally looked for causes, symptoms, diagnoses and treatment to disruptive behaviours and victims of disruptive learner behaviour (Saunderson & Oswald, 2009:146) as citing Cooper et al. (1994:22).

These learners were traditionally perceived to be displaying disruptive learner behaviour because they suffered from unconscious conflict, maladapted learning and maladapted thinking (Saunderson & Oswald 2009:146, citing; Woolfol, 2007:2009). This study considers the following components or approaches as implementable in some South African schools to help SMTs curb the problem of disruptive learner behaviour.

4.6.1 The deficit-based components

As discussed in the literature (section 2.6.2) Eloff and Ebersohn (2001:148) as cited in Saunderson and Oswald (2009:146) asserted that SMTs responsible for using this approach were stereotyping learners as being disruptive so that they could suggest resolutions that focus on handling some of their own deficits that challenge them. In the same way, it could be argued that one way of approaching the SMT's challenges with the disruptive learners is to discover the deficit components in the SMT members' lives and make relevant contributions that relate mainly to these deficits (Eraut 2000:118). The point of the literature was to argue that the deficit-based approach was interrogating a reversal of the traditional method of handling deficiencies in learners' behaviour. Rather, it suggested that we apply the principle to the SMTs by identifying all their limitations and suggest deficit-targeted resolutions that attempt to eliminate these challenges caused by the deficits of the SMTs when handling disruptive learner behaviour (Schutte & McLennan 2001:21).

The SMT consulted in schools raised the following contribution on the place of the deficit-based component in the handling of disruptive learner behaviour:

PAR S1

We do not consider ourselves as these experts without weaknesses; instead we identify helplessness in the face of some disruptive learner behaviour. You may like to call it a sort of deficit-approach to the handling of disruptive learner behaviour. It involves investigating the weakest links in our team, asking the relevant questions as to the reason why we are unable to handle the prevailing situation and we engage in reflexive thinking of our practices so that we could re-adapt the disciplinary system in a way that we would conquer our deficits as the school leadership. When we adapt to the latest crime resolving technique in order to directly make up for our deficiencies there are improvements that to the challenges we encounter due to disruptive learner behaviour. Overcoming our limitations is our primary concern to make us better school managers.

4.6.1.1 Interpretive discussion within CER principles

The SMTs interpreted the discussion above in light of CER principle of the need to inspire “hope” rather than speak of their helplessness. This was captured in section 2.3.3 when Bieata (2011:43) argued that an emancipative agenda seeking to restore all forms of human prejudices and bondages must stimulate hope to the group in the face of despair. Therefore, the SMTs agreed that people do not need to be experts to be emancipated from their challenges, rather they need to be sensitive to the things that rob them of their human dignity and struggle for their empowerment. This agrees with the narrative above that the team agreed to first resolve their own limitations before they could face those challenges due to disruptive learner behaviour that could make them helpless. The next school reported as follows:

DOC S2

“Do unto others, as you would want them do unto you.” We walk by this golden rule for provide a safe, orderly and stimulating educational environment in order that quality opportunities are afforded for personal merit, for community involvement, for leadership and for co-operative teamwork. Our style had been to create a supportive atmosphere conducive to SMTs and teachers to also support the learners. I argue for our code of conduct that says our target is to right the wrongs of our past. The way I think we could go about it, is to consider our own deficits as school management and search for improvements before we can properly handle that of the learners. This is could be rightly called the deficit component of raising the standard to support SMTs handle the challenges due to disruptive learner behaviour.

4.6.1.2 Interpretive discussion within CER principles

The SMTs reflected on the golden rule cited above and criticised it for not being in line with the CER principles of love, peace, freedom and reconciliation. The agenda suggested above could be retributive justice rather than social justice. This argument was also grounded in the work of McGregor (2003:226) as cited in (section 2.2.4.4) of chapter two of our study, that offered the view that to create a supportive atmosphere the SMT members who seek emancipation from all forms of marginalization should free themselves from the pains of revenge. The way to become empowered is to be transformed and provided with a view of life that is transcendent and more capable of healing hurts than revenge. It was therefore argued that in view of these CER principles it was rather a deficiency for SMTs to use revenge to resolve disruptive learner behaviour, because they ought to be the example or role model to the learners in the school.

PAR S2

We do have forums where we diagnose our SMTs deficiencies in order to provide them with appropriate steps of intervention. We include this component because we do believe in seeking to discover at all times who is hurting and who is not hurting. We do not believe that to handle this disruptive learner behaviour should come with a price where every SMT bears some of the hurt and handle it personally without us coming to diagnose it and intervene when as a team we can better deal with it. Some of the common deficits we have identified included: our inability to assist teachers in academic deficiencies, our salary level disparities, our low social activities and our socio-political differences that sometimes makes us isolate ourselves from each other. These and other team deficits are not compared to our strengths to resolve the problems. The reason for collecting some of the SMTs deficits is to provide us with appropriate support and interventions relevant to where we are hurting.

4.6.1.3 Interpretive discussion within CER principles

The SMTs resolved that they would not accept the position above, that handling disruptive learner behaviour must come with a price. Rather, reflecting on the CER principle of Blake and Vincent (2000:48), one way to avoid them getting hurt when they handle these learners is to remain personally detached from the hurting behaviour of the learners. They should be inclusive in their strategy, whereby the SMTs use other learners to support them generate knowledge, plans and actions that could be used to create the space for these challenges to be resolved. The point is that some SMTs deficiencies may be the strength of learners and therefore being inclusive in the approach could be to the SMT's advantage.

PAR S3

Our deficits as SMTs are many, from team betrayal of trust, to incompetency and the absence of professional ethics amongst us. Let me talk with examples. I remember Mr. 'X' (our colleagues) charged learners to give him some money (as bribe) instead of working their detention hours. The learners gladly paid, but the next morning, their parents were in school asking to see Mr. 'X'. He lied against us that he acted within the agreed norms of the SMTs and faked a letter to that effect. But one parent petitioned us before the Department of Education for malpractice in school. It wasn't long enough the story was everywhere, we were summoned by the department to explain and we denied all the claims that were levied at us and recommended that Mr. 'X' be disciplined. In another development we got some colleagues here as examples who have betrayed the trust we had in them when they sold out our decisions even before we get to carry them out. It is sad to note that colleagues sit with learners, parents or members of the community and sell-out our decisions even to the extent of calling names and words that people used at official meetings. We are really in these deficits and we don't know whom to trust.

4.6.1.4 Interpretive discussion within CER principles

Following the narrative above, the SMTs agreed that some may have lost their sense of value due to disruptive learner behaviour. Inspired by the suggestion of Nkoane (2012:98) as cited in section 2.2.1, the SMTs agreed that colleagues who have lost hope, and who feel powerless and voiceless due the challenges of disruptive learner behaviour, must be provided with the appropriately conceptualised tools in the CER that could resurrect their strength to again do the job of imposing and maintaining school discipline. This led to colleagues agreeing that emphasis be placed on mutual empowerment within the team by raising the platform on which SMTs could benefit from ideas that would help them regain both their trust in each other and their power to serve as one body.

4.6.2 The Medical-based components

The point made in section 2.6.3 (Rose, 2006:236, as cited in Saunderson & Oswald, 2009:146) posited this approach and could be applied to handle disruptive learner behaviour challenges of SMTs as a pathological problem whereby causes, symptoms, diagnoses and treatment are offered to those affected. I cited the place of medical personnel to offer services to victims affected by disruptive learner behaviour, the medical professionals including school counsellor, the school psychologist, and others. It was also noted that one of the benefits of the approach was that they would get to the root of disruptive learner behaviour and offer medical interventions. That is why Rose (2006:236) asserted that the victim (SMT) was being treated as a patient with medical assistance.

PAR S1

I think the medical principle is respected when every term invite a motivational speaker as a Medical Doctor (MD) to come and talk to us on how to discipline learners with issues of HIV aids, epilepsy, and other mental and emotional troubles that needed some care. The first part of the presentation is often at the assemble, then we move on the staff room where we speak to everyone on the staff members to consider how to handle disruptive learner behaviour in a way that may turn around and make us to be considered as patients needing intervention. Meanwhile SMTs who had medical conditions were provided free consultations, diagnoses and treatment. This was done individually and privately after the general talking and sharing time. I think it is very effective because we found out that our job takes a great tool on our mental, physical and emotional health. That may instead make us negative and bitter when dealing with disruptive learner behaviour if we ourselves are not treated.

4.6.2.1 Interpretive discussion within CER principles

The SMTs were in agreement with the comments above and hoped to make meetings more focused on addressing the human needs and sufferings in order to develop and transform the minds of everyone in the group. Being inspired by Keller (2000:3;6, as cited in section 2.2., the SMTs agreed that actions taken that would empower the minds of the SMTs would surely increase each one's individual capacity to participate in healing everyone in the group. Nevertheless, it was agreed that coercive measure would never be the method of getting colleagues receive help of any kind, rather persuasive motivations would be used at meetings to appeal to the choices that are expected from colleagues who seek the complete emancipation of the group. Lastly, as suggested by (Mahlomaholo & Netshndama, 2012:43-45) as cited in section 2.2.2, the group agreed to keep finding solutions that would engage others' contributions to their problem in a very intentional way. Therefore, the solutions would no longer be one-directional (top - down approach) but would be open to all.

PAR S2

When it comes to the medical approach: The school has a medical unit where two professionals serve us on a daily basis. They include the college psychologist and the college doctor. They offer individual counselling, therapy, and administer medications after investigating the causes, symptoms and diagnosed the problem the SMT is faced with. We can't say a group treatment is often in this unit, because either we suggest or refer colleagues for these services or colleagues voluntarily get treatment here. The good thing is that our school SMT benefits a lot from what could be termed a medical-based component from an individual perspective. Are the problems in school due to disruptive learner behaviour reducing because of these services? I can't really say 'yes' because we do not evaluate and keep any of such statistics of this benefits to our school resolving the challenges due to disruptive learner behaviour. But, we may assume it is beneficial.

4.6.2.2 Interpretive discussion within CER principles

The group here agreed that since the CER principle of creation of emancipatory knowledge requires that it is persons experiencing oppressive conditions who should develop their way of escape, the group agreed to do it rather with the help of other professionals and stakeholders in the staff. This is the case of working with the medical team to suggest how the entire SMT could be supported by the services that they offer. In this way, the group argued it would be within the CER norms for the medical team to use telling methods for their healing. The group was inspired by Steinberg and Kincheloe (2010:140) cited in

section 2.2.2, who argued that since SMTs above are those affected adversely any medical talk or consultation that hopes to intervene must first follow mutual participation. This means the doctors would not merely prescribe drugs and offer answers to questions, but be ready to participate with the SMTs to work with the learners. In this way the healing (both from the hurting and the hurter) would be easily resolved.

PAR S3

There is currently no one SMT on our staff that has educational psychology background from the University and we have never hired someone to offer these services here. It therefore holds that we have never been orienting SMTs to handle this challenge via these services because we do not have them. May be that is why SMTs in our school are likely to face many challenges in handling disruptive learner behaviour than when these services were offered. I think we have been failing by allowing colleagues without any professional knowledge on educational psychology, pedagogy and school leadership to carry out these services. We have nevertheless, heard of some good attempts some colleagues have been doing in counselling even without any formal skills and training. Their services have not been welcomed by SMTs who question that some of them they serve by example because they are some that are still exhibiting a lot of impatience, intolerance, loss of tempers and harsh disciplinary sanctions that have created more problems with learners who are very disruptive. We want to get experts in the future, and avoid this try and error syndrome.

4.6.2.3 Interpretive discussion within CER principles

From the narrative above, this group of SMTs related their discussion to what was discussed by Mahlomaholo (2012:43), that CER adherers need to engage with the view of finding a group solution recognised as the relevant style for this team. This involves solutions from both the professionals and non-professionals alike. The point to be made was that the substance that makes up CER knowledge is not only the “expert” knowledge highlighted above, but the group agreed that CER knowledge could be generated from both empirical-analytic sciences as well as hypothetical deductive knowledge, inspired by both professionals and non-professionals alike. The team also agreed that this knowledge could be developed within a PAR group meeting of the current members of the SMTs and the professionals so revered in the text above. During this production, humility and de-empowering status of the so called professionals would be needed, so that they do not dominate the discourse in the end.

4.6.3 The needs-based component

The review of related literature chapter two (section 2.6.4) pointed out that Ebersohn and Eloff (2003:5) and Rose (2006:236) as cited in Saunderson and Oswald (2009:146) established the challenged SMTs due to disruptive learner behaviour as being in need of support. These needs had to be laid down before plans were made to appropriately intervene in their area of need. The argument was that for those SMTs reported to have a particular problem, it was the responsibility of the school to provide them with the help they need, so that this would strengthen them to handle disruptive learner behaviour. One suggestion considered was to develop the SMT's capacity to handle disruptive learner behaviour so that it could provide the support to the team in time of need.

PAR S1

The guidance counselling of our school is carried out by teachers that strictly guide learners with academics or careers choices. We also have these services given to the learners in their life orientation classes. Again, we are doing a lot of informal group counselling, guidance and talks at our morning assembly. So, indirectly we are providing to the requirements of the need-based approach. Since colleagues are also expected to be there and benefit from the learning that comes with the handling of topics we consider at the morning assemblies, the needs of the school for a particular season are being met. Sometimes we hold working sessions on some of the SMT-needed elements and more intimate discussions are treated here. I am becoming confident that our becoming more sensitive to discussing issues on the areas of our needs is helping us improve on resolving the disruptive learner behaviour challenges.

4.6.3.1 Interpretive discussion within CER principles

The SMTs here following the narrative above reminded themselves that while morning assembly talks (the informal lectures) were commended, they had been delivered within the CER style. It was noted that following the argument highlighted in Steinberg and Kincheloe (2012:143) cited in section 2.2.2 , the CER should pursue a less dogmatic approach and a more diverse intellectual perspective. No one within CER has the monopoly of knowledge to come and lecture others, as if the lecture is 'the truth, the whole truth and nothing but the truth' of reality. Therefore, the SMTs agreed that they would be more critical of whatever speakers sat during these presentations and their ideas in the lectures must also be open for criticism, debates, dialogues and exchanges with all members of the school community.

The discussion session mentioned above should not only be to clarify facts, but also could be used to exegete issues of oppression, marginalisation and discrimination that show up differently in all aspects of school life. In this way, it was agreed that the morning presentations could better serve as a panel discussion, in which the speakers (whether guest or home-based) sit around the table before the school and only debate, reflect and brainstorm the topics the SMTs and the Learners recommend could be helpful, for example, to resolve structures that challenge good behaviour in the school in general and disruptive learner behaviour in particular.

PAR S2

The needs-based approach is very much our approach. When any of us identify our needs as the SMTs, we together suggest the kind of referral that we need to undertake in order to get the entire team equipped for us to overcome that challenge in the team. The difference is that we do treat it both as an individual problem as well as a group problem because we are a team and as well as individuals. We also believe when the team develops a positive spirit about how to deal with disruptive learner behaviour and then individuals develop their personal capacities, we all benefit. In this light, we have refused to just focus on the negatives aspects of disruptive learner behaviour to individuals and the team, we also chose to raise the support that make us know our needs have been met.

4.6.3.2 Interpretive discussion within CER principles

From the foregoing narrative, the SMTs agreed that CER demands of them that they treat their needs as an opportunity to make their voices and experiences heard and not let others do it for them. They also said it was not everything that could pass for the needs of the SMTs of a school within the principles of CER, but only those actions that suggested they were being discriminated against, marginalised, and made powerless by dominant discusses. With disruptive learner behaviour focus should be placed only on emancipating the learners, and it was also noted that throughout the discussions on handling the SMTs needs, colleagues made it obvious that those SMTs affected should be referred for help.

This line of argument was revisited within the CER arguments by Nkoane (2012:102) cited in section 2.2.3, that it is through dialogue, participation, sharing and involvement in the processes that oppressed people are emancipated, not by referring them to some “expert” to “equip” them. Therefore, it was agreed that SMT’s challenges should not be treated like “hospital patients” with a “nurse” referring them to the “Doctor” to cure them of their disease. In this case, these are educational practitioners with challenges to their practice,

and have been invited to share, exchange, plan, act, evaluate and re-strategize a way to get healing from the challenges they face with disruptive learner behaviour. The group agreed that this approach means the solutions to their problems could be found within the “our needs” and “our resolutions” and not “their needs” and “their solutions” This means any support in handling these challenges should come from an insider not an “expert” outsider.

PAR S3

We had identified that we need short courses amongst STMs only, to help us in the work of transformative discipline in our school. Our concern is that the deficit approach had only made us negative and this feeling of limitation which is not supposed to be. This rather pushes us into what I call negative solutions (like kind of handling the problem by fighting it). When our learners know we are fighting with them they too become negative and go into more disruptive actions. We are beginning to look into what we now see as an alternative, where we go in for what we need not looking at what we lack. We think that part of the marketing of every school is around their strengths not their deficits. We too shall now specialize on our strengths to resolve the disruptive learner behaviour in our school.

4.6.3.3 Interpretive discussion within CER principles

The team above recognised that the CER does not require them necessarily to go to “short-term courses for SMTs” provided by some “experts” where they are either talking about “workshop” or “lectures” of the SMTs to get them “equipped.” These terms do not fall within the principles of CER as acknowledged by Mahlomaholo and Nkoane, (2001:73) as cited in section 2.2.4.2. They called for a CER practice in which the practitioners are firstly those affected by the problem or challenges being resolved, and it is their voices and experiences that make up the knowledge to be learned, reflected upon and planned, with actions and strategies derived for implementation.

Therefore, the SMTs agreed that for future meetings or seminars of this nature, they would recommend that lectures be brought and forced on them, so as to get ideas that they would need to later contextualise. Instead, they would participate in generating these seminar materials by making the content, voices and experiences clear, so that the ideas being communicated would be weaved together in the course for their reflection, implementation and transformation. Again, concerning the SMTs fighting with learners, they would be negative and more disruptive, and the team agreed that that they should not exasperate the learners into more disruption by using the outlawed method of corporal punishment. They agreed that there were benefits when SMTs and disruptive learners engaged in

participative actions such as those of the PAR group, and this could easily help them resolve their challenges in the future. The resolution was that since this study does not really end (because it adopted the cyclical model) future sessions would invite learners to bring their own suggestions for resolving challenges within the empowerment meetings.

4.6.4 The eco-systemic component

This approach was recognised in chapter two (section 2.6.5) as suggesting that SMTs consider the broad social context in which they live and work to grasp systems within which these disruptive learner behaviours emanate and affect them negatively (Donald et al., 2006:34-48, as cited in Saunderson & Oswald, 2009:147). The point of this approach was that SMTs are offered answers that are within a more complex and holistic framework of understanding the situation of the problem. Interventions follow an interpretation of the SMT's complexities, both interrelated and mutually dependency systems in the context of environment (Bouwer, 2005:50). Another allusion was made to Saunderson and Oswald (2009:147) that argued for three bases of considering the eco-systemic approach in handling the disruptive learner behaviour in South African schools: (i) digging to discover the origin of the disruptive learner behaviour as not being from the classroom but also a product of other social interactions to which the learner is related; (ii) considering the cyclical chain of the actions and the reactions between the learners that causes these learners to become disruptive in their behaviour; (iii) considering all the role-players and the systems within the learner's context before suggesting any form of intervention for them (Cooper et al., 1994:25 as cited in Saunderson & Oswald, 2009:147).

South African SMTs have been cited (Bouwer 2005:51) as having used the eco-systemic approach, to which end they have been asked to introspect and be sensitive to their own allegiances and subsequent behaviour towards the learners in the classroom. Might the teachers be one of the factors affecting the learners into becoming disruptive? (Saunderson & Oswald, 2009:147). In the literature, the main critics of this approach, Ebersohn and Eloff (2003:5) were unable to sufficiently overcome "the danger of becoming stuck in an endless list of problems and deficiencies". Meanwhile, the benefit suggested by Saunderson and Oswald (2003:148) was that it had provided a broad view of the problem both within the disruptive learners and their inherent systems.

PAR S1

After putting in the best of our ability to predict where the problems of disruptive learner behaviour are coming, and how we would agree to go about it, sometimes our assertions don't just hold. Then it seems like we are dealing with a problem far bigger than our school and not the learners per se, but something within our educational sub-system. It is when we cannot find the answers within our sub-system that we all agree that it could be within the ecological system where our learners and SMTs are dependent and interconnected to that lies the answers. This is obviously the eco-systemic component of handling challenges due to disruptive learner behaviour in our school. It is not a common approach I must confess because it requires a lot of time and resources to investigate, and we do not have that in luxury. So, we focus on having holistic sets of rules, and we expect the entire school eco-system of our learners and SMTs are captured. This gives us a comprehensive strategy that goes beyond what we feel and who makes us feel this way. We attempt to stretch at ways of completely wiping out the existence of the problem from a holistically perspective.

4.6.4.1 Interpretive discussion within CER principles

The CER principle of empowerment cited in section 2.2.4.2 that referred to the work of Oliver (1996:19) refers to the precise use of the term, advocating that people who are affected by challenges that make them helpless and powerless (due to marginalisation and oppression) come together and collectively agree on ways or principles that would make them free by themselves. It was not seen as the gift of the powerful to the powerless within unequal social structured relationships. Therefore, the SMTs agreed that they would always seek their own empowerment and if it comes to the point when they require brainstorming with someone within their community they would invite the person and work together on a comprehensive strategy that that would involve both the school and the element or activities of the school's community.

This was in acknowledgement that certain challenges mentioned above could be resolved only by members of the school, when some of the ideas lie in the voices and experiences of members of that community. The SMTs agreed that some PAR group meetings in the future would require them to invite other actors outside the school, since there are some external forces that make up the challenges brought into the school by the disruptive learner behaviour. It was also recognised as a forum in which mutual empowerment and

the principle of reciprocity could be used between the school and the community to seek emancipation of the entire social system.

PAR S2

The eco-systemic approach too is used on daily basis. We do have a holistic approach to all the challenges of the SMTs due to disruptive learner behaviour. This simply means even though we show respect, concern and even provide interventions to individual SMT cases, ours is group or team based approach. We often pay little attention at availing those clinically programmes where colleagues are diagnoses and treated due to disruptive learner behaviour. But our primary concern is to handle SMTs challenges due to disruptive Learner behaviour from the angle ‘what shall we do as a team?’ The answer hath always been that we involve all stakeholders and produce solutions that are comprehensive than individually targeted.

4.6.4.2 Interpretive discussion within CER principles

The SMTs agreed following the statement above that there should be no confusion between the individual and the collective approaches to resolving the challenges due to disruptive learner behaviour. This team also wanted to see that an appropriate CER principle was used to achieve the much-needed empowerment mentioned above. Based on the ideas mentioned by Biesta et al. (2010:43 cited in section 2.2.4.3) it was underlined that the PAR group meeting had to operate within the team-based approach even as they treated individual cases of challenges due to disruptive learner behaviour. This was because some of these challenges were more or less common to most SMTs and had been given for ineffective working of the group. Therefore, the group agreed that the SMTs could achieve this by seeking a more comprehensive solution to the challenges they faced by using the CER democratic or participative and collective measures to resolve their difficulties.

PAR S3

One of the ways we benefit from the eco-systemic component in our school is to also consider that during employment of teachers and appointment of SMTs only guys that would assist with a new skills (found in our eco-system but lacking in our team) would be employed. It does not help a school to cope with these challenges when our new employees are not adding skills, training, job experiences and other contribution to team to support us resolve the challenges we are already facing. We really need multi-talented professionals because our teachers are carrying a lot of burdens without the training and this increases our challenges. They get

overwhelmed when it becomes complex disruptive learner behaviour, and they report to our office that some of the challenges are more than them.

4.6.4.3 Interpretive discussion within CER principles

The SMTs acknowledge that while their school had the right to state their expectations in an employment document, by adopting CER principles as a guideline for all administrative practices they would suggest this modification. The modification is that given the present circumstances of the study, where the handling of the challenges due to disruptive learner behaviour is now on the agenda of the leadership, CER principles are included amongst others as criteria for employment of new staff. A CER principle cited in McGregor (2003:226) is equity in school management, and the said persons should not be discriminated against on the basis of colour, sex, religion, age or marital status. Meanwhile, to achieve the goal of resolving the challenges due to disruptive learner behaviour it was recommended that employment in the school should not discriminate against anyone, but should follow the principle of equity to achieve diversity in the staff that would bring in many new skills, more participation, and solution-oriented people who are open-minded and engaging. This recommendation was for the future because the SMTs hoped with unity-in-diversity it would bring in more innovative ideas to handle the challenges of disruptive learner behaviour.

4.6.5 The asset-based component

In the previous chapter (section 2.6.6), under the review of related literature, it was shown that Kretzmann and McKnight (1993) as cited in Saunderson and Oswald, 2007:147, believed the asset-based component to be both enabling and all-inclusive. They suggested that SMTs could draw strengths, capacities and resources available within their niche as their main assets to handle the challenges of disruptive learner behaviour. Secondly, they wished the support provided to SMTs to go beyond the individual identified problem to those within the learners' sphere of socialisation. The call was for SMTs to galvanise all the available positive assets to handle disruptive learner behaviour in school. In this regard, Bower (2005:51) posited that SMTs should consider these learners as possessing strengths that needed to be mustered in addressing the SMTs' challenging situation.

In the same way, the SMTs could pursue the alternative route of first raising support amongst themselves and then external support to build and develop those values needed to conquer the challenges of learners. Saunderson and Oswald (2009:148) suggested A move from making the SMT problem-oriented to asset-oriented, so that it would be driven by the strengths in and around it to resolve the challenges of the disruptive learner behaviour, not because they are problem-oriented but rather because they are solution-driven (Bouwer, 2005:51).

PAR S1

I have been in this school for a while and I know that we have several assets that could be harnessed as an approach to for SMTs to use and handle the disruptive learner behaviour. Some of them includes; the pride of our school. The school ethos seen during the assembly, sporting events and other common events that binds us together. We also realized that we got a system of education that many people in the public believe in. When I just think of our track records and history (to us it is a solid foundation) from where we could build upon the tradition that many have come to admire. I personally think the pride of this school could be used to build a strong moral code for SMTs who are generally demoralized. It is that record that had made us maintain the services of the college psychologist even though now we have extended the service providers to our competent colleagues to work with each other and the learners as well. Another group of asset we got is our parents who constantly provide us with a lot of support, ranging from standing by our decisions, to helping us reinforce our discipline back at home, and others come at our request and we jointly support SMTs and learners who are victims of this problem of disruptive learner behaviour. Many colleagues have been feeling better when we receive this strong parental support and cooperation.

4.6.5.1 Interpretive discussion within CER principles

The SMTs acknowledged that the CER principle of a “change agenda” was considered as somehow contradictory to the current values of their school that elevated past glory, track history and former social standing above present achievements. It was remarked that CER deals with the current praxis against the backdrop of past injustices. In this context, though there were recognizable academic successes, the SMTs were still in search for answers towards transformation of the disruptive learner behaviour. The hope was that these successes of the lead to an equally glorious current experience in the expected “change agenda” of CER principles.

Against the background contained in the writings of Mahlomaholo (2010:214) cited in section 2.2.5, the hope was that investigating relevant issues of past oppressive struggles

would assist the oppressed in correcting the past injustices today. Since we realised in the group that the past was considered ‘glorious’ because it discriminated against and marginalised black and coloured people, it was therefore easy to control. However, since only the white learners attended this school this should not be regarded as a glorious track record. The history of this college did not reflect any SMT principles or values, but rather the opposite. Such a past, it was agreed, should not be lied about (as being glorious) or leaned on because it did not show respect for the rights, values and existence of other people (such as the blacks and the coloured). Nevertheless, the SMTs agreed that if there were aspects worth mentioning from this past, they should be issues relevant in advancing peace, hope and social justice. Therefore, it was agreed that all those who could be part of this solution should be consulted to join the team and work together for the making of the spaces conducive to resolving of the challenges of disruptive learner behaviour in this school.

PAR S2

Many colleagues will agree with me that we have prevented disruptive learner behaviour to some degree in our school because we do not believe in always following the law of eye for an eye. We accept our critics who accuse us of being weak to stubborn learners by not expelling; rather we preach love, peace and reconciliation. We consider the very many reasons for disruptive learner behaviour and are sensitive to each learner’s socio-economic background when approaching their disruptive learner behaviour. Many colleagues will agree with me that it had earned us respect and saved us plenty of trouble as we strive to prevent disruptive learner behaviour through the peace path.

4.6.5.2 Interpretive discussion within CER principles

This group agreed that the statement above falls in line with the CER principle of emancipation practices already highlighted in (section 2.2.4.4), that cited McGregor (2003:226) as arguing that for any oppressed group to be emancipated a critical action must be adopted. The group therefore agreed to take some of these measures to enhance the values they sought to achieve above. This would mean the SMTs need to seek those values that would help create a school management system that would not be oppressive in structure, but rather that would address their needs and resolve their challenges in both their theories and practices. The values mentioned above, that the colleague exhorted others to keep holding onto, are examples that indicated that they were on the CER principle path, that is, the path of peace.

PAR S3

One of the assets we have is our Deputy Principal who is a trained educationist and always motivates us by organizing seminars especially for all newly appointed SMTs. He has always reminded us to keep record of those very challenging behaviours we encounter, how we handled or could not handle them and the way forward. Then he follows up in meetings where he usually empowers the entire staff and especially for the SMTs that didn't get the professional training this is an asset-based approach to the problem they could face in the school from disruptive learner behaviour. Another asset is that we see each other as a family, not only in social activities, but united in a common emancipation struggle. We all strive to be alert, visionary, strategic, dynamic, team spirited, daring and bold. These qualities have made the team an asset to each one.

4.6.5.3 Interpretive discussion within CER principles

From the narrative above, the SMTs related what was said to what is contained in section 2.2.5, where Nkoane (2009:22) was cited as proposing CER that would advocate equality in the power relations, more collaborative approaches than directive approaches, and also more striving to create the spaces for human transformation and participation for their own emancipation. If this was what the deputy principal of this school represented then such a person needed to be applauded and motivated to become transformative in using various CER approaches. The caution was to avoid a one-man scenario that is often criticised within the CER. The principle of such a leader, it was recommended, has to be extended to involve collecting teamwork, mutual participation and democracy. Everyone must be empowered, enlightened and emancipated in the process of working together. The SMTs therefore called on the entire team to be ready to criticise those practices of handling or resolving the challenges due to disruptive learner behaviour in a reflexive manner, in order to avoid being judged by other practitioners in the same paradigm. This would mean the creation of a true family (as mentioned above), to be achieved when the head of the SMT is ready to step down from that powerful position and acknowledge that others too have the potential, and could share in the holding of the principles that would motivate everyone to go forward. This does not mean leaving the position, but rather action in humility for the interest of all.

4.7 CONDITIONS CONDUCTIVE TO FRAMEWORK

The study had earlier made mention in Chapter Two (Section 2.7) under the review of related literature that some conducive conditions should prevail for the framework to be constructed, in order to serve SMTs to handle disruptive learner behaviour. In this subsection, I analysed and interpreted the data on those Conditions conducive to the constructing the framework of my study. I decided to do this by comparing and contrasting the review of related literature and the empirical data information on this subject. I further examined the data to discover how it related with the principles of Critical Emancipatory Research (CER). In doing this analysis, I first began by highlighting those salient conditions found to be conducive for the designing of the framework as underlined in the review of the related literature. Secondly, I underscored from the empirical data those discussions, documents and observations that were recorded as pertaining to the conditions conducive for the framework at each school captured by the study.. And lastly, I concluded by summing up the main reflections that covered the subheadings and brought out the way this subheading contributed to the overarching study problem, aim and objectives. The paragraphs below developed three main Conditions conducive to the framework are discussed and they include; the availability of: 1) motivated SMTs for social justice.

2) The presence of disciplinary policies for school transformation and 3) the existence of a professional disciplinary support group in a school. These conditions are analysed and interpreted following the steps already highlighted as follows.

4.7.1 The Conditions conducive for the design of the framework within the CER principles

There are a number of CER principles that were used to assist the SMTs create the conditions conducive for the design of the framework of the study. This was conditions were drawn from the texts and the SMTs in PAR group meetings responded to the research questions, aims and objectives.

4.6.1.1 There is space for SMTs to implement CER principles on school discipline

In the literature I argue that where disruptive learner behaviour is on the rise and the causes are unusual it is not the time for SMTs to panic or be disillusioned (Hallam,

2007:106). They should not be overwhelmed or anxious to the point of ineffectiveness, with their energy being channelled into negative confessions, disappointments, shock, marginalisation and feelings of inadequacy, since this would not help them to resolve the challenges of disruptive learner behaviour (Saunderson & Oswald 2009:143).

It was argued by Prinsloo (2005:449) that when the challenges due to disruptive learner behaviour are on the rise in a school, the SMTs need to be motivated by principles that allow them to counter them. Amongst these approaches I suggested that CER could be an empowering approach to motivate the SMTs to create the positive space for their emancipation and empowerment to handle school discipline in a way that respected human rights laws in the Constitution (Republic of South Africa, 1996a and b) and the South African School Act (Act 108 of 1996). I also show that abiding by the CER principals of social justice, hope, peace, democracy, equality and equity, self-respect, human rights, social values, social inclusion and empowerment (Nkoane 2012:12, citing Fairclough, 2003; Henry, 1998 and Spival 1990), would be a condition conducive to SMTs in need of the social space to overcome challenges caused by the dominant discourses and oppress actions occurring in their schools.

4.7.1.2 Conditions conducive to the framework within the empirical data

PAR S3

Part of the struggle colleagues go through comes with bearing their own financial burdens after rendering services to this institution that brings about this cost when handling the challenges due to disruptive learner behaviour. The administration therefore decided to share in the medical contribution of colleagues because it is part of labour regulation for workers to participate in the support services this school's administration promised each worker. Therefore the regulation for the payment of the medical contribution of colleagues is that it falls within the participation and support service this administration offers. To ensure that everyone is made conversant with the hazard inherent to work performed, understands the precautionary measures required with respect to this hazards and is provided with the necessary information, education, training, support and supervision to maintain a safe workplace.

4.7.1.3 Conditions conducive to the framework of the data within CER principles

The SMT above was opening discussion on the issue of shared financial contributions on their medical expenses due to disruptive learner behaviour. The statement was not clear on

amounts to be contributed by both parties, but the speaker brought to our awareness that part of the challenge of SMTs and the school handling this behaviour is on the financial burden that may come with healing those who suffer pain of any kind. The other argument of the SMTs was that since this involved work-related incidences of medical cover, specifically those that dealt with disruptive learner behaviour, the question arose as to whether they were supposed to pay anything when they were mostly the victim. Other options were that not only should the SMTs and the school administration contribute, but also parents of the disruptive learners should be committed to make a contribution to the medical expenses incurred treating the pains of the SMTs. The group based this argument on the work of Steinberg and Kincheloe (2010:140), who argued that those affected in an oppressive milieu must be contacted when solutions to their plight are being sorted. The group made the point that the idea of contributing for medical expenses as well as consulting and participating in programmes of intervention must represent the voices and expectations of the SMTs, not an administrative decision that failed to consider how they felt when they suffered hurt in an attempt to handle disruptive learner behaviour.

PAR S1

We operate with an adaptive principle in mind to create the necessary conditions conducive for resolving these challenges of disruptive learner behaviour. I'll like to explain the word "adaptive". It means our system is not a fool proof system. We do not claim that when we've handled cases of disruptive learner behaviour for a certain period of time that means it's all going to be working well. Sometimes we are open for the unimaginable, I mean we are ready for a time when nothing in place is going to work. At all times; we re-assemble, study the situation very well, adapt quickly to modified strategies that responds to the current trends and we re-adapt the system to the current situation. And I think that is very important, when you keep up with the newest technology, when you keep up with the latest approaches, when you are sensitive at responding to the change coming from out there, and adapt the system of discipline where our emancipation, feeling of self-worth, self-respect, dignity of other humans, and the respect for social values are at the centre of it all. This keeps us effective and motivated to keep it fair towards all parties. The fit-in-all live approach doesn't apply here, since it's too difficult to apply that in our school. The learners and SMTs are so different. We will love to say, fit-in-all, live, but you can't. You can't apply that single rationale to every single learner, you can't do it. And the thing is we are kind of trying to create, cultivate and maintain a common value system where our voices are at the middle and our wellbeing is not ignored.

4.7.1.4 Conditions conducive to the framework of the data within CER principles

The group above affirmed that the narrative is within the CER principles that express how they have moved to start applying appropriate measures for handling disruptive learner behaviour. The steps involve coming together, studying the situation at hand, and designing strategies that suit the particular incident, but when this is not successful they would re-group and re-adapt the current disciplinary system to fall within the expectations of CER Plan of Action and reflection strategy supported by Barth (1995:73) and Berg (1994:6) as cited in section 2.2.4. The SMTs agreed that movement in changing the strategy of handling disruptive learner behaviour requires that participants within the CER paradigm have to weave their ideas together by generating, analysing, adopting, testing, evaluating, reflecting and re-adapting the strategy. These steps were agreed upon as important in order to ensure that the strategy proposed was within the CER principle of having “critical thoughts.” The above narrative confirms that the group had been practicing this strategy and would continue to practice it until a very safe and secure school environment had been achieved, in which the happiness of everyone was guaranteed by the strategy in place.

PAR S2

We have reduced our challenges by ministering through the democratic policies that we had adopted for the school. We always give the disruptive learner the opportunity to speak and we share our honest opinions on how we feel towards these learners actions to colleagues and motivate us towards our agreed inclusive approach to these problems. For example, before I allow the disruptive behaviour to affect my mood, I exercise self-respect, self-worth and self-control. It really takes discipline to live in this kind of space especially when you are provoked to react negatively. Since we have learned to be distant from the problem, and rather pursue social justice. I hardly become entirely involved when dealing with direct challenges from disruptive learner behaviour. I also refuse to be conservative (narrow minded and traditional) about the challenges, rather I keep an open mind, explore democratic and participative leadership styles and it always rewards.

4.7.1.5 Conditions conducive to the framework of the data within CER principles

The principles of CER to resolve the SMT’s challenges due to disruptive learner behaviour in the school are being used by the group above. The narrative was supported by the ideas of Mncube (2009:31) as cited in Section 2.5.2, that posits that the United Nation Children Fund (UNICEF) and the United Nation Development Program (UNDP) proposes that the

education be managed within the principles of democratic practices. The SMTs above agreed to continue in the use of these democratic practices since they also fall within the prescriptions of the CER principles of management. They hoped that since democracy is a CER value it would inevitably usher in emancipatory ideas to those SMTs that feel oppressed by the dominant voices and daily experiences of hurt that challenge them when handling disruptive learner behaviour. Strategies such as freedom of expression and choices, equal participation, and social justice could now be pursued by this group when handling their challenges. They hope to enshrine these principles within the rules and regulations of the school and practice them intentionally so as to make their voices heard, build a free and fair school disciplinary system, promoting them as the virtues of fulfilling the SMT's right to self-determination.

DOC S3

“This school code of conduct was drawn up after following due democratic processes. It was not imposed on the teachers and learners, rather all stakeholders of our school have jointly put in place this document to foster social cohesion, respect for human dignity and social values; and inclusion of all to maintain a discipline and excellent college that would be the pride of all. Concerning learners, they are to respect themselves and others. They are to treat one another with kindness and demonstrate good manners. No learner should be treated unfairly because race, gender, colour, tribe or religion rather they should be treated in a courteous way as human beings. They should not make fun of others or physically or verbally abuse each other. Learners have the right to feel safe and happy at college. Learners are entitled to express themselves verbally, or in writing, their personal opinions provided they do not interfere with the rights of others. Learners should respect those in authority and display good manners to their teachers. Learners should be co-operative and kind. Learners should obey the college rules. These rules are designated to allow the college to meet its obligations to educate learners in an atmosphere conducive for learning. They are also designated to provide an atmosphere of safety and security for everybody. Learners should take pride in their college and keep it neat. They do this by taking care of books and equipment, as well as not damaging or defacing any area of the school.”

4.7.1.6 Conditions conducive to the framework of data within CER principles

It should be noted that, while the SMTs above applauded the school code of conduct as containing some democratic principles, the group was also disappointed that some important democratic values were missing from this document. Interrogations were made of the principles that guided the school to base the ideas contained in the code of conduct and it was explained that good morals and good will were in the minds of the architect of

the said document. For this reason, the SMTs agreed that it was not enough to possess good moral and will in drawing up such a document, rather CER principles should now be intentionally used to shape and inspire every idea enshrined in the school rules and regulations. Reference was made to the work of Sithole (1995, as cited by Mncube, 2009:32), that when schools are run democratically they would be able to address the place of involvement in education of parents, community, staff and learners. This is the time when some of the democratic rights to be preserved in the school would be achieved. Therefore, the SMTs agreed to include all these stakeholders' roles to help them implement the ideas found in the code of conduct. This would mean that the school had shown how the democratic rights of the marginalised groups should be preserved, when they involve all stakeholders and raise their voices and experiences. It would then be that the SMTs would achieve democracy in overcoming the challenges due to disruptive learner behaviour.

4.7.1.7 The presence of disciplinary policies for school transformation

In Section 2.7.3 I argued that where there is rapid school transformation the developed framework could be conducive. The transformation here is in areas formerly plagued by institutionalised discrimination, fragmented school leadership, conservative-authoritarian leadership style and a school in which SMTs were marginalised in relation to handling disruptive learner behaviour. A similar argument is raised by Saunderson and Oswald (2009:143) citing the work of Sayed (1998:169), that to change disruptive schooling environments the SMTs should respect the policies that would lead the schools into social transformation as reflected in the Republic of South Africa's (RSA 1996a) Constitution.

I further argue that the Constitution, the Bill of Rights and the SASA (84 of 1996b) invites school leaders to operate within an inclusive system void of all forms of discrimination and prejudice in carrying out school admissions, handling and moulding all young South Africans in all schools they choose to acquire this social service. Therefore, a framework that considers transformational disciplinary policies for SMTs to handle cases of disruptive learner behaviour could be the condition conducive to succeed within such multi-racial and multi-ethnic schools, as also argued by Saunderson and Oswald (2009:143).

Lastly, I question the absence of the South African teachers' voices within the framework of a democratic school governance system in which all stakeholders are articulating their

stance concretely on the matter, as noted by Saunderson and Oswald (2009:145) as cited in Zeicher and Liston (1996:5). In order to make their voices heard, I interrogated the conditions that allow them not only to speak out but also to act out within these debates. This study's framework promoted transformation in the South African school disciplinary landscapes, as suggested by Saunderson and Oswald (2009:146) as cited in Donald et al. (2002:20), that SMTs should uphold similar positions that are capable of developing a new and better praxis for an emancipatory South African school leadership.

PAR S1

I said this before; transformation is at the heart of all our support services aimed at handling the challenges of disruptive learner behaviour from a new perspective. That is why we pay for the services of a full time psychologist at this school who consults with SMTs, teachers and learners- just anyone who is in need of these services. I want to commend them for doing a great job because I have been personally assisted on how to discipline learners not necessarily to punish but to transform lives by some of those principles that they share with us. Other schools may be providing these same services; the difference is that ours is for transformational disciplinary services to our workers and learners. I cannot imagine this school without these services to us.

4.7.1.8 Conditions conducive to the framework of data within CER principles

The above narrative of this SMT is related to the need of the SMTs to becoming mutually empowered as a path towards achieving the transformation agenda of CER for the group. The statement above was reflected upon in the light of Jina and Janet (2003:567) as cited in Section 2.5.3, who argues that the services needed to support SMTs overcome disruptive learner behaviour should be able to engage them in their processes and work so that they receive some emotional and professional assistance in meeting the challenges of disruptive learner behaviour. Therefore, the SMTs agreed that the services mentioned above should not merely be similar to those of a hospital outpatient unit in which the patients are given prescriptions to administer themselves, followed by their own observations and monitoring, until they get the opportunity to see a doctor again for a follow up. The CER principle of mutual empowerment, it was emphasised, requires that the SMT be provided with services aimed at transforming their work life for the better handling of cases of disruptive learner behaviour. This means working as "in-patients", continuously receiving interventions from colleagues, monitoring each other's progress and ensuring that there is healing and happiness for each other.

PAR S2

We often take time during our regular SMT meetings at school to plan for change. One of those areas we are always looking out for is the disciplinary policies that these learners have become norm towards because the methods are static. I realized that we cannot possibly introduce a framework SMTs to handle these challenges due to disruptive learner behaviour (such as stress, depression, marginalization and oppression) successfully when we have very unchanging disciplinary system in place. The problem is that resolving these challenges under the current state legislations, constitutions and School Act require that we become transformational in our approach to discipline. We had a situation whereby in one of meetings where we discussed on lengthening the school day in order to improve the academic climate. To us the learners were a little bit too rowdy, too noisy, and they were changing from class to another very slowly, and the school program was not moving very smoothly. Attempts by some colleagues to run after them only brought these colleagues pains and trouble. We wanted to implement a system where SMTs would easily overcome the present challenges. So we decided as to lengthen the school day, and this reduced noise and stopped the slow changes in classes. We insisted that more transformative detention hours would be meted on anyone who fall victim of these crimes. The parents and learners' representatives had to be called, and other stakeholders to make this decision binding. We realized in the meeting that we had long needed a more dynamic disciplinary policy to introduce these changes. This was accepted, and the change came and we are glad that the response was good, there was increase in the learning hours of the day yielding a lot of dividend to those our learners who had too much leisure time and channelled it towards disruptive behaviour to become better than ever. Because of what we did, we witness a drop in the number of disruptive learner behaviour in our school, SMTs were less stressed and the challenges from the former problems automatically ceased.

4.7.1.9 Conditions conducive to the framework of data within CER principles

The SMTs above agreed that the principle of participative democracy would be used every time they are planning for change in the way they handle disruptive learner behaviour. This position was arrived at based on the argument of Mncube (2009:32) cited in Section 2.5.2, that SMTs cannot plan for change and leave out other stakeholders who would facilitate the needed change. Here they were stating that they would not leave out stakeholders such as parents, community representatives and the learners when planning for change in the school. The group was conscious that when stakeholders are not invited to participate in the change process they would be reluctant even to enter when it was time to implement or evaluate the changes made. The SMT had to reflect on whether this was related to disruptive learner behaviour challenges being on the increase in the school or to leaving out the learners when the school's code of conduct was being designed. It was

therefore agreed that for the disciplinary system to be transformative, as hoped, the system put in place had to be very democratic, with the voices and experiences of the majority not suppressed but respected, and even given their rightful place.

PAR S3

I suggested some time ago that we carry out a revision of our school rules and regulations in order to make it reflect the various kinds of challenges we are facing with disruptive learner behaviour in our daily experiences in this school. I am glad that it was considered on the grounds that the problems we face today as educators are very different from other colleagues yesterday. And we cannot use yesterday laws to deal with today's problems because they are different. Some of the issues that were in our old school code of conduct seemed not to address some of the things we have been battling with such as; the use of drugs, the official school languages, the use of smart cell phones and other electronic gadgets in school, the issue of condoms and sex in school, learners bullying school leaders, learners with fire-arms in school, the outlawing of corporal punishment when handling even the very extreme disruptive learner behaviour, and disruptive learners who are violent towards us (and our rights are not protected). Under this new code of conduct, we now have our concerns addressed and we are poised to implement a transformed disciplinary school policy.

4.7.1.10 Conditions conducive to the framework of data within CER principles

The principle of CER discussed above by these SMTs was that of collaboration and transparency in the way they would approach cases of disruptive learner behaviour. Therefore, the SMTs agreed that in order to put in place a guiding rule to enhance their peaceful coexistence in the school they had to collaborate as a matter of necessity and not an option. This principle was in line with the argument presented in Section 2.5.2, in which SMTs were encouraged themselves for being able to face and resolve the challenges due to disruptive learner behaviour, because they respected the rule of collaboration at the time they were creating the laws. This participative democracy, that must also be transparent, would foster peace, unity and hope when the SMTs and the other stakeholders respect what has been put in place. This also meant that on the laws that needed to be revised concerning the ways of resolving these challenges, the SMTs agreed that they would seek dialogue, equal participation and consultation, so that when the decisions arrived at were implemented they would enhance the happiness of all the members of the school community.

4.7.1.11 Existence of a professional disciplinary support system in the school

I suggested in Section 2.7.4 that to provide a professionally based disciplinary system in school is a condition for a framework that would help SMTs handle disruptive learner behaviour. I draw from Saunderson and Oswald (2009:146) on recent approaches to school discipline becoming professionally inclined. One of the major comments was on introducing the medical method to address the problem of disruptive learner behaviour, which involves studying the causes, symptoms, diagnoses and treatment of victims. The SMTs under severe discomfort due to these problems were therefore considered in need of the services of college psychologists, counsellors, and pastoral caregivers (Mubray, 2009:60), for their ultimate healing. I thus argue that some school SMTs at the Western Cape were better equipped to handle challenges from disruptive learner behaviour because they were staffed with a disciplinary support system from complementary services at the schools.

PAR S1

Our school has what it takes to introduce a collaborative framework to handle the challenges of the SMTs due to disruptive learner behaviour in school. We all know that if we can assess the services of our school- based support units like the Guidance Counsellor, psychologist, social worker, pastoral care, SGB, School security services, they would assist us cope with the stresses of the work particularly handling disruptive learner behaviour. We have a psychologist whom we consult with as well as some learners. We usually refer learners and colleagues to the college psychologist for free consultation and treatment for their needs. Our counsellors handle most of our academic problems, and a few issues dealing with disruptive behaviour, disciplinary problems, and many problems that we think they have brought from their homes. So, am not saying we're supposed to be their scapegoats, but in extreme cases of disruptive learner behaviour, we're aware that there are professional assistance provided by the college.

4.7.1.12 Conditions conducive to the framework in the empirical data

The group above acknowledged that the CER principle of empowerment would be enhanced when the practices highlighted above were part of their strategy for resolving their challenges due to disruptive learner behaviour. Reference was made to Jina and Janet (2003:564) as cited in Section 2.5.1, that the use of school-based approaches such as support units and programmes, could easily achieve mutual social, psychological and administrative enrichment. They reflected that their support would come from these units

as they participated in the supportive programmes put in place in the schools to help SMTs resolve the challenges of disruptive learner behaviour. Again, reference was made to Nkoane (2013:2) as cited in Section 2.5.1, that the SMT's framework for handling disruptive learner behaviour must also inspire collective empowerment and emancipation of colleagues through the support services offered in the school. There was also a need to incorporate the service providers in the PAR group meetings, so that as professionals their services would be contextualised to include the CER principles mentioned above for both the SMTs and the professionals to jointly handle the challenges of disruptive learner behaviour.

PAR S2

Professional development as a strategy to create a platform for handling the disruptive learner behaviour is our style. We are very intentional about this and have made it our priority if we realised there a need to do it; like when we realized that in a particular school year colleagues were too tensed and troubled by the increase in the cases of disruptive learner behaviour that seemed to outnumber our SMT task force, then we would send colleagues to attend meetings, training or take courses that would improve their skills to support them perform the job for the school. I have attended a workshop on behalf of the school that was hosted by a lady; we dealt with how to handle difficult learners in our school. It is worth mentioning that it was our Learners' Alumni who brought this lady and her team to equip us with the new approaches of handling difficult learners at our school. They did not do it because we complained that our school was becoming very disruptive these days, but they thought we needed to be updated and more professional by getting these skills from real professional in the field who would provide us this workshop as a preventive and proactive measure for us to better deal with the cases of disruptive learner behaviour that we cropping to handle at our school.

4.7.1.13 Conditions conducive to the framework in the empirical data

The group above advocated a CER principle that would promote their professional development through mutual empowering programmes. This idea was related to what was written in Barth (2001:157) as cited in Section 2.5.5, that it is within this platform that SMTs could be provided with enrichment programmes that are aimed at their mutual empowerment for handling the challenges due to disruptive learner behaviour. It was also agreed that collective growth and experience would be enhanced when the SMTs as a group are deliberately thinking, talking, planning, acting, evaluating, reflecting, adopting and adapting strategies that would enhance their professional goals, especially the one of making the schools safe and secure for the attainment of educational objectives. That is

why the group underscored that these seminars that are organised should be void of lectures and “one man show” events. They should rather be forums for discussions, debating, and brainstorming sessions geared at developing the skills of the SMTs on how they would overcome the challenges of disruptive learner behaviour.

PAR S3

It is a fact that some of our tutors appointed to the responsibility of SMT are not professionals in the field of education but rather hold degrees in the academic subjects. When it comes to handling disruptive learner behaviour, a professional disciplinary group is really needed in our school (that is, graduates in educational studies). We have suggested to the school board that they should employ more professional educationist than those with degrees in academic subjects, so that it would be easier to get these professionals into the leadership of the school. In the meantime, all members of the SMT are encouraged to improve on themselves by rubbing minds with colleagues who got these skills. They should take advantage of their presence in the school and ask them for professional skills and knowledge of handling disruptive learner behaviour. I have realised that when a colleague shares professional knowledge to another on matters of discipline it is considered relevant and serious. We as members of the SMT have become peer educators to each other on matters like this, especially when there is an outcry from fellow colleagues on the challenges from disruptive learner behaviour. We are now seeing ourselves more like brothers and sisters in the job, instead of competitors on the field of play. I noticed that this plays positively on our ego and summons respect from the learners. They provide the right atmosphere to introduce new frameworks that could enable the school go to another level of handling these problems.

4.7.1.14 Conditions conducive to the framework in the empirical data

The SMTs agreed that since democracy is becoming a highly contested term in the research they would prefer to adopt a definition of the kind of democracy they intended to practice, that is, one that would advance values of tolerance, respect and responsibility amongst colleagues. The group also questioned why new SMTs merely appointed instead of elected. The question led to recommendations that in the future, to open up more democratic spaces that allow for freedom of expression, social justice, equal participation and equity, the decisions that would affect the entire group (such as who becomes an SMT) should henceforth be elected rather than appointed members of staff.

On the subject of professional development, the group made a choice to follow the approach of seeking mutual empowerment of both the professional and the non-professional educators within PAR group empowerment meetings. This means that all the

professionals in the team should be ready to engage with the other non-professionals in supportive but equal participative meetings for the collective empowerment of every member of the SMT. This principle was in the light of CER value by Jina and Janet (2003:567) as cited in Section 2.5.3. The idea of a sharing spirit was that it would be the driving spirit for teamwork and working together as a family so that members received support from each other. The benefit of this approach would be mutual empowerment of each SMT, as suggested by Kelly (2009:7) as cited in Section 2.5.3.

4.7.2 CRITICAL DISCOURSE ANALYSIS (CDA) OF THE TEXTS

The Critical Discourse Analysis (CDA) was used below to assist in the analysis and interpretation of some of the transcribed texts that followed the SMTs responses to the research aim, objectives, and questions. It is the meaning that was derived from these texts extracts that provided the space for the SMTs to design the framework of the study.

4.7.2.1 The “PAR DOC1” Extracts within CDA

PAR DOC1

“To ensure that everyone is made conversant with the hazard inherent to work performed, understands the precautionary measures required with respect to this hazards and is provided with the necessary information, education, training, support and supervision to maintain a safe workplace. To remain proactive by anticipating, recognising, evaluating and controlling all unhygienic and unsafe situations that could result in incidents or disruption of work. We promote positive mental, physical and social wellbeing within the organisation. We achieve our objectives through consultation and mutual participation from management, staff, learners, contractors and visitors.” We have over the years created a culture of wellness our school; where health and safety are amongst are main priorities amongst all persons in this campus. To ensure this, all our employees are registered with a medical aid institution (where we both bear the burden of paying for the total cost). This has greatly reduced on the responsibility on colleagues when any worker is in need of some medical attention. The reason why we share in the medical contribution of colleagues is that this falls within the participation and their support services this school’s administration promised each worker and also it is part of labour regulation. We are aware that part of the struggle colleagues go through comes while they serving the institution and the handling of disruptive learner cannot be ruled out as one of the principal sources of their challenges.

4.7.2.2 Textual Analysis -“PAR DOCI”

The statement; “their services to this institutions,” contains a hidden construct, informing the reader that the school as an institution is more powerful than the SMTs as workers rendering services to her. Another is the roles and status expressed in the text. The SMT’s role is to provide services but the text omits that of the institution to the SMTs, suggesting that the speaker may have been biased.

The semantic construction, “their services” may suggest the speaker is not an SMT whereas the speaker is, which is why we have this voice in the text. It could be supposed that the use of “their services” was to exclude the speaker (because it carries an exemption sense), where the speaker makes it “their” rather than “our” problem. It may suggest within this context that the speaker was addressing the comment as a representative speaker, telling what the group asked the speaker to say only as their mouthpiece, without any overt message of projecting self-interest, or the speaker merely being autonomous. The statement also invites any reader to know that the SMT’s services are not for the disruptive learners *per se*, but mainly for the owners of the institution, which suggests specific employer-to-employee rules and regulations, and not a general public good. This may be expressed to identify the context in question.

In the statement above, “handling disruptive learner behaviour cannot be ruled out as one of their challenges,” could be analysed within the discursive practices involved. Firstly, the text rightly puts the responsibility of handling disruptive learner behaviour in the charge of the SMTs, without suggesting that it was quoting the DoE’s 1996 text, which prescribed that while the SGBs are charged with the formulating of school policies, the SMTs are charged with the implementation of these policies. One of these policies is that the SMTs should maintain a safe and secure school for all, through good disciplinary strategies. The discursive style the speaker used above in this situation suggests the Constitutive Intertextual Discourse (CID) of Fairclough (1995:61). This refers to the time a speaker aims to use this kind of conversational monologue to draw sympathy from the readers and expecting them to shift their allegiance to the plight being expressed. One of the linguistic features of the text phrase is to invite the analyst to interpret the many challenges of the SMTs in the school, of which the handling of disruptive learner behaviour is a major one, that is, why the speaker omits the others. Lastly, the rendition “cannot be ruled out” is a persuasive phrase of this discourse having the ability to shift the reader’s attention from

the monologue to the conversational dialogue of the speaker as used in Fairclough (1995:61). The main reason for the speaker using this phrase may be to capture what is contained in the official documents or discourses in this context.

Another phrase, “there is consultation and mutual participation of management of management, staff, learners, contractors and visitors” could be considered as having some disagreement in the categorisation within this list. There is a suggested cultural undertone in grouping such a disagreeable group in one speech, that is, how could a school consult visitors and contractors with staff and learner, leaving out the parents, the community leaders and other DoE leaders? Are these visitors the parents, the community leaders and the DoE leaders? The question then arises as to who should be consulting whom? These questions are important because of the phrase, “there is consultation...” The contextual practices of this school does not apparently even agree that in the same way management consults staff, so learners are expected to be approached over the handling of disruptive learner behaviour. This is not feasible in this hierarchical school context. Also, the socio-cultural practice of mutual participation or equal participation does not work in this context. Why did the speaker create such a picture as the conditions conducive to resolving challenges due to disruptive learner behaviour? Is there any intention to weed out or challenge the culture of school hierarchy in resolving these challenges? This may be a plausible guess, since the CER principle requires that all stakeholders aim at resolving an institutional challenge to be humble, peaceful and hopeful.

The next phrase, “part of the struggle colleagues goes through...” requires textual analysis. The terminology “part of”, “struggle” and “colleagues” in this sentence is above the sentence level (Fairclough, 1995:60). The word “part” speaks of a representative fraction of the whole. The speaker leaves the readers to guess what the other part could be. By mentioning disruptive learner behaviour as part of the struggle for the SMTs, the speaker may be suggesting that it is the greatest amongst the other struggles of the SMTs in this school. Why did the speaker not state the other struggles of the SMTs in this school? It could be argued that the speaker wished to capture the readers’ attention on only one of the outstanding struggles, and also intended not to distract them by providing a list of struggles that may lead readers into comparing one with the other. Meanwhile, the speaker could be accused of making up things that were not as they were. If they were important why did the speaker not mention them? The term “struggle” could be taken to mean several things

in the context of the subject under study. It could mean a fight, a scuffle, a skirmish or a tussle, which I believe would be out of proportion to what the SMTs were experiencing. The simple point is that the SMTs are attempting to resolve a ‘challenge’, meaning a test, a trial, a contest, or a task that hinders them from achieving their goal of school safety and security an atmosphere conducive to academic achievement. Lastly, the term ‘colleagues’ has different meanings in different contexts, such as ‘equals’, ‘contemporaries’ or ‘co-workers’, which brings out the element of solidarity more than speaking as a representative of the group.

Another phrase, “it is part of labour regulation”, could be described as being within the CID style, in which the speaker makes up the text with elements of another official text. The speaker’s aim may be to overtly draw the reader into merging or assimilating what is implied as if it were an official recommendation from the source document (Fairclough, 1995:61). The labour regulation was neither cited nor details expressed, therefore analysis of this kind of constitutive discourse may find that the speaker has merely used official jargon, without any predetermined intention to be achieved, or raising an expectation and awareness of the readers to consciously or unconsciously sympathise with the entire discourse. Since the evidence is not very clear that a specific labour regulation was going to be used to commit the school administration to keep their side of the bargain (payment of contribution to hurting SMTs), it is clear that the speaker merely wants readers to pay attention to the seriousness of a claim, if there was one in the first place.

The next phrase, “...and the support services this school administration promised each worker” could be analysed following the socio-cultural practice of discourse. That the services mentioned in this discourse are not specific, one could make some guesses into their relationship between the SMTs and the Administration (SGBs) in this context. Firstly, the support services arise from ‘...this school administration...’, referring to the SGBs of this current school year period and suggesting that other school administration is exempted from whatever the speaker is making as a claim for the SMTs. However, this school administration may also refer to the seat of power (the ideological mainstream people who govern the school). This also includes some SMTs, such as the principal and the deputy principal, who are key executive members of this school government and should be held accountable for their promises. If this option is what the speaker implies, it means it was a divisive statement, accusing those members of the SMTs in the SGB as

having made promises, and now they need to be reminded as SMT members of the commitment as an SGB. Another view is that, if the school administration promised each worker then the SMT members who are in the SGB are not included because they could not at the time of the promise act as both arbiter and player.

Once again, the phrase, "...medical contribution of the colleagues is that it falls within the participation and support services this school administration promised..." could be interpreted using the textual analysis in CDA. The words; "...medical contribution..." is nebulous and could mean many things, perhaps medical scheme, medical aid programme, the expected payments for health contributors, or a medical bill from a hospital or pharmacy. It is unclear who would participate, since it is a "contribution... within the participation..." Although the ideological concept expressed is not far from the confines of readers' understanding, they should understand clearly that the SMTs belong to a medical aid or insurance scheme in which there is participation in the payment. The next statement, "...to colleagues is because..." brings out clearly the benefactor of the medical contribution and the result of their participation. It is surprising that the speaker is an SMT, but the phrase suggests that the benefits are "to colleagues...", implying another self-exemption of the speaker. When the speaker is not necessarily excluded from the benefits (as may be wrongly interpreted following the phraseology) it might be because he or she is using a representative voice, suggesting humility, piety or selflessness.

It is clear that all the SMTs participate in the benefits, including the speaker and the colleagues in paying for their part of the medical contribution. Regarding the others who participate, the rest of the sentence mentions school administration as the second and last partner in the medical contribution. What is not clear is whether the school pays through fines or charges they receive from parents whose children have committed a disruptive act that directly requires payments for injuries? That the text does not say this may indicate that the speaker was assuming 'the school administration' partnership was clearly understood in the context of the discussion. The question arises as to who those readers are who do not live within this context?

4.7.3 CONDITIONS CONDUCTIVE TO THE FRAMEWORK OF “PAR S3” EXTRACT WITHIN CDA

The next sub-section handled some of the text extracts within the Critical Discourse Analysis that directly showed how the PAR group of the third school “PAR S3” have created the conditions conducive for the framework to be designed in the school.

4.7.3.1 Textual analysis of “PAR S3”

PAR S3 (a) “...*Their services to this institution...*”

The phrase above contains hidden constructions: to tell the reader that the institution is more powerful than the SMTs rendering services to them. Another is the roles and status in this text, one being to provide services. However, it omits the relationship of the institution to the SMTs, suggesting the speaker was biased in motive. The semantic construction, “their services...”, may suggest the speaker is not an SMT member, even though from contextual evidence he or she is. Why did the speaker insist on the usage “their” rather than “our”? One may suppose that the speaker was self-exempting in the text when such a word was used. Also, it may suggest within the context of the text that the speaker was presenting the story as a representative speaker, telling the audience (may be mixed) what the group would gladly accept as their spokesperson. Another reason may be that the text did not wish to portray the speaker as self-projecting, in order to dismiss suspicion of selfish interest. The statement, “...to this institution...” also invites the reader to know that the SMT’s services are not for the learners, community or nation in general, but for the institution. This suggests a bond between the employer and the employee in rules and regulations, not only for the general public good. This may also be serving to express an identified context in question.

4.7.3.2 Textual analysis of “PAR S3 (b)”

“...*Handling disruptive learner behaviour cannot be ruled out as one of their challenges...*”

The text rightly places the responsibility of handling disruptive learner behaviour on the charge of SMTs without suggesting that it was citing a text by the DoE (1996) that while

SGBs are charged with the formulation of policies for managing the school, on the other hand, SMTs are charged with their implementation. It should be noted that one of such policy is to maintain a safe and secure school with learners' discipline amongst the highest priorities. The text used was a conversational monologue to draw sympathy from the reader and expect that they shift allegiance to the story (Fairclough, 1995:61).

Another linguistic feature of this textual phrase is to suggest that there are many challenges to the SMTs in this school, of which the handling of disruptive learner behaviour is a major one. This may suggest why the text omits mentioning the other speakers. Furthermore, the rendition, "cannot be ruled-out" is a persuasive phrase whereby the text phrase may intend to shift the reader's attention from the monologue to the conversational dialogue of the speaker. The main reason for the text could have been to capture what is contained in the official documents or discourses in this context.

4.7.3.3 Textual analysis of "PAR S3 (c)"

"...There is consultation and mutual participation of management, staff, learners, contractors and visitors..."

Firstly, the question arises as to whether disagreement is found in the categorisation in this group. There is a suggested cultural undertone within this disagreeable group in the text as to how a school could consult visitors and contractors and leave out parents. Are these visitors also including the parents? The text is silent about this. Are the learners consulted in the same as the staff? Who is consulting who? These questions are important because of the opening phrase of the text: "there is consultation..." The cultural practice does not agree that the way management consults staff should be similar to the way learners consult management over the handling of disruptive learner behaviour. This is not feasible, as the socio-cultural practice of mutual participation or equal participation does not work in this context. Why then did the speaker create such a picture as the condition conducive to revolve the challenges due to disruptive learner behaviour? Is there any intention to weed out or challenge the culture of school hierarchy in resolving these challenges? If there was, it may be plausible, since the CER principle requires all stakeholders to aim at resolving an institutional challenge to be humble, peaceful and hopeful.

4.7.3.4 Textual analysis of “PAR S3 (d)”

“...Part of the struggle colleagues go through...”

The words “part of”, “struggle” and colleagues” in this sentence is above the sentence level. “Part” speaks of a fraction or representation of the whole. The speaker leaves the analyst to fill the blank spaces of the question as the other side of this story. Is this one the most outstanding? What does the speaker want to achieve by not stating these struggles? Favourably, the speaker focuses the reader’s attention on only one challenge, which is a good strategy not to limit distraction to comparing the list of struggles suggested. Meanwhile, the speaker could not be accused of making up things that are not as they were. If they were important why not mention them? The term “struggle” could be taken to mean several things even greater than a challenge. The term refers to a scuffle, a skirmish, or a tussle, which I believe is more than the SMTs are experiencing. However, the studies indicate that they are attempting to resolve a “challenge”, meaning a test, a trial, a contest, or a task that slows them in achieving the goal of school safety and security. Lastly, the term “colleagues” means equals, contemporaries or co-workers. This is bringing out the element of solidarity more than speaking as a representative of the group.

4.7.3.5 Textual analysis of “PAR S3 (e)”

“...It is part of labour regulations...”

This phrase could be described as being within the constitutive discourse style in which the speaker makes up the text with elements of another official text. The speaker’s aim may be to draw readers overtly into merging or assimilating what is implied, as if it were an official recommendation from the source. The labour regulation was neither cited nor expressed in detail. The analysis one can give to this kind of constitutive discourse is that the speaker may have merely used official jargon without any predetermined intentions to achieve, or the speaker is raising the expectation and awareness of the readers to consciously or unconsciously sympathise with the entire discourse. Since the evidence is not very clear that a specific labour regulation was going to be used to commit the school administration, the speaker merely want the readers to pay attention to the seriousness of a claim, if it exists in the first place.

4.7.3.6 Textual analysis of “PAR S3 (f)”

“...And the support services this school administration promised each worker...”

Even though the service mentioned in the text was medical contribution to the SMTs, the support services expressed in this discourse are not specific. Using the socio-cultural practice of the discourse, one could conclude that the support services come from “this school administration”, surely referring to the SGB of this current period, to suggest that other school administrations are exceptions from whatever the speaker is making as a claim for the SMTs. However, this school administration may also refer to the seat of power (the ideological mainstream people that govern the school). This also includes some of the SMTs, such as the principal and the vice principal, who are key executive members of the school government and should be held accountable for their promises. If this option is what the speaker implies then it means it was a divisive statement, accusing those members of the SMTs in the SGB as having made promises. They must now be reminded as SMTs of their commitment as SGBs. Another view is that, if the school administration promised each worker, the SMTs who are in the SGB are not included because they could not at the time of the promise act as both arbiter and player.

4.7.3.7 Textual analysis of “PAR S3 (g)”

“...Medical contribution of colleagues is that it falls within the participation and support services of this school administration...”

The words “medical-contribution...” is ambiguous, perhaps meaning medical scheme contribution (a medical aid programme where monthly payments are expected from members?), or a medical bill from the hospital or pharmacy (with participative contributions required). Although the particular ideological concept expressed is not far from our understanding, readers should know clearly that the SMTs belong to a medical aid scheme or are an insurance against workplace risk factors, where particular payments are to be made.

The text justifies the payment of medical contributions when it says it is given, “...to colleagues ...” to bring out the benefactor of the medical contribution, and the result of the speaker is an SMT. However, the phrase suggests that the benefit is “to colleagues”. The

text implies that the speaker is excluded from the benefits meant for colleagues, or it may be specifically referring to the colleague with injuries due to disruptive learner behaviour. Another possibility is that the speaker is using the representative voice, which may be taken for humility, though it may be clear that the speaker too is a benefactor of the medical contribution. It is unclear who else participates in making the medical contribution. The other sentences mention that the school administration is the second partner in the medical contribution. One does not know if they make the contribution through imposing the bill on the accused parents or make it directly from the school's coffers.

4.7.3.8 Textual analysis of “PAR S1 (a)”

“We operate with an adaptive principle in mind: It means our system is not fool proof, we do not claim that when we’ve handled disruptive learner behaviour... it’s going to be working well?”

The phrase “adaptive principle” suggests that the SMTs operate in a continuous change and adjustment space in which they continuously familiarise themselves with new strategies that they suggest would enable them to overcome new challenges due to disruptive learner behaviour. The discourse provides meaning or explanation of what the speaker intended by “adaptive principle” introduced by a colon (:): “It means our system is not fool proof, we do not claim that when we’ve handle disruptive learner behaviour...It’s going to be working well?” The latter statement does not suggest the author provided any meaning of adaptive principle, but digressed into a description of system of operation that is “not fool proof.” This break in coherence disturbs the reader and may be misleading to one who is not familiar with the different concepts of adaption and fool proof systems.

The explanation provided by the speaker about the system not being fool proof is that they do not claim that when they handle these challenges due to disruptive learner behaviour it is all going to work well. This is somehow confusing. It is easy to expect that the handling of disruptive learner behaviour would automatically lead to a better working of the school or why the SMTs do not work at school. A serious reading of the text would warrant that we know why everything would not be well at the school when these SMTs resolve their challenges due to disruptive learner behaviour. The questions arise as to whether they considered that this was the main problem of school safety and security, and whether there

were other challenges that could threaten the life of this school not presented during the discussions. Had they been mentioned a little time could have been spent on brainstorming them.

This could also be a suggestive idea that the SMTs are expressing lack of trust towards any system that they had or could be put in place at the end of the PAR group meetings. Perhaps the speakers would have explained how these systems could not be fool proof to them, as mentioned in the text. Another criticism is that the SMTs were being pessimistic towards the resolution of their challenges due to disruptive learner behaviour, so much so that a fool proof system is still somehow utopian.

4.7.3.9 Textual analysis of “PAR S1 (b)”

“All times we re-assemble, study the situation very well, adapt quickly to modified strategies that respond to the current trends and re-adapt the system to the current situation.”

This extract could be described as another example of a CID text that requires that interpretation should unearth the heterogeneous elements that the speaker assimilated in order to make the meaning appealing. Supporting this argument is the reason the discourse suggests an existing order of working out factors that would bring about the change process in the group. Although not being made overt, the steps that have been adopted are tenable and may be telling the reader that his group of SMTs had committed itself to seeing change happen by putting in place this approach.

Meanwhile, from a textual analysis angle, the use of the present active voice in the text suggested that the acts in this discourse are currently happening at the school. In mentioning that it is “all times we re-assemble...” the text suggests that these steps could be cited as the existing programme of the SMT adapting a strategy for handling disruptive learner behaviour. Even though the “we” suggests that entire the group is involved in whatever strategy is being developed, it only pointed to the SMTs and not the other stakeholders, which means the existing strategy was not completely participatory for all concerned.

4.7.3.10 Textual analysis of “PAR S1 (c)”

“We are adapting with principles such as emancipation, feeling of self-worth, self-respect, dignity of other humans, respect for social values, and are at the centre of it all.”

When the SMTs talk about adjusting to the principles listed above, such as “emancipation, feeling of self-worth, self-respect, dignity of other humans and respect for social values”, it is suggesting under these CER principles that they formerly function. When the text says that they are “adapting”, it also suggests that they are not used to or familiar with these principles, or some are finding it difficult to function. The CER principles at the centre of their practices bring hope, peace and social justice, as some benefits that the school would enjoy. Although the discourse does not explain how they are adapting to these principles, it is nevertheless suggesting that change of any practice requires adjustments.

It would have been applauded if the discourse further elucidated who is involved in the adjustments and what the factors were that hindered the implementation of these principles. Nevertheless, the absence of these identifications does not nullify the powerful idea communicated in the text, that changes and adjustments must come from the “centre”, that is the heart of everything. The power of that statement points to the assumption that a change in principles that would last, must happen in a place outside the centre of it all. This interpretation assumes that the word “it” refers to resolving the challenges due to disruptive learner behaviour. If not, what else could have been at the centre of everything when the context of the speech shows that SMTs engage with this very matter that fosters an answer to their major concern and question.

4.7.3.11 Textual analysis of “PAR S1 (d)”

“Motivated to keep it fair towards all parties...No fit in all live approach, because the disruptive learner behaviour and the colleagues are each different, but common value system where our voices are at the middle and our wellbeing is not ignored.”

The speaker in this context should be saying that as SMTs are adapting to the new system of using CER principles to handle the challenges due to disruptive learner behaviour they were becoming “motivated”. Another source of their motivation in context is that (as

earlier mentioned) they had some modified strategies that were responding to the current trends. This should be encouraging to the team as strategies have been tested and evaluated as being motivational to them.

Secondly, the speaker said that they were working at keeping the entire disciplinary process fair, which could be referring to the same strategy in context that is now a motivation. The question is how will this strategy be kept fair? Does the word “fair” mean open-minded, impartial or both? If it means open-minded, then the SMTs are creating the space for all parties to enter and be motivated. However, if it means impartial it indicates that the former strategy may have been marred by injustices and made for all parties not to be motivated. The words “all parties” could also be seen as either too broad or vague, even though in context it refers to the SMTs and their disruptive learner behaviour.

As concerns the “no fit in all live” approach section of the text, one could describe the style of the text as being Manifest Intertextual Discourse (MID). This text brings in specific material from another text with the explicit reason that the meaning of the discourse is strongly associated with the message communicated in the quote. What is meant by “No fit in all live” approach? It could be suggested that it meant the SMTs cannot survive with a common strategy that would be acceptable by everyone. It could also mean in this context that a majority’s acceptable approach could be the best for the SMTs to carry on with their transformation agenda and their sought-for emancipation. The speaker helps to define the two groups that could not practice the “No fit in all live” method, that is the disruptive learners and colleagues. Are these groups in themselves homogeneous, that is, are the speakers assuming that the disruptive learners are equal in one unit, just as the SMTs? The challenge is that the two groups could not be homogenous. However, the last part of the phrase uses “but...” to introduce an alternative opinion, of common value systems in which our voices are in the middle and our wellbeing is not ignored when resolving the argument that the two groups have common ground.

What a reader may struggle to understand is also the usage of “our” twice in the last part of the text phrase. It could only help complicate one’s understanding of whether it is the two groups (the disruptive learner and the colleagues), or members of the SMTs (also referred to as ‘colleagues’). If the second option is right then it suggests that the speech was made by the SMTs and the context in which they seek their own emancipation from the disruptive learner behaviour. However, the suggested meaning of the last part of the text

could have been directed only to the SMTs, because the author may have given the quote to influence the meaning of “our” in a generic sense of all the groups mentioned in the discourse.

4.7.3.12 Textual analysis of “PAR S2 (a)”

“We have reduced our challenges by ministering through the democratic policies that we had adopted for the school. We always give the disruptive learner the opportunity to speak and we share our honest opinions on how we feel towards these learners actions to colleagues and motivate us towards our agreed inclusive approach to these problems...”

“We” refers in the above text to the SMTs who are challenged by disruptive learner behaviour and are sharing the efforts they have made to reduce their incidence. In the text the method they used is said to be “the democratic policies” that the entire group adopted. The process they use to get across this method is described in the text as that of “ministering”, referring to the rendering of help with which they “reduced our challenges...” The text goes further to cite some of the different principles involved in the “democratic policies”, including one to “give the disruptive learner the opportunity to speak”, “share our honest opinions on how we feel towards these learners actions to colleagues” and “motivate us towards our agreed inclusive approach to these problems”. The text is explicit as to how the SMTs were achieving their democratic policies adopted for the school. The next paragraph explains these three principles.

Why should the SMTs “give the disruptive learner the opportunity to speak”? Perhaps the SMTs believe serving the learner’s democratic right of freedom of expression or speech would help to reduce their challenges due to disruptive learner behaviour. Apart from it being their democratic right, the text mentions that it was a policy adopted for the school, that apart from this being a universal and national principle of human rights it is also the choice of the school. That should be the reason the text says they are doing it “always”. Why should the SMTs share their honest opinions on how they feel towards the disruptive learner behaviour towards their colleagues? Apart from the textual evidence that it was the policy the school adopted it is also true that following the democratic policies they adopted for the school, mutual participation, deliberations and sharing of opinions in a democracy would help the SMT prick the conscience and reduce challenges from disruptive learner

behaviour. The reason the SMTs mentioned that they were motivated in practicing an agreed inclusive approach to these challenges could be that they saw the fruits of the other principles of democracy (mentioned above) and became motivated to be inclusive, an approach that suggests that learners participate with them to handle these challenges due to disruptive learner behaviour.

4.7.3.13 Textual analysis of “PAR S2 (b)”

For example, before I don't allow the disruptive behaviour to affect my mood, I exercise self-respect, self-worth and self-control. It really takes discipline to live in this kind of space especially when you are provoked to react negatively. Since we have learned to be distant from the problem, and rather pursue social justice.

The text moves from illustrating the group approach to reducing disruptive learner behaviour to the story of one SMT's experience learned from the group. This SMT mentioned an attitude that is withdrawn from the scene when it says, “I don't allow the disruptive learner behaviour to affect my mood”. It may also mean a deliberate action to be far-removed from the emotional effects of the disruptive learner behaviour, in order to minimise its effect on the SMT. The second measure of this SMT talks about more restraints and even goes ahead to better justify how the SMT stays unaffected in mood by the disruptive learner behaviour. The elements mentioned included three exercises as follows; “self-respect, self-worth and self-control”. These three-in-one restraints of this SMT means the same thing in different words, simply that the SMT is self-disciplined. That may be why the text read that “it takes discipline to live in this kind of space”.

The text points out a moment in which other colleagues may require this disciplines, “especially when you are provoked to react negatively”. This sound like what disruptive learners do to the SMTs and would require the above discipline to keep them under control. The concluding phrase in the text suggests that the discipline exercised before by the SMT was only “learned”, so that they could keep a distance and pursue social justice. It is a detailed story of how the SMTs were making a case for social justice by not setting the wrong example, but rather by staying away from areas that might bring blame on them and discredit their search for social justice.

4.7.3.14 Textual analysis of “PAR S2 (c)”

I hardly become entirely involved when dealing with direct challenges from disruptive learner behaviour. I also refuse to be conservative (narrow minded and traditional) about the challenges, rather I keep an open mind, explore democratic and participative leadership styles and it always rewards.

The former reasons why the SMT maintained restraint are reiterated in the text above to show how serious individual SMTs value the method of restraint. To support this, the text also reports that this SMT did not “become entirely involved” in cases of direct challenges from the disruptive learner behaviour. The dialogue of change here debunks the former methods that had not rewarded the SMT’s efforts because they were “conservative”. The definition too is provided to clarify that the SMTs in their strategies should stay more open and dynamic when these disruptive learners’ behaviours show up. The text indicates that the SMT had used three principles that brought the rewards for handling these learners, including “keeping an open mind, exploring democratic and participative leadership styles”. Even though the two leadership styles are the same in essence, the mention of an “open mind” is a clear call for vigilance as surprises often spring up in a changing world. The text simply points out that the SMTs want to stay ahead of disruptive learners, so that they can outsmart their strategies and reduce the hurts they bring to the SMTs in the school.

4.7.3.15 Textual analysis of “PAR S2 (a)”

“The School code of conduct was drawn up after following due democratic processes. It was not imposed...all stakeholders...jointly put in place this document to foster social cohesion, respect for human dignity and social values; inclusion of all to maintain a discipline and excellent college - the pride of all.”

This text should be interpreted in the light of linguistic textual analysis, to unravel how it brings out the ironies, contradictions, relationships, representations and identities hidden in the words of the speaker (Fairclough, 1995:57).

First is the idea that the “school code of conduct was drawn up after following due democratic processes”. The speaker hides behind these words in order not to explain what

was really done when the school code of conduct was being drawn up. There is explanation as to whom the persons were who ensured the process was being followed and why. The text therefore opens with these ideas loaded with suspense. Meanwhile, on a positive note, it could be because the concepts were understood in context, where meaning was clear.

Another issue is what would go wrong if it was imposed. Is that why the learners have been disruptive, because the SMTs imposed rules on them that they did not take part in drawing up? Are the SMTs justified that the rules in the school did not marginalise the learners and that was why the speaker said “it was not imposed...” One issue that is not clear is whether school codes of conduct that are imposed could really be the reason for the challenges due to disruptive learner behaviour.

Another one is the issue of “stakeholders” being in charge of making and implementing these school code of conduct. How many people make up these stakeholders? The text does not specify any group or numbers, nor say how people become stakeholders. However, it clearly wants readers to know that they were selected after “due democratic processes”. If correct in assuming this was referring to the same “stakeholders”, then one would not be over-reading the text to conclude that the way they became stakeholders and put the school code of conduct was through the same “due democratic processes”.

A reader cannot overtly know how the stakeholders jointly put together this document, but if the question required the principle they used to put together the document then the text answered it, namely as “due democratic processes”. However, if the reader wished to know the method they used the questions would have been whether it was by voting it into law, writing and assembling its content, or by signing at the end of the document to attest that they contributed and agreed on the document? These questions only require unnecessary details which the speaker had not found to be necessary, because probably the speech was within the context of the principle and not the methods of putting together the document.

What is the link between putting the document together and fostering social cohesion, respect for human dignity and social values...? Overtly put by the speaker, it is clear that “put[ting] the document together” would automatically lead to “fostering social cohesion”. The link may be that the first is an independent clause, while the second is a dependent

clause. That means that the SMTs would not foster the elements in the text, except that the first put together the school's code of conduct. Another argument may be that the two are mutually dependent. This could be so when the stakeholders cannot put together the document because they are not enjoying the elements of social cohesion, respect for human dignity and social values.

It is probable that the process would foster the elements listed in the text. Since I have analysed the phrases as having a relational meaning, one could find their meaning in the textual functionality of the phrases explained above. That is, the text's meaning lies in what these concepts represent, relating to the identities that it tries to carry. The interpretation of such text lies in the contextual meaning and understanding shared in the group. This means the speaker in context intended to show that the elements and related concepts could foster what it promises in context. The realisation of what the text promises is in the hands of those the text also entrusted to deliver, since it is hoped that they would want to foster what is within the area of their competence.

The speaker does not define or hint at the meaning of terms such as 'social cohesion', 'respect for human dignity' and 'social values'. Perhaps they are related to the same principles established within CER, or they have something to do with resolving disruptive learner behaviour. The concern of any analytical reader would be to know whether they could foster the curbing of the challenges due to disruptive learner behaviour, since this is the topic of debate.

The speaker ends this part of the text with another suspension, when readers are left to determine the meaning of "inclusion of all to maintain a discipline and excellent college". Does the word "all" limit the representation mainly to the stakeholders, as mentioned in the text, or is it rather referring to "all" those who are concerned with the handling of disruptive learner behaviour, which limits it to the SMTs? The answer may be found in the next question: How would "all" maintain a discipline and excellent college? Since the text gave expectations to "all" to jointly put together the document, and foster the values listed in the text, "all" may clearly refer to the stakeholders mentioned in the text, since it has textual evidence. The idea that the "all" would refer to "SMTs" is baseless, because it does not have any textual evidence. Lastly, the speaker sounded very enthusiastic and optimistic when the idea was mentioned that "maintain a school discipline and excellence..." would bring out "the pride of all". The question that this raises is that, since we analysed that

“all” represented-stakeholders (since there are textual evidence to this), and some of the stakeholders are the disruptive learners, who are the ill-disciplined and poorly behaved? That means this group in the “all” is not proud of the discipline and excellence, which the speaker erroneously assumes was so. However, the interpretation is that the “all” does not include this group, so one could talk of “all” being proud of the school discipline and excellence.

4.7.3.16 Textual analysis of “PAR S2 (b)”

“No learner should be treated unfairly because of race, gender, colour, tribe, or religion; rather they should be treated in a courteous way like human beings. All the learners have the right to feel safe at school. On freedom of speech, learners have the right to express themselves; provided they do not interfere with the rights of others.”

The idea of unfair treatment due to race, gender, colour, tribe or religion is contained in the preamble of the South African Constitution (1994) and the Bill of Rights (1996). Although the speaker does not cite these documents, but rather uses this direct ideas from there suggest that there is a CID, in which the text contains heterogeneous make-up from another text or elements with a hope structuring a new text production, as posited by Fairclough (1995:61).

The reason for this kind of discursive practice is to make official recommendations that support the argument as if they HAVE COME from the speaker directly. This is sometimes said to meet the expectation of the audience and cause them to support the text unconsciously. I think the speaker carefully succeeds in doing just that, especially as the CID goes further to make a particular relation; for example, “No learner should be treated unfairly...; rather they should be treated in a courteous way...” This may serve to prove that the speaker makes recommendations that are changing malpractices and suggesting acceptable ways of treating the learners. It should be noted that the speaker is not clear as to the circumstances under which the text could be applicable. Is it following the law of *ceteris paribus*, or “all things being equal”, or does it still hold in a situation where the accused is merely retaliating to an unfair incident?

The statement that “they should be treated in a courteous way like human being” requires clarification. Are all human being treated in a courteous way? Certainly not, which is why the former statement rejects unfair treatments of human beings. Why did the speaker use the simile “like human beings” to connect to the treatment that is courteous? Are animals and other living creature not supposed to be treated courteously, therefore making this an exclusive human right? The answer is not in the affirmative because there are natural laws protecting wildlife and domesticated animals on how humans should treat them. This makes the use of a simile in the place questionable, perhaps a construction of a metaphor that merely gives the imagery the speaker wished to convey would have served the purpose.

The phrase, “all the learners have the right to feel safe at school” is another CID assimilated into the text above from the DoE. The speaker may have used the patches of the original text to make this new construction in order to show the seriousness of the point, as already recommended by the official text. The question is whether the “right” is been denied these learners, or the speakers are merely scoring a point on why they should be treated courteously. This sounds reasonable, that is they should be treated courteously because they have the right to feel safe at school. The statement contains no functional perspective to identify the person charged with ensuring that this fair treatment and the right to be respected are associated. Its generic nature leaves room for all in the school to know that it was the responsibility of everybody, including the learners themselves. Lastly, the statement expected within its boundaries that that freedom of speech be respected amongst the learners.

The boundary is freedom of speech, where learners’ free expressions are within the confines of the rights of others. This is a pleasing construct by the speaker, who commits intentionally the text to its own linguistic representation. The benefit of doing this is not only that learners would be restricted to a freedom of speech that has its limits in respect for other human rights, but also that SMTs could know the difference between a learner who is enjoying a grace of freedom of speech and one who is merely claiming undue rights that have not been allowed to be spoken of as they would contravene the rights of others.

4.7.3.17 Textual analysis of “PAR S3 (a)”

“Learners are to respect the rights of those in authority and express good manners to their teachers. This would produce an atmosphere of safety and security for everybody. They should take pride in their college and keep it neat.”

The speaker continues with the rights of learners and picks on the one that concerned the research question: “How would a framework for SMTs assist in handling their challenges due to disruptive learner behaviour?” The speaker believes that when the learners respect the rights of those in authority and expresses good manners to their teachers they would produce the space required for school safety and security. This text recognises the learners’ behaviour as a channel that sends out expected or unexpected signals to greatly influence the school’s climate and culture. The speaker is committing the safety and security of the school atmosphere to the learners’ “good manners”, which suggests that “everybody”, including the SMTs, would feel challenged when the learners fail to respect their “authorities” and “express good manners”. Therefore, in connection to the research question, the framework for SMTs must be tied to the spaces that bring the best out of the learners, as they relate to the SMTs. Meanwhile, the text makes conscious relationship between the learners “respect [for] the rights of those in authority and express[ion of] good manners”, with the school enjoying the product of “an atmosphere of safety and security”.

The ideology this text carries is that the functioning of a safe and secure school depends on the social practice of respecting the rights of those in authority and expressing good manners. Ambiguity remains in the text as to the “rights of those in authority” and what should and should not constitute “good manners”. The speaker in context passes across the message that learners have a duty to “those in authority” and “their teachers”, because the research question intended to communicate clearly that the major discourses have failed to raise the voices of the SMTs on “those in authority” and “teachers”, as concerns resolving the challenges of disruptive learner behaviour. Meanwhile, one must be careful not to over-emphasise respect of the rights of “those in authority” and the “teachers” above those of the learners, mentioned above by the same speaker. The SMTs must work within the consciousness that learners also have rights, and must also respect these for the school to be safe and secure. This is rightly said in the text, when the speakers said it was for the benefit of “everybody”.

The last part of the phrase indicates the learners should take pride in their college and keep it neat. This is a dual-functional phrasal text, in which learners have to “take pride in their college and keep it neat”. The two functions, if analysed in context, appeared as a concluding remark to the foregoing arguments arising in the text. If the learners’ rights are respected, and if they respect the rights of those in authority and their teachers, they would automatically function as those who take pride in their college and keep it tidy. The ultimate result is that the school would be a safe and secure atmosphere for everybody. Realising that the text carries a role and status hidden in the construction, for example, the speaker puts many blames on the learners, their respect for the school code, the school rights, the rights of the authorities and teachers, taking pride in the school and keeping it tidy. Therefore, one would assume that the SMT member speaking is exempting colleagues from their own responsibilities alongside these of the learners. In this re-contextualisation of the discourse the speaker would not be moving away from the original ideas the SMTs are trying to construct, those of “mutuality”, “democracy” and “social justice”. This may not necessarily be the case, because the text also mentioned that the SMT was directly addressing learners, and may elsewhere have addressed SMTs separately.

4.7.3.18 Textual analysis of “PAR S3 (b)”

“We have reduced our challenges by ministering through the democratic policies that we had adopted for the school. We also give disruptive learners a chance to speak. We share our honest opinion on how we feel to the disruptive learner. This motivates us to agree on inclusive approaches to the problem.”

The speaker identifies with the other persons in the text by using the first person plural pronoun “we”; to show that the statement made here is dependable. Also, it is to show that the text is not a product of selfishness but of selflessness, wherein the speaker wishes to identify with the group with whom the text is also associated. The first part describes what the group has done, according to the speaker: “reduced our challenges by ministering through democratic policies that we had adopted for the school.” It is significant here that the speaker is responding to the main research question: How would a framework for SMTs assist in handling the challenges due to disruptive learner behaviour? The text records that the SMTs “have reduced our challenges...”, rendered in very affirmative

semantics as showing that it was the whole group that possibly participated in emancipating the team from their own challenges.

This phraseology contains the sound of victory from intentional actors who fought and wrought their own successes, from those things that bedevilled them, that is, “our challenges”. This is not only the voice of intentionality but also the voice of collectivity within the context of a particular identity. The SMTs here had a definite strategy of their victory and it was well-communicated by the speaker: “by ministering through democratic policies that we had adopted for the school.” Even though the exact form of ministration was not declared by the speaker, or by the “democratic policies” adopted by the school, what is clear from the text is the result of this method: “...we reduced our challenges”. I make this emphasis because the author was speaking in response to the main research question heightened above, on the tools to assist SMTs handle the challenges due to disruptive learner behaviour; and this speaker brings out the result of one tool that assisted them, the “democratic policies”.

What follows this acclamation, “we have reduced our challenges...” is the explanation of the method “through democratic policies” mentioned earlier in the text. The speaker goes on to describe what the SMTs were doing to achieve the democratic policies: “we also give disruptive learners a chance to speak. We share our honest opinion on how we feel to the disruptive learner...” It is worth noting that freedom of expression that will “give disruptive learners a chance to speak” is one of the tools the SMTs are using to reduce the challenges of disruptive learner behaviour. The socio-cultural practice of CDA is clearly seen in this text, realised both in the political and the cultural aspects of text construction.

Politically, the SMTs are said to practice equal power relations when they give the learners who are disruptive “a chance to speak”, “share their honest opinion on we feel...” and “...agree on inclusive approaches...” This is a real sign of deconstructing the power hegemony and the power used to dominate and marginalise the powerless. Secondly, these constructions suggest the cultural aspect of CDA social-cultural practices, here I mean the social values of the SMTs that the text represents. The text production had suggested that it was the practice of “we”, and at the end of the text we find that the entire group again motivated to agree on inclusive approaches to the problem. This flow in the text from “we” to “us” clearly demonstrates the institutional practice by the dominant audience in this school culture, making their voices heard and consciously forging their way out of the

wider dominant culture that believes in maintaining the status quo of keeping the school's social value and power in the hands of the “authorities” and “teachers”, rather than sharing it with the learners.

4.7.3.19 Textual analysis of “PAR S1 (a)”

“Transformation is at the heart of all our support services aimed at handling the challenges of disruptive learner behaviour from a new perspective. That is why we pay for the services of a full time psychologist...to consult with the SMTs et al...”

What kind of transformation? The text mentions the transformation that is within the support services to the SMTs for the handling of disruptive learner behaviour. It is worth noting that the text places emphasis not on the handling of the challenges of disruptive learner behaviour that needs transformation, but the support services to the SMTs require the needed transformation. It could be assumed that, when the SMTs support services are transformative, then the handling of the disruptive learner behaviour would be the same.

How possible is it put transformation at the centre of support services? The text does not say, because the intention was not to describe how these support services would be inbuilt with transformative principles. Rather, it does mention the direction of this transformation at the centre of the support services, and that would be the handling of the challenges due to disruptive learner behaviour. This is the intent of the text, to point at the impact of the transformative agenda on the SMT's challenges.

Regarding “all our support services”, how many support services are there? The text does not mention the number, instead pointing the reader's attention in the direction of a principle that would be common to all these support services, namely “transformation”. They would transform each support service by ensuring handling of the challenges of disruptive learner behaviour. There is a suggested cause and effect, with support services (transformation) leading to handling challenges of disruptive learner behaviour. The text draws the reader to see where the handling of the challenges due to disruptive learner behaviour finds its cause, evidently from the support services that are transformational.

The text suggests another link between payments of the services of a full-time psychologist and handling the challenges of disruptive learner behaviour. The reason may be that those who are not paid would not deliver in the same way as those who are. If this is true then the text could not have been silent on a relevant measure for this payment, and that is one

of work performance contract to these psychologists to ensure that they deliver or are dismissed, thus justifying the payment they receive. While the text is silent about the others who receive the consultation alongside the SMTs, it does not explain the reason for this consultation. However, one may guess that the psychologist consults the SMTs and others as support services, for the aim in the text is transformation of the SMTs being that centre. Also, the text's identification of the precursor's SMT transformation before the handling of disruptive learner behaviour may suggest that the team would be unable to handle this challenge if it were not provided with transformative support services.

4.7.3.20 Textual analysis of "PAR S1 (b)"

"I want to commend them for doing a good job. I have been personally assisted on how to discipline learners not only by punishment but to transform lives by the principles they shared with us. Others may provide these services; but ours is for transformational discipline. I cannot imagine this school without these services."

The text suggests an SMT appreciating "them" the psychologists for doing to the SMTs what they considered "a good job". The text sounds like a personal testimony for the good job the school is doing to the SMTs, through the psychologist. Is there a reason for thanking them when it appears that they are not mentioned in the next? Perhaps the speaker may have simply wanted to express personal gratitude: "I have been personally assisted on how to discipline learners not only by punishment but to transform lives by the principles they shared with us," after being assisted by the psychologist. Perhaps it was the psychologist, as the text suggests. The 'how' aspect sounds vague? It is not like a method but more a "principle", as the text termed it.

Regarding the discussion "...On how to discipline learners not only by punishment..." gives rise to the question of whether punishment is still an option for the speaker. Are there other styles? Although not mentioned, are the others unable to transform lives? What principle did they share? Is it the same as what in the text "assisted on how to discipline learners not only by punishment but to transform lives"?

The principle was "shared with us", but how? Was it in a telling manner or it was a discussion or an exchange? To whom does the "us" in the text refer? Is it the SMTs only or did it bring together disruptive learners and other stakeholders? Who are the "Others [who] may provide these services..."? Is it the other schools or the other SMTs? What services are referred to here? Is it psychologist support services or that of the heads mentioned in

the text? The word “others” may be in all schools or some specific schools in the speaker’s mind.

Relating to “...But ours is for transformational discipline...”, is this a critique on what others provide? Is it saying there is better, or separating their “for transformation” from all others? Does the use of “but” suggest an alternative approach or a better approach? What is transformational discipline? Does it mean what the text earlier referred to as “discipline learners not only by punishment but to transform lives”? If we said, it was a principle and not methods, what is the method and how does it differ from others? “...I cannot imagine this school without these services.” Is this a personal evaluation of the services? Why is it stated now? Is there any ploy to persuade others to buy into this method? This sounds like a judgment and not an evaluation.

4.7.3.21 Textual analysis of “PAR S2 (a)”

“We plan for change...We are not looking out for disciplinary policies that the learners are norm towards like punishment, because our other methods were being static and not transformational. This very unchanging disciplinary system cannot help us resolve the challenges due to disruptive learner behaviour because the school governance today now calls for transformational approaches to discipline.”

“We” in the text does not state the group. From the contextual reality it could either be referring to the SMTs and the disruptive learners or the SMTs, the disruptive learners and other stakeholders. The text mentions the point that they involve with a “...plan for change...” This may either refer to a strategy put on paper or an idea they have in the head. Either way, what matters is that there is a plan and it is towards change.

Another statement in the text is that “...not looking out for the disciplinary system the learners are norm (or not getting transformed) toward like punishment...” The claim has a negative connotation, suggesting that other disciplinary systems could change this reaction, but the text omits to mention them. It is written that “...because our other methods were being static and not transformation...” which may be the reason they “...are not looking out for disciplinary policies that the learner norm towards”. That places the problem with the methods rather than the disruptive learners, since the methods are static.

What does the text mean by methods being “static and not transformational”? It may refer to the effects on the learners or their application by the SMTs or both. The text seems to

make a statement: "...this very unchanging disciplinary system cannot help us resolve the challenges due to disruptive learner behaviour..." In dispute is whether the method can help SMTs resolve the challenges because they are described in the text as "unchanging", or it is because the learners respond to the methods with "unchanging" behaviour. Another argument could be that the challenges are dynamic, so that the methods seem no longer to fit with the change. This shows that at the centre of the learners' change are the SMTs themselves, and they need to improve to resolve the challenges.

The sentence continuing with "because the school governance today now calls for transformational approaches to discipline" shows that providing the reason for "unchanging disciplinary system cannot help us resolve the challenges due to disruptive learner behaviour..." Since the text says they cannot help the SMTs, then the SMT had to change them. There is also an implied suggestion that another text (not mentioned here) says school governance requires transformational approaches to discipline. One may read into it that the text condemns or replaces the former texts that are here described as "unchanging disciplinary system cannot help us resolve the challenge". One may wonder if the call from the "...school governance today..." could not resolve the challenges. Perhaps it is now the instrument of the person that transforms and not the instrument of the method used that transforms.

4.7.3.22 Textual analysis of "PAR S2 (b)"

"We wanted to implement a system where SMTs would easily overcome the present challenges. Therefore, we insisted on more transformative detention hours to everyone who fall victim of these crimes. Parents and learner's representatives had to be called to make this decision binding. We believe a dynamic disciplinary strategy could bring changes."

"We wanted to implement a system..." suggests that there was a wish or desire, so what stopped them from implementing this system? If it did not stop them, at least, what happened to the desire to implement the system?

"...where SMTs would easily overcome the present challenges...", who should be speaking in the text? If it is an SMT why did the text sound like an outsider addressing their desire for the SMT? The opening word "we" suggests that it is the SMTs speaking. The tone may indicate that the voice was directed to an outsider, possibly the researcher in their midst. What they were to implement is described as "a system where SMTs would

easily overcome the present challenges.” What is that system? Is it what comes in the portion of the text just before this one, on “transformational approaches to discipline”? How sure is the speaker that it would be the solution for them to “easily overcome the present challenges”?

“Therefore” indicates the conclusion of the matter introduced previously and this “we insisted on more transformation detention hours to everyone who fall victim of these crimes...” The words “we insisted...” sounds like an imbalance in power relation and coercive power which should be considered “transformational approach to discipline”. How could text describe “detention hours” as being “more transformation”? Is it not a contradiction? Why should it be “...to everyone who fall victim of these crimes...”? Who is here referred to “everyone”? How do they “fall victim of these crimes”? What is referred to as “these crimes”?

Why did they call in “parents and learner’s representatives” and not parents and learners? Is this a sign of marginalising the learners? Are the “learner’s representatives” able to well represent the case of the disruptive learners, or better still, do the disruptive learners have their own “learner’s representatives”?

“...had to be called to make this decision binding...” Are they aware that is why they were being called, “...to make this decision binding...” It decision would be “...binding...” between which people? Is it the parents and learners’ representatives and the SMTs or it would include the disruptive learners? How could this be binding on the others within their democratic rights, and also binding on the disruptive learners, not within their own democratic rights (since it is “learner’s representative” that would make the decision binding)?

The SMTs in the text says they “...believe in a dynamic disciplinary strategy...”. Which one are they referring to? The text refers to the one that “could bring changes.” The only idea in the text about the one that could bring changes is the one the latter text had called “...more transformative detention hours...” or the one the former text called “...transformative approaches to discipline...” The only point from the text is that the two sounds the same, the last one being the one that is expected from the SMTs today, while the first one is that which they have come out with from the rendering of the text.

4.7.3.23 Textual analysis of “PAR S2 (c)”

“This was accepted, the change came, and the response was good. Increase in learning hours of the day reduced leisure period formerly and channels towards disruptive learner behaviour. Because of what we did, we witnessed a drop in disruptive learner behaviour; the SMTs became less stressed and the former challenges ceased.”

The phrase “...This was accepted...” sounds like the decision from a meeting “...was accepted...” Or maybe the new disciplinary policy “...was accepted...” The context shows that it was “the more transformative detention hours” meeting that took place and the decision “...was accepted...” If this meeting referred to above had already been held and the text now reports the outcome, then the “parents and the learner’s representatives” have met with the SMTs and taken the “decisions binding” on all the groups. If this was the case, how fair was the representation of the disruptive learners, (the reason for meeting) in this meeting? Why should they be represented (maybe) by just “learner’s representatives”? Are these “learners’ representatives” also those with disruptive learner behaviour? There is no clear answer.

The next phrase says “...the change came, and the response was good...” Is it referring to the decision that was accepted as “the change”? That is, has the change accepted the group that “the more transformative detention hours” would be operational for all those with disruptive learner behaviour? Is the change in the lives of the learners? The latter seems to be the case because the text says the change that came was measured because “the response was good...” Is the response coming from the target group, the disruptive learners, or is the response from the parents, the learner’s representatives and the SMTs, by which responding to the decision or the evaluation report of the decisions they accepted produced a good response?

4.7.3.24 Textual analysis of “PAR S2 (d)”

“Increase in learning hours of the day reduced leisure period formerly and channels towards disruptive learner behaviour. Because of what we did, we witnessed a drop in disruptive learner behaviour; the SMTs became less stressed and the former challenges ceased.”

“Increase in learning hours of the day reduced leisure period formerly and channels towards disruptive learner behaviour...” The last statement above celebrated three things, the acceptance of the new strategy, the change that came to the school and the response

that was good. The text now illustrates with two examples the success story summarised above, firstly, in the issue of ...“reducing leisure period” and at the same time ensuring “increase in learning hours...”; secondly, “...reducing... channels towards disruptive learner behaviour...” by at the same time ensuring an “...increase in learning hours...” It shows that disruptive learners had two main opportunities to be disruptive in this school; that is they had increased leisure periods and increased channels towards disruptive learner behaviour. It is good to recognise that the text ties all these two opportunities to “...learning hours of the day...” One could conjecture that since the learning hours of the day provided more leisure and channels for disruption, the learners took hold of these opportunities and become disruptive. What is again noteworthy is fact that this meeting mentioned above was not set out either to lengthen or shorten “...learning hours...”, but to put in place “more transformative detention hours” for disruptive learners, in keeping with the requirement of “transformational approaches to discipline”. How it turned out that the meeting ended up focusing on “learning hours on the day” is not very clear.

Another joyful announcement made by the speaker in the text was that “Because of what we did, we witnessed a drop in disruptive learner behaviour...” This statement directly attributed the two methods formerly illustrated in the text above “...what we did...” to the outcome of “...we witnessed a drop in disruptive learner behaviour...”. Is there a difference between “a drop in disruptive learner behaviour” and “resolving disruptive learner behaviour”? If there is a difference then why are these SMTs celebrating “a drop” and not a resolution of the challenges due to disruptive learner behaviour? Maybe it is because one of the steps of resolving the challenges is by experiencing “a drop” in the challenges? The proposition cannot be true because the last phase says “...the SMTs became less stressed and the former challenges ceased...” This means the idea of “...a drop...” does not mean a reduction, rather it means “SMTs becoming less stressed and the former challenges ceased...” Does it mean that the activities above have resolved the challenges due to disruptive learner behaviour? It is not clearly so in the text because there is a difference between, “SMTs became less stressed” and SMTs with no stress at all. Also, there is a difference between “...former challenges ceased...” and nothing is said about the current challenges. The text is surely in a very polite manner agreeing with the former assertion that disruptive learner’s behaviour had dropped but not ceased.

4.7.3.25 Textual analysis of “PAR S3”

“Our school rules and regulations must reflect what we are facing on a daily basis. I am glad it was considered based on the problems we faced today because they are different. The old code of conduct has obsolete materials; it speaks nothing about cell phone policy, fire-arms and drugs. But under this new code, our concerns are addressed and we are poised to implement a transformed disciplinary school policy.”

The text says, “...Our school rules and regulations must reflect what we are facing on a daily basis...” Two things can be deduced from the assertion; first that this school’s rules and regulations do not reflect their daily challenges due to disruptive learner behaviour. If this is the idea it means they are obsolete or not applicable. Second, it may mean that the speaker has a strong desire or appeal that normally obtains elsewhere, that should start obtain in this school, that is, the school rules and regulation “must” reflect what “we are facing on a daily basis”. If the latter argument is correct it would be a surprise to any reader that it was not so, therefore one would ask the question, why was it not so? If it failed to be so there would be no surprise that learners in this school would be disruptive, since the laws are not addressing their actions. The argument could even be stretched that, where these laws do not agree with the actions of the learners, “what we are facing on a daily basis” then they are not crimes and there is moral or legal ground to call these learners disruptive, when what they are doing is not in the “rules and regulations of the school”.

The next sentence says, “I am glad it was considered based on the problems we faced today because they are different.” This sentence should completely overrule the two propositions made earlier concerning the meaning of the first sentence. It has nothing to do with the school’s rules and regulations not reflecting the SMT’s daily challenges, nor was the speaker showing a strong desire or appeal that the rules and regulations should reflect their daily challenges. Instead, the first sentence was preparing the reader to see why the school rules and regulations must reflect the daily challenges of the SMTs. This is so because this school had followed the example, and made the speaker glad “... it was considered...” The strong support of the text is that “...they are different...”

The text points back to the old code of conduct and describe them as being “obsolete materials”. The description is aptly not of the “...material...” as in the documents, but on the content of the documents, because the material here refers to is the “...old code of

conduct...” Secondly, the rest of the sentence supports the hunch that the word “obsolete” is speaking of the content, because it points to content such as “it speaks nothing about cell phone policy, firearms and drugs”. These may be obsolete thanks to current access and production of these objects in greater abundance than a few years ago. The school rules and regulations did not include this content for purpose of not being relevant to the former times.

The word “but” introduces the alternative in the current “rules and regulations” and says clearly that they are addressing the contemporary concerns of the SMTs (including cell phone policies, firearms and drugs) as earlier noted in the text. Since the SMTs concerns are being addressed, the text claimed that this means they would be now in the school implementing “a transformed disciplinary school policy”. This policy should be greater than merely talking about their contemporary concerns because the text earlier said “the rules and regulation must reflect all [that] we are facing on a regular basis”.

4.7.3.26 Textual analysis of “PAR S1 (a)”

“Our school has what it takes to introduce a collaborative framework to handle disruptive learner behaviour. We all know that if we can access the services of our school-based support units, they would assist us cope with stresses of work especially the disruptive learner behaviour.”

How we do know from the text that the claim “our school has what it takes to introduce a collaborative framework to handle disruptive learner behaviour” is true? The text: “if we can access the services of our school-based support units...” shows that this is what it takes for them to introduce a collaborative framework. The statement “...we all know that if we can access the services...” is unclear for two reasons. Who are those who know this? How did they get this knowledge? What ensures that this knowledge of theirs would work as they claim? There is an inflation of hope in the statement that “...access the services of our school-based support units, they would assist us cope with stresses of work especially disruptive learner behaviour...” because the text says “we all know that” but did not state whether the knowledge was by experience or mental change. Nor did it identify “the services of our school-based support units”, which by common knowledge are more one and should not offer the same services “...assist us cope with stresses of work...” If they do, the duplication would be questioned as misuse of resources and the absence of division of labour. The issue of “...access...” should become a matter of “...if we can access

services...” because the services are more than one. Also, there is a challenge to “...access the services...” so the SMTs should not hope for the introduction of collaborative framework, rather they should argue for the breaking down of the things that would make access to these service not to be described as “...if we can access the services...”

Next is the presumptive argument that “they” refers to the “services of our school based support units” as able to help the SMTs “cope with the stresses of work” could be out of place when the SMTs have not “introduced the collaborative framework” and have not dealt with the “access” issues to these services, as a precursor to the getting of the benefits, to “cope with stresses of work”. It is also interesting to note that the SMTs want to cope with stresses of work, and not resolve the stresses of work. One would not be surprised at this because there exist the challenges to completely resolve them, which include to “introduce the collaborative framework and the handling of the problem access to these services”. The text also highlights disruptive learner behaviour as the major cause of why SMTs need “assist to cope with the stress of work”. Can one argue further that disruptive learner behaviour is the reason to introduce the collaborative framework and the hindrances to the access of the services the SMTs desired?

4.7.3.26 Textual analysis of “PAR S1 (b)”

“We have psychologists whom we consult with as well as some learners. We usually refer victims to the college psychologist for free consultation and treatment. Our college counsellors handle mostly our academic problems (those learners came with from home). So am not saying we are supposed to be their scapegoats, but we’re aware of these scenarios to provide support to the school.”

“We have psychologists whom we consult with as well as some learners” Is the “we” referring to the school or the SMTs? The reason for this question is that the people referred to as “psychologists” are said to consult “both” learner and the SMTs. Surely they exist to service the entire school. Why is the service described as “consult” that sounds like unequal power relations, where the psychologists are the experts and the learners and the SMTs are the amateurs, who go for “consultation”. It could also be seen as the “doctor” and “patient” relationship; where the patients “SMTs and disruptive learners” go to the consult the “doctor” the psychologists.

“We usually refer victims to the college psychologist for free consultation and treatment”. If “we” refers to the SMTs, then what would happen when they need to be referred,

consulted or treated by this college psychologist? Can learners also refer to the SMTs and other learners for these services? If not, because the text does not say so, is it not unequal power relation when only SMTs do the referring and not learners? Is the term “victims” appropriate for those being consulted and treated? Why is the consultation and treatment “free” when earlier the text said the “psychologist are paid”. If this is true is it not contradictory? What is the difference between the college counsellors and the psychologists? Why should they mostly handle “our” academic problems? Who are these referred here to as “our”? Is it SMTs or disruptive learners or both? Why are they restricted? Is it for division of labour reasons?

What does the speaker mean by their “scapegoats” referring to the SMTs relations towards disruptive learner behaviour? Why is this argument made and what point does the speaker intend to make? The alternative is that they are aware of these scenarios to provide support for the school, but what are they really aware of? What are the scenarios, and how are they providing support to the school?

4.7.3.27 Textual analysis of “PAR S2 (a)”

“We do encourage professional development to create platforms for handling disruptive learner behaviour is our style. Our style; when we realized there is a need to do it, for example when particular colleagues were so tensed and troubled by the increase in the cases of disruptive learner behaviour seeming to outnumber our SMTs task force. Then we would send colleagues to go and attend meetings, training or take courses to improve their skills to support for the job.”

How are the SMTs encouraging professional development? Is it an assumptive statement that the reader would know? What is clear is the reason behind the encouragement of professional development, which the text says would create platforms for handling disruptive learner behaviour. The text suggests that the encouragement is done by “we”, and it is not clear whether it refers to SMTs alone or could also be attributed to one or two lead SMTs, or those who create the platforms for handling the disruptive learner behaviour. The latter could be most likely, since it is implicit in the text, even though the text fails to reveal who the “we” could be. Another issue is that the text calls something “our style” and refers to it as a certain realisation of a certain “...need...” that comes to the “...team to do it...” What is it that the texts refer to as “we realise”? Is it the “need” to encourage professional development? Is it the need to create the platforms for handling disruptive learner behaviour? Or, since the one (encourage professional development)

leads to the other (platforms for handling disruptive learner behaviour) then it is both. From the phrase that “...there is a need to do it...” it should refer more to “encouraging professional development” because it sounds like the duty of the SMTs to do so, because “handling disruptive learner behaviour” platforms would be created thereby. This interpretation is accepted on the basis of textual evidence as the example cited in the text points to the “colleagues” and not to the “platforms for handling disruptive learner behaviour”. The text emphasises that the colleagues need encouragement in the area of their professional development and it would lead to them creating avenues for handling the disruptive learner behaviour.

The next is the example that is explicitly stated in the text, to illustrate how the “need” mention earlier in the text is met “when particular colleagues were so tensed and troubled by the increase in the cases of disruptive learner behaviour seeming to outnumber our SMTs task force...” The text does not really give an example as it promised, but alludes to two scenarios of the SMTs that reflect their need for encouragement towards professional development for those platforms to be created for handling the disruptive learner behaviour. The first allusion was made to times “when particular colleagues were so tensed” and the second allusion referred to the times when the SMTs were “troubled by the increase in the cases of disruptive learner behaviour seeming to outnumber our SMTs task force...” The question is whether these are supposed to be a double or a single scenario. The argument that they are supposed to be a double scenario holds true because the grammatical construction makes that explicitly clear, in particular the way they are separated by the conjunction “and” to show that they are not the same thing.

Another argument, that there is only a single scenario, holds true when one examines the content of the different needs. Is it not for the same reason that “...particular colleagues are so tensed...” that SMTs are “...troubled by the increase the cases of disruptive learner behaviour seeming to outnumber our SMTs task force...”? This argument holds that even though the text renders the scenario as two (for convenience only), the substance inherent within these scenes is the same-disruptive learner behaviour that has caused both tension and trouble amongst the SMTs. It does not matter that the text says the tension is for “particular colleagues” while the trouble is for the SMT. There is a figure attached to these two making it hard to say the “the particular colleagues” who were tensed are not same ones who are also troubled. To put a cap on this, the text indicates that it was the

outnumbering of the SMTs task force by disruptive learner behaviour that troubled them. This suggests that there is a proportionate allocation of the SMT's task force to disruptive learner behaviour, and when the proportion is maintained there would be no trouble. However, if the disruptive learners outnumber the task force there would be trouble. How could the SMTs ensure that the disruptive learners do not outnumber their task force? Even though the text does not mention the answer it did indicate that the SMTs must not cease to encourage professional development to create the platform for handling these disruptive learners.

It follows logically that the SMTs would respond when the “tension” begins and the “trouble” starts, then the SMTs would “...send colleagues to go and attend meetings, training and take courses to improve their skills to support for the job...” One comment of relevance in this method is that these SMTs are retroactive in their approach towards the handling of disruptive learner behaviour. They would not attend meetings, training or take courses for the improvement, unless they sensed the “tension” and the troubles between the team and the disruptive learners. The unanswered question is: in the time that they are beefing up their skills, what becomes of the disruptive learner behaviour in the school?

4.7.3.28 Textual analysis of “PAR S2 (b)”

“I attended a workshop on behalf of the school hosted by a lady-dealing with disruptive learner behaviour. It was the alumni who brought this lady and her team to equip us with new approaches on handling disruptive learner behaviour. Not because we complaint, but because they thought we needed updates and professionalism by getting these skills from real professionals to workshop us on preventive and proactive measures for better dealing with the disruptive learner behaviour.”

The text above contains partly a personal experience of an SMT of a “workshop” in the context of handling disruptive learner behaviour and also some comments seemingly of the same. We know that it was this SMT's experience because it begins with “I attended a workshop...” Even though we are provided with much detail on the “workshop”, the text found it important to mention the following about the workshop. Firstly, it was “on behalf of the school hosted by a lady-dealing with disruptive learner behaviour”. The speaker attended this workshop “hosted by a lady” but fails to reveal her background. Secondly, the speaker said the lady was hosting on behalf of the school, but not why. The next sentence makes it even more problematic: “...it was the alumni who brought this lady and

her team to equip us with new approaches on handling disruptive learner behaviour...” The problem here is that of unequal power relations in the text when it says “a lady” hosted a workshop on behalf of the school. How can one person host on behalf of a whole school? Does the hosting mean she financially sponsored the programme? Or did she organise the entire programme? How could the “lady”, as the text puts it, “workshop” the entire SMT? Does the text mean she schooled the SMTs? Or it could be that the “workshop” was the tool by which the “lady” schooled” the SMTs. The two seemed to be the case, because the next sentence says the “lady and her team”, to buttress the argument that it is a collective effort not that of one person. Another observation is that they were brought by the alumni, but could it not have been better said that the alumni hosted the “workshop” on behalf of the school, since the coming of the “lady” is now said to be under the auspices of the alumni. Why does the text specify that the “lady” hosted, when she too was only brought to the alumni workshop?

The next argument is on the mission of the “lady and her team” which the text says, was to “equip us with new approaches in handling disruptive learner behaviour”. There is yet another issue of power relations in the text, when the powerful “lady and her team” had come to “equip” the “tensed” and “troubled” SMTs challenged by disruptive learner behaviour. This argument exposes the witness of the text which does not fit the research paradigm, which the team was working on, that of CER, where mutual empowerment, emancipation and participative democracy are emphasised. The “new approaches” by the reason of the CER do not come from some “experts” who come to be a challenged group with all the answers and offers them with the equipment to handle the challenges. That is not what the SMTs hoped to achieve in this study, since we had earlier said, “empowerment was not the gift of the mighty” but what do to themselves when they follow the principles and processes of CER.

The last sentence of the text seeks to justify the reason for the workshop, by shifting the justification from the SMTs “not because we complain[ed]” and pushing towards the alumni that organised it “they thought we needed updates and professionalism”. This sounds unreasonable because the preceding argument had shown that the SMTs were “tensed” and “troubled”, which could warrant a meeting of this nature. Also, the text mentions the creation of platforms for handling disruptive learner behaviour as something that would be an initiative of the SMTs when they realised it was timely. Now that the

time has come for the professional enhancement, the speaker seems to be changing tone, and pointing to another organiser not mentioned earlier. The reason for this is very unclear.

Lastly, the text repeatedly refers to the SMT's "workshop" as "preventive and proactive measures" which is not backed up by the way the argument was presented. If it was "preventive and proactive" it would have been done before the SMTs were described as being "tensed" and "troubled". Rather, it was curative and retroactive in its measures, as far as the text narrated the sequence of the events. Therefore, the conclusion that it was "for better dealing with the disruptive learner behaviour" is false within this given context.

4.7.3.29 Textual analysis of "PAR S2 (c)"

"Some of our tutors appointed to the responsibility of SMTs are not professionals in the field of education but hold degrees in academic subjects. When it comes to handling disruptive learner behaviour a professional group is really needed in our school (graduates in educational studies). We suggested employment of more professional educationists into the leadership of the school."

What does the opening statement intend to achieve when it says: "some of our tutors appointed to the responsibility of SMTs are not professionals in the field of education but hold degrees in academic subjects"? Is there a law that forbids academic subject degree holders from becoming tutors or later appointed as SMTs? Are there some specific skills that these appointees are lacking? The text suggests so when it says they "are not professionals in the field of education". Is this argument not weak in the way it is presented, since the emphasis is on field of education? The text fails to identify that the field of education is too broad to make anyone a professional in order to serve as an SMT, except where it speaks particularly to either disciplines or modules within the field of education that provide the skills needed to serve as a professional SMT. It should also be noted that there are no professional schools in which SMTs are trained before their appointment, rather they usually come from members of the teaching core, as the text rightly presupposes.

The next argument states that the handling of disruptive learner behaviour requires a professional group and further cites that the group must be graduates in educational studies. The idea given is that those who are graduates in educational studies are a professional group, and by being educational graduates they are equipped to handle disruptive learner behaviour. This argument, as said above, is over-simplified in its

appearance, because there are many disciplines within educational studies. Being a graduate in this field does not qualify the person as a professional. Therefore, the text is erroneously assuming that all graduates in educational studies are professionals in handling disruptive learner behaviour. That is why the speaker (based on this possible wrong assumption) says it is these graduates who are needed in the school. Meanwhile, the school exists to teach academic subjects (therefore graduates in the academic subjects) are also as much needed as the graduate in educational studies. Why is the text seeking the presence of those professionals, but seeks to favour one over the other? One simple suggestion for this preference is that the SMT was speaking within the context of handling disruptive learner behaviour and not the teaching of academic subjects. This may explain why the text wishes that more employment be done in the preference of professional educationists into the leadership of the school. This is usually not the style of the school, but, as the text earlier said, people move from tutor to SMT. Why is it now suggested that when it comes to professional educationists they should move directly into leadership of the school? It shows how the text overvalues this group of professional educationists over the academic subject professionals.

4.7.3.30 Textual analysis of “PAR S3”

“All SMTs need to improve somehow, by rubbing minds with each other (educational studies graduates and academic subject graduates). This means, taking advantage of their presence and ask for their support. When colleagues share, it is considered relevant and serious. We have become peer educators to each other on disruptive learner behaviour. Seeing ourselves as brothers and sisters and not as competitors in the job is helpful. This plays positively on our ego and summons respect from the learners.”

The text opens by inviting ‘all SMTs’ into the improvement, irrespective of whether they are educational studies graduates or academic subject graduates. The approach for this improvement was provided “by rubbing minds with each other”. The shows that the text was not biased after all against the academic subject graduates, since it is now asking the two groups to improve each other “all SMTs” by “rubbing minds”, and it is also fair enough to recognise that this method was considered in view of the “need to improve”. The text further points to the meaning “rubbing minds with each other” as involving the taking of advantage of “their presence”, asking for “their support”, the “colleagues” involved in sharing and the consideration of issues that are “relevant and serious”. It

should be noted that taking advantage of “their presence” does not directly mean “rubbing minds” but it is the first step that brings both the academic subject and the educational studies graduates. When the text mentions that they SMTs should “ask for their support”, it is suggesting a one-directional approach, (which is argued as not rubbing minds) because the word “their” is specifically in context referring to the educational studies graduate’s support to be requested by the academic subject SMTs. It still suggests unequal power relations (since there is no indication of mutual asking). The words in the text that may suggest that rubbing of minds includes “share”. The text gives two attributes that makes it necessary, that is, “relevant and serious”. One may decipher the text as saying when colleagues share it is the moments of relevant and serious “rubbing minds”. That means the sharing must not be of issues that are not relevant or serious, enabling them to bring about the needed results.

The text closes by painting a picture in which “colleagues share” as being one that they act as “peer educators to each other”, “seeing ourselves as brothers and sisters” and “not as competitors in the job”. The picture suggests a family experience with very strong bonding words such “peer educators” suggesting that they are educators that educate one another, “brothers and sisters” are members of a family bonded by blood, and also “not competitors in the job” suggest that the group rather complement each other. One would agree with the claim within the text that it is truly “helpful”. The first help mentioned in the text is that of “plays positively on our ego” and the second is that of “summons respect from the learners”. While the former shows proof that the team is motivated to perform better in the handling of disruptive learner behaviour, the latter shows that the learners would fall in line since the SMTs are operating in a strong spirit of unity.

PART II: PRESENTATION AND DISCUSSION OF FINDINGS

4.8 INTRODUCTION OF PRESENTATION AND DISCUSSION OF FINDINGS

In this second part of Chapter Four I discuss how the framework was constructed and reconstructed following the empirical findings from three different schools (case studies) and how they each contributed to its design. This part is entirely dedicated to presenting the implementation of the framework and a summary of the findings.

4.9 IMPLEMENTATION OF THE FRAMEWORK

The framework was implemented over a number of stages, taking into consideration factors examined in this section. In all three colleges in which this duty was conducted, SMTs used the study aim, objectives and questions to develop the framework. During this journey it was clearly noted that some regular main topics emerged that were used to construct and reconstruct the framework following the PAR cyclical model as proposed in chapter three. They are discussed in detail in this section.

4.9.1 Conceptualizing the deficit components

The deficit components refer to the deficiencies amongst the SMT members that made them feel inadequate in handling the challenges caused by disruptive learner behaviour (see Section 4.3.2). In all the three schools the SMTs agreed that in order to introduce a new framework that would help them overcome their inadequacies in handling disruptive learner behaviour they would begin by looking at those ingredients that were missing from their team then reflect on them critically in order to suggest a relevant concept that could help them tackle the problem. They considered the elements lacking to be the deficit components (see Section 4.5.2.2), notably pastoral care giver (all the schools), psychologist (School 3), social workers (School 2 and 3), security and safety measures (School 3), and guidance and counsellors (School 2). In view of these limitations, the SMTs theorised the problem by considering it as the deficits that suggest why they had more challenges from the incidences of disruptive learner behaviour. They considered handling this particular problem as a school-based support unit, using all the forms of “administrative support in managing students’ difficult behaviour... sensitive to the needs

of the teachers... and delivering the appropriate support within the specific organization” (Fruger, Casey & Bonstrom, 1995:16; Singh & Billingsle, 1998:19; Yong & Gilchrist, 2003:564).

This step was aimed at creating awareness amongst the SMTs of new ways of framing their support base when resolving identified challenges. As stated in Section 3.2.3, the cyclical model would be used to design the framework, requiring that it begin with a practical introduction of transformation ideas stemming from a critical intent, and opening to practical judgement that produces reflection (Grundy, 1982:363).

4.9.2 The Asset-based component of the framework

The next component was asset-based, defined as the resources, both human and material, providing the SMTs with the necessary support for their use in resolving the challenges faced when handling disruptive learner behaviour. It enabled the holistic aspects to be part of the framework, that is, all the schools’ strengths, capacities and resources. Meanwhile, the idea of a holistic component suggested that each school provide support to the victims of challenges beyond the individual to the victim’s sphere of socialisation. As well as the SMTs who complained of being hurt being treated, their families, friends and others in the social niche who might be affected could also be considered for treatment (see Section 2.6.6).

The SMTs considered the elements that formed the asset components (see section 4.3.6) as helping them to resolve their challenges as follows. In the first school, it was agreed that their strong moral code would act as an encouragement for SMTs who were generally demoralised. They counted on the school ethos, especially events such as the staff sporting events, staff meetings and other fellowships within the staff to be recognised as capable of binding them into a team with solidarity in difficult moments. Others pointed to the great services of their college psychotherapist who had consistently granted them emotional and psychological support. The college parents were praised for their constant support, ranging from standing by their decisions, reinforcing their rules at home, coming to school to join other services, and making available their own emotional and psychological support for the SMTs afflicted by disruptive children. The great pride that the school took in the SMTs provided a more holistic asset when they were challenged by a few disruptive learners (see Section 4.3.6). These and other assets have made the SMTs open up a democratic space,

away from conservative and traditional ways of addressing problems at this school. They were now adopting open-door policies, participative leadership skills, and inclusive governance at the school.

In the second school, some assets that were considered to be empowering for the SMTs included appealing to colleagues to put on a human face when handling their hurts caused by disruptive learner behaviour and dismissing the law of “an eye for an eye”. Rather, peace, hope and forgiveness were foremost as SMTs recognised that they should be sensitive to the learner’s socio-economic background when approaching their negative behaviour. They could also make available socio-economic support to these learners, as the case may be, thus earning them respect and saving trouble as they strived to prevent disruptive learner behaviour by repaying evil with good (see section 4.3.6).

Meanwhile, the third school praised the role of strong leadership skills of their deputy principal, a trained educationist and constant motivator for SMTs affected by disruptive learner behaviour. They pointed out that he had been a major human asset in providing love, care, hope and peace to every member of the staff. Newcomers praised him for giving them free orientation in seminars, and he was recognised as a good team-builder who constantly called for social cohesion, mutual empowerment and accountability amongst colleagues. The deputy principal was recognised as a rare professional who practiced what he studied by making each member of staff an asset for the entire SMT, specifically for the purpose of resolving challenges from disruptive learner behaviour. The SMT members in this school confessed to seeing each other as a family, not only as socially healthy but also as academically strengthening in the struggle for emancipation. Seeing every member of the team as an asset made it more alert, visionary, strategic, dynamic, corporative, daring and bold. With these qualities they were able to function as a democratic group with strong feelings for addressing their problems, with a participative component for the good of all (see section 4.3.6).

4.9.3 Need-based components of the framework

The SMTs in the schools were again unanimous that it is less strengthening when they face their challenges by counting all their deficits and end there. They opted for an approach that would be more empowering and this one suggested that their team would consider what Saunderson and Oswald (2009:146) called ‘the need-based approach’, working on

the original premise of this approach that “if you can establish everything that is needed, you can map a plan for a possible intervention to help the learner.” The SMTs realised that they would henceforth focus not on the things that are wrong but rather on what is urgently needed to develop the capacities of the SMTs within the schools to resolve the challenges they face due to disruptive learner behaviour.

Meeting the needs of the SMTs was acknowledged as seeking a balance. In the past, a guidance counsellor was employed strictly to guide learners on academic or careers choices, and aspects of their personal and social lives. This approach was reflected upon and it was considered unbalanced. Some SMT members themselves had career, personal and social life struggles and needed these services, so approaching problems from this angle enabled them to handle them effectively. Secondly, only learners were considered to be in need of Life Orientation classes, so teachers were employed to teach them this subject, presuming that they needed these services as prescribed in the syllabus. However, it was recognised that there were colleagues who were also young and needed the same services so that they could handle challenges arising from this angle. Finally, the SMTs mentioned that the school was often playing host to guest motivational speakers, the original idea being that the learners required the services of practitioners in various walks of life to orientate them on how to prepare for service in life. It was realised that SMTs also needed these services if they were to better perform their services.

In the third school, emphasis was placed on identifying the needs of each SMT, suggesting the kind of referral that they would need to equip the entire team to overcome challenges due to disruptive learner behaviour. These needs would from henceforth be considered as both individual problems and the team-problems. Team members believed that individual capacities should be developed in training seminars and workshops in order to bring benefit to the entire team when the ripple effect allowed benefits to be shared. The SMTs commented that this was the beginning of looking at things from the alternative approach, wherein they would capacitate each SMT member. The point also considered is that strengthening the capacities of each SMT in the school is a way of marketing the solid brand of their school to members of the society. The need-based components allow them to build on their strengths to resolve disruptive learner behaviour, based on a philosophy that when they meet their needs they tackle the challenges on a path of achieving mutual empowerment of the SMTs.

4.9.4 Eco-systemic component of the framework

The implementation of the framework in all three schools went further to debate ways of handling the challenge of disruptive learner behaviour within a broader social context. This was mainly based on what Donald et al. (2006:34-48) as cited in Saunderson and Oswald (2009:147), called the 'eco-systemic approach'. As well as some disruptive learner behaviours having environmental problem dimensions, so there are similar consequences for the SMTs from a broader social context perspective. The three schools considered how the eco-systemic approach could also be a solution to the challenges faced by the SMTs, so they addressed some of their challenges with a far more complex and holistic understanding of the social situation that could be provoked to greater hurt from disruptive learner behaviour. This method required them to dig deep then consider the cyclical chain of actions and reactions between them and the disruptive learner. Finally, they considered all the role-players and the systems without the school that could require some intervention. They served as the social space wherein the original problem was generated, albeit provoked by the activities of the disruptive learner behaviour (Cooper et al., 1994:25, as cited in Saunderson & Oswald, 2009:147).

The first school SMTs agreed that they could not adequately resolve all their challenges from disruptive learner behaviour unless they captured influencers within their subsystems. Getting to the root causes of their hurt was considered as being relevant so that the hurt would not be treated only from the side-causes but from the roots source. While they commented that this component would require time and resources, which they did not have in luxury, these SMTs believed some challenges must be resolved by taking this route in order to deal with the problem once and for all. They called it their 'comprehensive strategy', and one that went beyond the surface-level problem or challenge to the deep-level problem where it originated. The consideration was that some SMTs challenges due to disruptive learner behaviour would be handled holistically, so that it could be completely and perpetually wiped out from the lives of the members.

The second school described similar component when they adopted an holistic approach to all the challenges of disruptive learner behaviour. They talked of the secondary problem, and sought to provide interventions by individual SMT cases, as well the entire group approach. It was recognised that they had often paid little attention to availing themselves to those clinical programmes in which SMTs merely made diagnoses and treated the

problem on the basis of what they complained of as being caused by disruptive learner behaviour. After brainstorming what they had been omitting, the SMTs agreed to open up to solutions which were more comprehensive and individually based. In this way the “personality” would be referred for treatment in a more comprehensive manner. One of the rewards of this approach was that it recognised the importance of seeking help from external administrative support.

The third school also considered the benefits of finding a resolution to the problem with an eco-systemic component. It would provide SMTs with great skills to handle problems caused by these learners beyond the school, and they believed it would provide the kind of experience needed by the older SMTs to enable them to support those coming new to the same job. They expressed how much could be avoided if they orientated new colleagues to handling their hurts beyond the learners and the school and towards an eco-systemic dimension. Here they could avoid making one-sided judgments and not make some repairable and hurt for the school that could not be healed. The next angle was to consider how skilful they would become when they handled the SMT’s challenges from the complex network of their entire socialisation web. They would thus help the school cope with challenges beyond their boundaries, as well as employing members of the team with senses that were multi-dimensional in skills, training and job experience, making a contribution to the reduction of the challenges holistically. They also agreed that this might require help from external administrative units, depending on the challenges to be resolved.

4.9.5 Medical component of the framework

Even though Rose (2006:236, as cited in Saunderson and Oswald, 2009:146) argues that the medical approach was traditional, pathological and clinical, the SMTs considered its timely but timeless dimension as resolving of the challenges of the SMTs handling disruptive learner behaviour in their schools. The services they recommended for their school included that of the school counsellor, school psychologist, and school clinical psychotherapists. It was also acknowledged that this approach would be more likely to cater for the individual SMTs than for the team. It was the approach that was found to capably handle one SMT’s case by getting to the roots of the challenge and how it related to disruptive learner behaviour. The support, as the name itself implied, was that they are

offered medical intervention by a trained doctor. Each school took on a specific dimension to make proper use of these services.

The first school argued that, apart from hosting the medical services highlighted above, the school could further play host to a motivational speaker in the person of a medical doctor (MD) to handle issues related to mental, emotional, physical and spiritual breakdown of all members of the college. They have been doing this and the approach had been to have two forums, that is, a general forum held during the morning assembly, and a specific staff working session in which they handle issues regarding the team. After this group session, those with individual challenges could be treated individually. The recommendation is to consider that some challenges could affect the entire school while others are strictly personal and both must be treated as separate entities. The SMTs agreed that medical interventions should be free because colleagues were treated for challenges presumed to have emanated from the school. Another reason for the SMT welcoming this model in their school was that they have found that when their jobs took toll of mental, physical, spiritual and emotional health they sought such support in order to perform efficiently.

The second school already had a vibrant medical unit in which two professionals served on a daily basis. These services that were mentioned as already in place included that of the school psychologist and the college doctor. They were said to have been offering individual counselling, therapy, and medication after investigating the causes and symptoms and diagnosing the problem with which the SMT was faced. They acknowledged that these units should maintain the individualised services they were already offering to the SMTs and learners. The reason for this preference was that the challenges of disruptive learner behaviour are mostly met with individual solutions. They agreed that the SMTs had been receiving support from these services to address their personal needs beyond dealing with problems emanating from disruptive learner behaviour. Even though the overall outcome of the benefits of the medical component have not been mentioned, the SMTs applauded the school for resolving the challenges of disruptive learner behaviour by using this medical approach.

Lastly, the third school agreed it was important to hire the services of a professional who would offer the SMTs medical solutions to the challenges of disruptive learner behaviour. Since this is the first time they were thinking of considering this approach they planned to implement it gradually. The first move they decided upon was to request one of the

members of staff, a qualified in educational psychologist from the university, to assist them offer the services of a college psychologists and counsellor whilst at the same time teaching. They believed this could be cheaper than hiring the services of a full medical psychologist, and acknowledged that since they had not been be provided with any services in this direction the office would be the first to begin reshaping their solutions towards a professional medical approach. Even though this temporal provision was envisaged, they agreed that it would not meet all their expectations. Their challenges required more than just one person, notably a full-time employee to teach and render these services on a part-time basis. In the meantime, they planned to invite other teachers who had these counselling and psychological skills to help the school voluntarily, especially in time of need. With planning, budgeting and provisions, a permanent post for medical personnel could be established. Again, the school could partner with some external administrative services to provide these services, especially those within the school's vicinity.

4.10 REFLECTIONS: CRITICAL THEOREMS LEADS TO ENLIGHTENMENT

In the above paragraphs I discussed the critical intent components that form the basis for the construction of the framework of this study. These five components formed the critical theorems that led the SMTs to reflect critically on the services that they would offer each school, forming what is known as the enlightened ideas. For the deficit-based approach the SMTs reflected that it could offer them school-based support units; for the asset-based approach, an enabling space for school democracy; for the need-based approach, it could be used to enlighten SMTs on their mutual empowerment; for the eco-systemic approach, external administrative units; and for the medical approach, enlightenment to follow professional development of the teams.

The enlightenment ideas reflected in the paragraphs above were further used to produce a new praxis for each school SMT that formed a framework for the SMTs to handle disruptive learner behaviour. The new praxis is an integrative framework made up of the approaches discussed above. There follows an examination of its applicability to each of the three schools of the study.

4.10.1 Enlightenment ideas reflected upon to produce a new praxis

The first school, which had few deficits, could not focus on building a school based support unit. They reflected and found that they had many assets so they decided to create an enabling democratic space for the working of the framework for their school. This school SMTs realised that they had few needs to be met and so concluded that their SMTs were mutually empowering. A main limitation was in their eco-systemic approach, since they recognised they had few external administrative support units. At the same time, this school had always at least the services a medical doctor and a psychologist, so they did not require themselves to incorporate teachers into the task of providing some of the professional services lacking. While they hoped to work on the areas of their limitations, the SMTs in the first school agreed that they could handle the challenges of disruptive learner behaviour with a comprehensive framework. The term was used by these SMTs to refer to paying more attention, first to the eco-systemic then to the medical approach of handling their challenges of disruptive learner behaviour.

The second school developed a praxis that was an adaptive framework to the challenges of the SMTs in their school. This took each component of the five under discussion and adapted the aspects that they found to be relevant to the current situation of the school. For example, the deficit-based approach was not adapted to the resolutions of the SMTs because it was seen as currently applicable to the school. That means they considered their school as already having strong school-based support units. In addition, they acknowledged that they were not very asset-based inclined and found that they needed to increase their democratic spaces to enable greater participation of SMTs with other school assets, to the point of guiding their resolution of any of the challenges that might rise.

Concerning the need-based approach, they found that they were lacking in meeting the needs of the SMTs that could have provided them with mutual empowerment for a team approach to the challenges. They also realised that they were very weak in applying the eco-systemic approach, since they had very few external administrative support units that supported them from the outside. They also acknowledged their strength with the medical approach, since from the inception of the school they had been prone to handling challenges due to disruptive learner behaviour through the making available of professional development services on the campus. The absence of some approaches was not a problem to the SMTs because they believed that they did not require those measures

presently. This was true of the deficit and the asset-based approaches. Nevertheless, they planned to adapt the other three approaches (need, eco-system and medical approaches) to be able to provide them with the kind of support that could fit the kind of school they have in mind.

The third school proposed they would function with a framework that was integrative of all the five approaches discussed at the PAR group meetings. They came to this position after realising that they had not put in place so many structures that require their SMT to handle challenges of disruptive learner behaviour. The SMTs recognised how deficient they were, how the assets to handle the challenges were few, and the many needs that were not yet met. They had not opened up to eco-systemic components of their support base or provided a permanent medical approach to assist the SMTs in whatever emotional or psychological challenges they faced due to disruptive learner behaviour. It was rather time to lay the foundation, by beginning with integrating these approaches into one unit, so that gradually they would separate them and make out of them functional units that would help the school in the long run.

4.10.2 New praxis returns to the cycle as a critical intent to be worked upon

The last PAR group meeting was dedicated to designing the new praxis and redesigning the new praxis for the study by the coordinating and follow-up team's members. They summarised the findings of the study and designed a timetable of how they should be implemented at the appropriate time and with the available resources. The groups summarised the findings from the main research questions for the construction of the new praxis for each school as follows:

Intervention to disruptive learner behaviour is necessary in order to make them conform to the policies that uphold the values of the school. Rigby (2000) does not make any claim that there is one single approach that can address peer victimisation or disruptive learner behaviour among students, but rather he does suggest two. First, the bully should be taken to the counsellor, who will show him or her the importance of peaceful co-existence with others. At the end the student is required to apologise to the person bullied. Second, legal sanctions, such as detention and suspension, should be meted against the perpetrator and, in extreme physical bullying, the culprit should be expelled. McManus (1995) argues against brutal punishment, such as flogging, as an effective way of deterring bullies. Such

punishment, he argues, tends to reinforce the victim's actions. He suggests managing the problem rather than punishing the culprit.

South African schools are generally no longer known or seen as safe and secure environments in which children can learn, enjoy themselves and feel secure. Rather, they are being defined by some observers as 'dangerous places', 'war zones' (Sapa, 2006) and unsafe institutions. School violence is becoming a serious security problem, not only in South Africa, but globally (Burton, 2008:75). Research shows that crime and violence is a problem that affects most schools (Lawrence, 2007:24). It touches each country and each school in its own unique way. Every school has different problems and different needs, therefore the safety and security strategies designed for each will vary according to environment and feeder area, that is the geographical area around the school from which the majority of its scholars come. School premises that were once 'islands of safety' now face violence every day. The violence has increased at an alarming rate, not only amongst young people generally but also in schools (Hylton, 1996:11).

In 2008, the South African Institute of Race Relations (SAIRR) publicised a report indicating that South African schools could one day be regarded as the most dangerous in the world and that learners lived in fear (Magome, 2008). An Amnesty International report (2009) claimed that the South African DoE was downplaying the issue of safety and security in schools and not succeeding in addressing the problem (MIET Africa, 2009:9). According to Serrao (2008:1), in the SAIRR study showed that only 23% of South African scholars felt safe at school and the country's schools were rated as the most dangerous in the world. Squelch (2001:138) indicates that many schools in South Africa can be described as unsafe and there have been a number of reports of educators and scholars being murdered, assaulted and raped, and of schools being seriously vandalized. A study done on school violence by the Centre for Justice and Crime Prevention and the DoE indicated that secondary schools in Gauteng (in which Tshwane is located) have by far the highest rate of violence in South Africa (Serrao, 2008:1). The first national study on school violence in South Africa in 2008 found that 85.5% of scholars said they felt safe at school (Burton, 2008:62), raising the question, if violence were so ubiquitous why did so many children feel safe. The answer may lie partly in the normalisation of crime in South Africa, i.e., most citizens, old and young, have come to accept it, or become so ensnared in it because of its frequency and extent. South Africa has for many years been characterised by

high levels of violence and conflict (Minnaar, Pretorious & Wentzel, 1998:13), and this daily occurrence and the high levels of violence and crime have become a way of life for many children (Serrao, 2008:1),

According to Vally (1999:80):

...the high level of violence in our schools reflects a complicated combination of past history and recent stresses – on individual, school, and community levels – in a society marked by deep inequities and massive uncertainty and change within school operations.

The violence from everyday life is spilling over into the schools. Political violence and ethnic rivalry fuelled by apartheid impacted on South African society, workplaces and living areas, then spread into the schools and classrooms. Apartheid policies in South Africa created a categorisation of racial classification, and the educational system, perhaps more than other sectors, reproduced the categories ‘African’, ‘Coloured’, ‘Indian’ and ‘White’, thereby constructing racial and ethnic identities (Ntshoe, 1999:2).

Violence in schools is not a new phenomenon, however, according to Burton (2008:2), before 2000, school violence and safety issues were scarcely acknowledged as social problems. This is mainly because the violence was not seen as serious and bullying was seen as a commonly tolerated problem and a normal part of ‘toughening up’ (Lawrence, 2007:20). This view was also the case in South Africa, but the situation was somewhat complicated by the political violence associated with the school boycotts and scholar protests of the 1980s (Minnaar & Payze, 1993:33).

This violence was in essence not school violence *per se* but occurred largely in public open spaces and the streets. Political violence within South African communities in the early 1990s and before had devastating consequences on sizeable numbers of marginalised youth, who were referred to as ‘the lost generation’ (Minnaar & Payze, 1993:33). South African school violence cannot be compared to school violence in other countries due to diverse conditions, however, we can learn from other international experiences and outcomes. A first approach would be to explore the causes from an academic point of view.

4.11 CONDITIONS FOR IMPLEMENTING THE PROPOSED FRAMEWORK

The SMTs in South Africa are becoming increasingly distressed about disciplinary problems in schools, as corporal punishment has been outlawed by legislation (Republic of South Africa, 1996a and b). Some SMTs are contending that there are no viable alternatives to corporal punishment. Naong (2007:283) maintains that abolition of corporal punishment in schools has left a gap which cannot be filled and which has led to many disciplinary problems in schools.

Thus far, the SMT in South African reports fresh and shocking cases of disruptive behaviour every day in school. This indicates that the existing strategies have been based on handling externalised behaviour. Some learners who formerly internalised their behaviour of withdrawal, inhibition, anxiety, and/or depression are now opening the mind to research to look at both internalised and externalised behaviour problems.

4.12 THE FRAMEWORK EVALUATED USING THE SWOT ANALYSIS

According to the *Oxford Dictionary of Modern English* (1995); a ‘framework’ is an essential supporting structure of an object, that is, it is the basic structure underlying a system, concept or text. An example of a framework can be theoretical or a conceptual framework of political sociology. Meanwhile, the *Cambridge Dictionary* online (1995) defines a ‘framework’ as a system of rules, ideas or beliefs that are used to plan or decide something. It forms the supporting structure around which something can be built or based on. Also, the *Oxford Advanced Learner’s Dictionary* (1995) defines a ‘framework’ as a set of beliefs, ideas or rules that are used as the basis for making judgments, decisions, and arguments. This study, intending to construct a framework for the SMTs to handle disruptive learner behaviour, shall use the last two definitions as the acceptable meaning for the word ‘framework’ that the study aims to achieve. That is, I am designing some guidelines, rules, ideas and belief system that will serve as the basis for making judgements, decisions, plans and solutions to the challenges that the SMTs in the case study are facing from disruptive learner behaviour.

Talking about these guidelines, rules, ideas and belief system (framework) that could be proposed to handle the disruptive learner behaviour, I will be responding to the research problem,: ‘This study investigates the challenges faced by SMTs in handling disruptive

learner behaviour in order to construct a framework thereof.’ In my response to this problem, the conceptual and the empirical data will inform the kind of framework (guidelines, rules, ideas and belief system) that could be adopted to help the SMTs face the challenges they encounter in handling the disruptive learner behaviour. This part of the work will only investigate the conceptual information from the literature that answers the question of “what framework could be proposed to the SMTs to resolve the challenges involved in handle disruptive learner behaviour?”

The SMTs as highlighted in chapter one are faced with five major problems from the literature. In South Africa, the SMTs are reported by Mubray (2009:5) to be having a major challenge of not being provided with enough school support units that would assist them prevent and intervene against the disruptive learner behaviour. The conceptual framework within the CER principles that could be proposed for this challenge suggested that the SMTs could adopt the whole school approach programme for their work (Jina & Janet, 2003:564). This is also in line with De Beaugrande (2006:31), who posits “unity” as a CER principle that enhances the process of social transformation or change in a workplace. The point is that if all the stakeholders in the school unite and provide a school support base to prevent and intervene in all cases of learner disruptive behaviour, the SMTs will not feel overwhelmed in handling disruptive learner behaviour in South Africa.

The second challenge of the SMTs is to stop all forms of corporal punishment and resist any system that allows anyone to carry it out. This challenge was expressed in Botswana, where SMTs complained that the government had stopped them from carrying out corporal punishment and empowered the education department to enforce it. Their challenge was that some parents and members of the community would recommend that they carry out corporal punishment and refer any case to the education department. The consequence of disobeying the government law was that they risked being fired, and in order to keep their jobs they must make referrals as instructed. The CER principle that could be applied here is that of adopting Habermas (1972, as quoted by Grundy, 1982:358), who advocated complete emancipation from all forms of dehumanisation and human bondage (ideological, poverty and power relations and fatality). Biesta (2011:43) also argues for a CER that transforms human behaviour rather than punishing it.

Mahlomaholo, (2012:44) describes any human treatment that defies CER as communicating marginalisation, discrimination and power dominance. This is the case of

either the SMTs or any referral using corporal punishment to handle disruptive learner behaviour. Rather Ntseane (2008:185) shares the view of CER that is sensitive to issues of human dignity, empowerment and emancipation. These authors suggest that both the Botswana government law of referring disruptive learners to the education department and the recommendation by some parents and members of the community that they carry out corporal punishment is unacceptable. CER advocates sensitivity to all dehumanising treatment that communicates a strong message of power dominance, and corporal punishment is one way of doing this.

A third challenge for the SMTs, as revealed in Cameroon (Tamukong, 2004:138), is that there exists a wide gap between the numbers of SMTs handling disruptive learners. In most cases, it is reported that the disruptive learners outnumber the SMTs and the latter are ill-equipped to handle them with the alternatives to corporal punishment. The SMTs complained that these are demanding and overwhelming, due to the large number of learners per class. The hope is that the wide gap between the few SMTs and the large numbers of disruptive learners will be bridged in order for the SMTs to be able to carry out their functions.

Biesta (2000:43) argues for the emancipation of a wider working society that is faced with challenges of stress, overload and marginalisation. He proposed a three-phase process of interpreting, analysing and educating, via structures that restores the oppressed, marginalised and side-lined individuals. This means the overcrowded offices of the SMTs, when carefully interpreted, analysed and educated for empowerment, will be forged to balance the power relations. Nkoane (2009:22) also advocated a form of CER that fosters modes of inquiry in which problems are transformed into action plans geared to addressing problems. In light of the challenge above, the problem of the SMTs shall be faced through teamwork, collaboration, sharing, empowerment and emancipation of all the actors within the SMTs.

The fourth challenge of the SMTs, as revealed in Kenya (Bitensky, 2002:353), is that of poor power relations between the SMTs and the disruptive learners on the one hand, and the school community partners on the other. The challenge is that the SMTs have not been empowered to practice power balance of their school authority towards disruptive learners. The use of power balance may promote alternatives to corporal punishment, through school-community support programmes and power sharing in a school-parental

partnership. According to Kemmis and Masters (1995:9-10), an operationalised CER needs to critique the social environment and introduce values of power sharing or balance of power in order to emancipate the marginalised.

Following the foregoing problem, the SMTs need to acknowledge that they cannot do it alone and all the power to handle disruptive learners is not in their hands. Therefore, they must be willing to share their power with the learners, by involving them in contributing to their own discipline. They should also involve the parents of the disruptive learners, since they share power in bringing up the learners. The members of the community, the NGO and the entire school community need to be empowered with the alternatives to corporal punishment, so that they will give support and reinforce the work of the SMTs by promoting the CER values. Some of these values include those used by Mahlomaholo and Netchandam, (2012:43). They proposes that CER values such as balance in power relations for the sake of dialogue to promote a good cause, advocacy of human transformation enhanced by tackling human problems holistically, and the empowerment of all stakeholders with skills, knowledge, language and meaning that are functionally shared.

The challenge of the SMTs from the USA (Martman, 2002:219), states that there is no uniform standard in handling disruptive learner behaviour and there are occasional parental law suits against the SMTs for defaulting the law against ‘no or mild’ corporal punishment. The argument is that some SMTs in the USA take advantage of the absence of a uniform legal standard instrument for handling disruptive learners to abuse some disruptive learners, whose parents take them up to face the wrath of the law. That is why Liaisidou (2008:486), in recommending CER that aims at understanding issues of power, ideology and culture, believes this paradigm should be able to create emancipatory knowledge and overcome impediments of social and legal changes. The SMTs should not take the law into their hands, but rather seek emancipation whereby their plight and voices are heard regarding what some of them go through in the hands of the law.

The law that does not state categorically how SMTs should treat disruptive learners with love, hope, trust and balance in power relations may be criticised for presenting a lacuna for those called to implement it. This, through the lenses of CER, is considered discriminatory, power dominance and imbalanced in actions and attitudes, and is described by Wodak (1995:104) as unhelpful to transformative and emancipatory pedagogy. On the

other hand, the parents who follow law suit against SMTs are acting against the principles of dialogue, social justice and democracy, which according to (Patton, 2002:99) does not promote emancipatory knowledge. I believe that both the SMTs and the parents need to be sensitive to issues that undermine human dignity and encourage discrimination, marginalisation and anti-democratic principles. They should rather cooperate to handle the pending learner's disruptive behaviour.

The impact of this framework on the SMTs was assessed using a Strength Weaknesses Opportunities and Threats (SWOT) analysis. The coordinating team conducted this analysis by assessing first the internal school strengths and weaknesses, and second the external school opportunities and threats. The SMTs raised the variables and scored them, as seen in the tables below.

Table 4.2: Internal school environment analysisone (source: author)

Strengths with the school	Impact assessment /5
Values of the school	5/5
Code of Conduct	4/5
Pride of the school ethos	5/5
Tract record and ethos	5/5
Special events, culture and sports	5/5
Weighted averages for analysis	24/25

Table 4.3: Internal school environment analysistwo (source: author)

Weaknesses within the school	Impact assessment /5
Crowded classrooms	3/5
Low parental support	3/5
Fewer educators	1/5
Limited time to address needs of individuals	1/5
The limited space and infrastructure	1/5
Weighted averages for analysis	9/25

Table 4.4: External school environment analysis one (source: author)

Opportunities outside the school	Impact assessment /5
Enrichment programmes outside the school	3/5
Positive influences of the media	2/5
Parental support	2/5
Marketing of a solid brand	4/5
SGB support	4/5
Weighted averages for analysis	15/25

Table 4.5: External school environment analysis two(source: author)

Threats from outside the school	Impact assessment /5
Disruptive parents	1/5
Challenges from DoE	1/5
Financial resources are overstretched	1/5
The feeder areas of the school	1/5
The negative role of the media	2/5
Weighted averages for analysis	6/25

SWOT analysis Calculated: Internal Weaknesses + External Threats / Internal Strengths + External Opportunities (9+6 / 24+15 = 0.3)

This result reveals that there are very great opportunities and strengths within and outside the school to make the framework succeed. Also, the current resources in and out of the school could greatly support the framework that would lead to the better health of the SMTs since the weaknesses and threats are negligible.

From the above findings and assessments, the results of this study show that there exist sufficient resources to fundamentally support the crafting and implementing of a framework to enhance the work of the SMTs in handling disruptive learner behaviour. The current framework being proposed would make the SMT healthier, based on the current resources assessed in and out of the school. The challenges faced by the SMTs would be surmounted, if the recommended framework were to go into operation, because the college has both inner strengths and external opportunities to overturn her weaknesses and threats

posed by the difficulties in handling disruptive learner behaviour. Furthermore, when the SMT's challenges are resolved, they are better equipped to handle the disruptive learner behaviour. Finally, resolving the challenges of the SMTs has made them more accountable and responsible in shaping the desired or appropriate responsible behaviour of learners.

4.13 DISCUSSION OF THE FRAMEWORK

The SMTs agreed that they faced common challenges in dealing with disruptive learner behaviour, but sometimes they failed because they provided different solutions to these challenges. Although there is a school code of conduct, in the form of a document containing rules and regulations as well as the disciplinary actions for acting in defiance to the set rules, many SMTs believe the document is not exhaustive:

We do not have a common front with which to address the challenges posed to us as a result of disruptive learner behaviour. The school rules and regulations are there to guide us, but the ultimate decision rest on every SMT to apply them (Mncube, 2009:31).

Some SMTs believe that disruptive learner behaviour occurs when they as custodians of the school safety and security do not practice with a single rule across the board. Some break the rules themselves and others remain aloof concerning the administration of correctional discipline to disruptive learners. The SMTs seem to agree that they ought to have a single strategy on how to overcome the challenges of disruptive learner behaviour.

The framework was constructed to set out the best ethical standards for SMTs and learners within a well-resourced school-based support units considered to be relevant to discourage vices arising from disruptive learner behaviour due to improper dressing and sexual habits. In Chapter 2 Jina and Janet, (2003:563) argues that SMTs should function within a school environment that provides the needed support and resources via the school-based-support units. This they argue will foster togetherness or a team spirit amongst the professionals in their working environment. Their studies showed that when learners are disruptive to the point of refusing to get help the SMTs should consult their school-based support units, such as psychologists, counsellors, pastoral care givers and social workers in order to harmonise a functional approach to their specific problem. The SMTs in these schools recognised this as a valid premise for constructing a framework for the SMTs to handle disruptive learner behaviour.

4.13.1 Application of the school-based support unit programme in the study

One of the justifications for constructing this framework according to the SMTs was considered to be the haphazard approach that SMTs take when dealing with disruptive learner. The school-based-support unit for the SMTs was decided upon for each school as a helpful strategy that would promote team spirit amongst these professionals in their working environment. Since these studies used PAR for its operationalisation, the SMTs within the period of the study were asked to consult the school social worker, psychologist, pastoral care giver, and career guidance counsellors when facing related challenges from the learners. In subsequent meetings, it was reported that the SMTs who did so developed a more tolerable, caring and loving attitude to the disruptive learner behaviour that posed them many challenges. This finding aligns with the study of Jina and Janet (2003:563), as reported in Chapter 2 that SMTs who consult school-based-support units perform better in handling disruptive learner behaviour after being helped by these services.

Some SMTs narrated their story to the rest of the team, on how they the services prepared them to resolve the challenges they encountered with these learners:

I was dealing with a bad tempered learner, who easily flared-up at every word of correction I spoke. I felt so disappointed at myself as an SMT, because I really wanted to help, but this learner would speak back to my kind words with such impunity. Remembering that our PAR group meeting agreed to consult with the base-based-support unit services, I reschedule to meet the learner the next day and called for help from the school psychologist. After consulting with the psychologist, I realised how much pain I had within me towards the learner, and I needed to be healed and recover before healing my sick-tempered learner. I decided to forgive myself for being in so much pain. I also decided to use one of the therapies prescribed by the psychologist (praying with the learner). As soon as I met and offered to pray for the learner, the learner burst crying, become humbled and sober, and finally repented after confessing the faults without any pressure on my side. I realised blaming and talking was not what the learner needed to come to conscience. This is how powerful a school-based support unit assisted me to handle a very bad-tempered disruptive learner in my school.

The SMTs agreed that this method was not the least prescriptive, but rather the approach taken to resolve the challenge follows the principle that everyone in the group benefitted from. The SMTs agreed that another justification for the framework was that it served as an opportunity to create the space for democratic management style in the handling of disruptive learner behaviour in school. According to these SMTs, disruptive learner behaviour should be treated as part of human nature. One said:

I think all human beings are born with a disruptive gene and we have been challenged by many of such learners because we have always thought that the only to curb this disorder was to prove that we are in control to call the big shots. But we must realise that unless we too reach down to dialogue with these children, we may not assist ourselves as well as the learners' behaviour which has a potential of becoming stronger. If we do not create the space (framework) that is democratic in nature the tendency is that the disruptive learner behaviour will remain a challenge to our school leadership. These learners need to believe we are fairly strict in our disciplinary approach and also their voices too are needed.

This justification is aligned with the position highlighted in chapter two, in that the framework for SMTs to handle disruptive learner behaviour needs to promote democratic values of tolerance and responsibility. The literature advanced by Mncube (2009:31) encourages SMTs to put in place arrangements and opportunities in which the handling of disruptive learner behaviour helps democracy thrive in the school. In this way, the school may become a catalyst for the democratisation of wider society.

The SMTs making the argument for a design of a framework that promotes democratic school management style added that this was in line with the nature of most disruptive learners in the school, who are seeking attention and, being mostly adolescents, avenues to express themselves. They come to school with a mind already influenced at home, negative role modelling of the media, and other negative social influences, sometimes from adults. They need to approach with a consciousness that the school exists within the broader society (Mncube, 2009:31). The SMTs agreed that this framework they are constructing would consider values like freedom of expression, a sense of justice, fairness and participation so as to provide them a better ground to make decisions that would enable them resolve the challenges that come with disruptive learner behaviour. According to the SMTs, some of the consequences of creating a framework that is not democratic in nature would include the following.

Firstly, and most evidently, such a framework will make SMTs arrogant as they confront disruptive learner behaviour. They have to be more sensible, communicate more and be positive on each disruptive learner behaviour problem. The more open-minded the more successful they will be in overcoming the challenges. This does not mean they cannot tell a noisy learner to 'shut up, you have to keep quiet now!', Sometimes, asking the learner to share what is making news that must be shared in class may be more humbling than any physical punishment. The SMTs acknowledged that their framework cannot even think of

allowing an SMT to jokingly spank, or bully a learner for being disruptive, since this will break the law prohibiting corporal punishment.

The SMTs agreed that the issue of human rights had become a serious when trying to set up any framework that is not democratic in nature. The South African learners are very aware that they have rights which must be respected by the SMTs, even if they are disruptive. This means any framework for SMTs to handle these learners must be in line with respecting the rights of the learners and not overstep the line. They know that SMTs would be charged if they act contrary to the law. According to this SMT members, pushing through the point of a democratic framework for the problem:

The learners have the law or the bill of human rights on their side and they have become a bit more arrogant every single day and the danger is the group dynamics, that snowballs, becomes so big that the discipline's snowball has no effect to put a fight that completely stops it and many SMT are losing the battle, but not the war. We got to respect their rights if they want to fall into problems with the legal structures that be.

Another challenge of ignoring a democratic framework is for the SMTs to gain the support disruptive learner's parents and that of the department. Talking of losing this support in any framework that is undemocratic, an SMT said:

I might mention an example where boys transgressed badly by selling drugs within the school premises. We did not want to have any dialogue, their participation or a sense of freedom of expression. We simply expelled them and reported our action to the parents and the department. We put in a lot of time and energy into this but also the department forced us to take the child back because our unfair exercise of democratic principles of managing such disruptive learners' behaviour. We regretted having taking such actions without proper communication between the governing body, the Department of Education, the parents and the educators to find a workable, fair and successful system. We felt more challenged in the way we resolved the disruptive learner behaviour.

4.13.2 The framework promotes mutual empowerment amongst the SMTs

According to the SMTs, it would be relevant for them to construct this framework for the study because it would serve as a tool that would promote their mutual empowerment in dealing with disruptive learner behaviour. There have been complaints that the challenges were compounded by the SMTs having feelings of being weak, discouraged and disappointed. The SMTs acknowledged that there exists a disciplinary system in their schools and all the learners are regularly informed of what is allowed and what is not.

However, the disciplinary system does not say anything about how the SMTs must work in a way to empower each other in cases of disruptive learner behaviour: “We need to see each other as a family, not only in our social activity of disciplining the learners but also in our moral, academic and collegial domains of the school.” The SMTs realised during the discussions that their challenges would be reduced if they empowered each other via the process of working together and trusting each other. They said:

Our empowerment against the challenges caused by disruptive learner behaviour is in our hands. One of the ways of realising this goal is when we use a framework that enables us to work together as a team (family). Then we shall be stronger as one group than when we remain as individuals. This would come when together we keep acquiring and sharing new skills that enable us meet our new challenges with the disruptive learner behaviour.

The SMTs suggested that the framework they are constructing must create the space for them to get skills, knowledge, sharing and monitoring opportunities, and reflection meetings that would help them to become better equipped in the handling of new strategies for their school milieu.

Practically speaking, they suggested that they should put up an SMT noticeboard on which colleagues would put up articles and other pieces of information meant to spur the sharing of new knowledge, skills and insights for the colleagues to better handle the challenges that come with disruptive learner behaviour. They also agreed to use social media as an empowerment tool for quick circulation of helpful information. The encouragement is that colleagues will read, interact, share and reflect on useful material that could empower others in their collective struggle with cases of disruptive learner behaviour. The SMTs recognised that this approach would build trust amongst the SMTs, enhance the team spirit they were searching for and better prepare them to face their challenges from a similar front. The framework under construction could be the best tool to ensure that SMTs are becoming empowered in striving to resolve the challenges mentioned in this study.

From the literature review in Chapter Two, it is recalled that justification for the framework falls in line with Jina and Janet’s (2003:567) argument that constant information sharing by SMTs would enhance their mutual empowerment on some standard procedures and implementations on how to cope with deviant learners at school. They suggested that such collaborative effort amongst SMTs is particularly important for giving a kind of synergy amongst members of the SMT to handle the challenges in their job.

Also, from the literature review, Kelly (2009:7) argues that the principal (as one of the SMTs) has the power to create the team culture amongst the colleagues that would help them handle disruptive learner behaviour effectively.

Chapter Two also indicates that CER seeks to promote a management style in the school that is a participative action approach in the matter of handling disruptive learner behaviour. The SMTs of this study confirmed that this would be a good mind-set to be considered when constructing the framework because it enhances opening up the communicative space to all members of the SMTs in the school. It calls for building the SMT's team spirit via collaboration and teaching the members to be tolerate with each other. This was again supported by the literature examined in chapter two (Kemmis, 2008:130; Wicks & Reason, 2009:244; Van Dijk, 2008:353).

4.13.3 The framework provided space for external administrative support

The SMTs unanimously agreed that the framework for them to handle the challenges caused by disruptive learner behaviour should also provide the opportunity for them to receive the necessary administrative support. They said:

All the role players that work in the interest of maintaining a safe school must agree and accept a framework or system that when implemented, would promote their mutual agreement as parents, teachers, educators and learners. The system we agree upon and accept must also provide us the occasion to receive support or assistance from the Department of Education.

This argument was in line with the complaint that there exist challenges in the wider social context influencing learners to become disruptive in their behaviour at school. Therefore, the policymakers at the level of the DoE cannot be silent when SMTs are mentioning a framework for handling these problems. This argument was supported by the literature reviewed in Jina and Janet, (2003:564), which shows that the SMTs were there to provide the supportive environment needed at the school to produce a counter-behavioural influence on the learners. This supportive environment of the school must be nurtured within the broader school learning environment, emanating from the available resources provided for the school by all outside partners.

In Chapter Two I argued that members of the SMTs should not work in isolation from their external partners but rather open the collaborative space for the increase of their

professional experiences to provide the needed support for handling the challenging caused by disruptive learner behaviour. This is in line with the studies cited in Jina and Janet (2003:564), that external administrative support has a profound effect on the management of disruptive learner behaviour. Also, when the SMTs fall into trouble with the law this would increase their stress and complicate the matter when they are known for not being open to the external administrative support. Such over-powerful SMTs have been cited in other studies as being in error (McManus & Kauffman, 1991, as cited in Jina & Janet, 2003:564).

Also significant is that external administrative support from all the school's partners for the SMTs had to be critically absorbed and reflect on these support that are being provided. Therefore, the external administrative support had to be digested and assimilated critically so that it fell within the relevant and appropriate tools for the SMTs to bring about change within the school and its wider socio-administrative community. Nkoane, (2010:214) has been cited within the literature as arguing that there is nothing such as absolute truth in handling research within the social sciences, and therefore the framework should have the capacity to respond to the counsel or suggestions from other external administrative partners of the school that promote relevant social change, emancipation and transformation of the school, despite lying within the context of the community.

4.13.4 The framework promotes the professional development of the SMTs

The SMTs related their challenges when called to handle disruptive learner behaviour to their professional development in this area. They openly accepted that many of them had received little or no formal training in handling it. Some of the new SMTs said that they were easily stunned, and felt helpless or disappointed. Narrating their experiences some SMTs said:

I have no formal educational training background from the University / colleges on handling disruptive learner behaviour because I did not study education at school. Since I have been a learner I only remember how we use to disruptive teachers, SMTs and fellow learners at the school. I had never known that we use to pose a lot of challenges to our SMTs when we exhibit such disruptive behaviour. So I think I do not have the required knowledge, skills and insight into resolving the challenges coming from disruptive learner behaviour. It is recently that I was promoted to the rank of an SMT as colleagues told me I needed some knowledge in child psychology, pedagogy and human management skills - to assist me better handle disruptive learners within the professional grounds.

The SMTs agreed that one of the reasons for constructing a framework for the study is to assist those within the staff to acquire some professional development skills needed to resolve the challenges appropriately when faced by the problem. One of the professional ways of developing colleagues is to assign specific duties for which they will be responsible, after giving them the needed orientation on how to promote academic and moral rectitude in the dispatch of their duties. Another proposal is that in order for the framework to be implemented in the school, all newly appointed SMTs must be ready to have interactive sessions with the older members of the SMTs, to educate them on the challenges that lie ahead and how they should brace themselves to conquer them.

When the SMTs are appointed without any form of training or orientation they would have many more challenges when handling disruptive learner behaviour, as expressed by one member:

As a young SMT I do a lot of talking, coaching and motivation in the area of good learner behaviour. My experience had mostly been that most learners do not fall in, and I often feel very disappointed in doing this job. I thought if I keep educating, coaching and motivating good behaviour many more learners would obey the code of conduct in place. So, when they transgress and I approach them calmly, with a listening hear and open mind I get disappointed that some do not just want to abide by the rules in place. The way I express my disappointment is to tell them that they have broken my heart.

Expressing how helpless she felt in the face of disruptive learner behaviour, this young SMT said:

I have definitely felt helpless or stunned when confronted by a learner who intends to disrupt either my class or the school in session. Each time I enter a class, I know my job is to teach and model good behaviour. One day, I encountered a disruptive learner who neither gave me any room to teach nor was the learner ready to learn. It is easy for me to send the learner out of the class but I did not want to, because I thought it was my duty to manage both my lesson and the behaviour of the learners. Therefore sending this learner out would have gone against why I was there. Then I soon realised that I could not manage the disruptive learner behaviour and I could not teach as well. I soon developed the feeling of helplessness. I noticed that a learner who did not want to be taught and you are there to teach that learner, you may run out of suggestions on the best solution for the problem. So, when I ran out of suggestions, I began begging the learner ‘please keep quiet...please stop talking...you are disturbing...don’t do that gain....’But this learner decided to ignore my entire plea, and kept on provoking me. I felt so helpless in this situation and finally went out.

Another case of a novice SMT who was stunned by disruptive learner behaviour was told to the group:

I have been stunned or overpowered by a very disruptive learner whom I least expected could act this way. This learner comes from a very rich and influential family in town. The learner right in presence decided to vent out his anger on another in my class. I was so shocked at the way the learner bullied the other one, so I decided to call in my next door colleague to join me calm the uproar. As soon as I went out, the learner ran out picked up a brick and ran again throwing the brick at the other learner but missed his target. Other learners tried to hold him but he fought everyone fiercely. To me this was a very unacceptable behaviour, especially the fact that I knew this good background from where this learner was brought up. I was stunned because I had never had a record or seen this prone to violence. This is the same learner I had in the past awarded a prize for great soccer talent and good behaviour, but now I was very confuse seeing all this disruptive behaviour in my own eyes. When I tried to stop the learner he did not listen and obeyed me. I was never known that even the learners we tag as good could sometimes fall into a brief fit of madness. Eventually the learner was suspended after a disciplinary hearing.

Stories like the ones above are not strange to those who are familiar with the actions of disruptive learners at school. The reaction of these SMTs shows that school leaders need a framework that takes into consideration their professional development. This is intended to enhance insight, skill and knowledge, especially of those coming from a purely teaching subject academic background. They need to be inducted on how to manage the disruptive learner behaviour at school. The absence of professional development it is argued had led to some SMTs betraying the trust of the team by acting in contravention of agreed techniques of resolving these behaviours. The issue of trust was mentioned when an SMT fails to be an example in life and conduct to the learners they are called on to discipline. Some SMTs were reported as being undisciplined, acting out of order with the laid down norms set for the entire team.

In Chapter Two, from the literature, it was evident that the SMTs could become more successful in handling the challenges of disruptive learner behaviour with an increase in the professional development opportunities for them (Barth, 2001:156). We also mentioned that some SMTs resist any form of professional development that seeks to enhance their own capacity towards the job they have been asked to do. SMT members complained that they lacked the time to engage in any form of in-service professional development when they have other more important things to handle. The logical argument that seemed to prevail was that a more convenient way would be for the school managers to operate within the ambits of a framework that promotes their professional development

in the course of their work. Others argue that this professional development should not be too engaging. Meanwhile, others see such learning as portraying themselves as flawed in the eyes of the public if it is treated as a separate programme.

In the literature review Barth, (2001:157) posits that SMTs must be engaged in professional development programmes from time to time. The logic of his argument is that they have no moral authority to transform learners when they as teachers have not been engaged in their own behavioural transformation. He further argues that all SMTs are supposed to be lifelong learners by virtue of the nature of their jobs. He had cited in the literature the case of the Harvard Principals' Centre being opened so as to establish common ground on which SMTs would come with the hope of replenishing the professional experiences through sharing their own personal stories for the enrichment of others.

4.14 SUMMARY OF CHAPTER

Chapter four dwelled mainly on the analysis and interpretation of data on the one hand, as well as, presentation and discussion of the findings of the study. I began the chapter by submitting the analytical procedure I followed for conducting the data analysis. I went ahead to show how the five objectives of the study were achieved by comparing data from the literature, from the documents of the study and from the PAR group discussion meetings. Each relevant cited was not only presented but also commented upon. This prepared the way for the analysis and interpretation of the components of the study. I substantiated these analyses by also discussing in details the conditions conducive for the formulation of the framework of the study. The text and other discourse data generated during the study was also analysed using the Critical Discourse Analysis. This formed the basis of making an elaborate presentation and discussion of the findings of the study as they aligned to the study problem, question and aim under investigation. It is based on this discussion that the elements of the framework were designed and proposed for the handling of the challenges faced by the SMTs on disruptive learner behaviour.

4.15 CONCLUSION

From the aforementioned processes which involved several PAR group members, at different places and situations, it was realised that not only the social environment had

impact on the knowledge being produced, but also the physical environment within which the activity occurred can be crucial (Merriam & Ntseane, 2008:190). That is why drawing up some hard and fast rules as to how SMTs should handle disruptive learner behaviour may even reproduce the existing issues of power relations, differential issues of cultural realities and the unsuited approaches that have only increased the frustration of their members. The handling of disruptive learner behaviour in schools did not include the use of emancipatory knowledge and skills. Therefore, the SMTs have been handling these unwanted behaviours without considering participation of other stakeholders, upholding virtues of freedom, social justice, peace and human transformation in line with democratic legislative imperatives. The reason could be that the handling of disruptive learner behaviour did not include CER principles, but rather hard and fast rules and regulations that have often been uncritical and unsustainable (Biesta 2010:43).

CHAPTER FIVE

SYNTHESIS OF FINDINGS, RECOMMENDATION FOR FUTURE RESEARCH AND CONCLUSIONS

5.1 INTRODUCTION

In chapter one it was indicated that this study was responding to the problem statement as seen in (Section 1.3) “The study addresses the issues surrounding the SMTs facing great challenges in handling disruptive learner behaviour, and thus needing a supportive framework to assist them”, the specific research question as highlighted in (Section 1.4) states as follows; “How can a framework be designed to assist SMTs handle the challenges caused by disruptive learner behaviour in schools?”. Therefore the purpose of conducting the study as mentioned in (Section 1.5) is; “...mainly that of formulating or designing a framework to help SMTs handle disruptive learner behaviour in schools”. Meanwhile the research aim as recorded in (Section 1.6.1) is; “... to propose a framework that would help resolve the challenges faced by the SMTs in handling disruptive learner behaviour” and the research objectives included; “To constructing school-based support units, to enabling space for democracy in the schools, to articulate the basis for SMTs’ mutual empowerment, to provide the necessary external administrative support for SMTs and to enhance the professional development of the SMTs”. To overall motivation behind the study was to design a framework in a bid to make a contribution to the body of knowledge on the existing strategies the SMTs are using to handle the disruptive learner’s behaviour in schools.

5.2 SYNTHESIS OF FINDINGS

The paragraphs that follow present an overall fusion of the thesis findings mentioned in Chapter four. The discussion centers on the research questions of the study being restated as was used in Chapter One and Four to obtain these findings, the qualitative operationalisation of study was also revisited to reveal that the study maintained its original paradigm spelled out in Chapter One, Two and Three in getting the findings, the findings of study were also revisited within their qualitative research method (see Chapter

Three) and the procedures stated in Chapter Three that led to realisation of these findings within the qualitative framework were again highlighted to emphasise that what was proposed was also respected. Below is a synthesis of the findings of the study.

5.2.1 Research questions of the study restated

This study has problematised through investigations the challenges faced by SMTs in handling disruptive learner behaviour in schools, in order to propose a framework. The SMTs who generated the data for the study did interrogate in different ways the audacious challenges they were facing as they discharged their duty of handling disruptive learner behaviour, because they were in search of a supportive framework to assist them. Therefore, the main research question that emanated from the study problem was: “what framework could be proposed to assist SMTs handle the disruptive learner behaviour?”

This main research question led to the five main research questions that guided the study:

a) What constitutes disruptive learner’s behaviour in our schools? b) Why does disruptive learner behaviour occur in our schools? c) What experiences are the South African schools facing due to disruptive learner’s behaviour? d) To what extent are the School Management Teams handling the disruptive learner’s behaviour? e) What framework could be proposed to fill in the gap where the SMTs are unable to handle disruptive learner’s behaviour?

Lastly, the SMTs raised guided questions throughout the period of designing the framework for the study. Members of SMTs at the three Colleges raised these questions for further clarification:

a) Discuss some examples of challenges that you faced as an SMT when handling disruptive learner behaviour? Those that made you stunned (dumbfounded), those that made you disappointed (ashamed), those that made you feel inadequate (limited), those that made you helpless (marginalised) and those that made you want to quite (resign).

b) Comment on the following approaches of assisting SMTs to handle disruptive learner behaviour? Consulting with School based support units, Practice regular mutual empowerment meetings, working with external administrative support units, Attending professional development forums and Imbibing to democratic principles

c) Mindful of the fact that your college already works with some tools to assist the SMTs to handle disruptive learner behaviour. What approach below do you think this frame work was based on and does it really serve to assist the challenges of the SMTs: the Medical approach, the needs-based approach, the Deficit approach, the eco-systemic approach, and the Asset based approach?

d) Mindful of the Strengths, Weaknesses, Opportunities and Threats in our society and considering the need of supporting SMTs overcome the challenges faced when handling disruptive learner behaviour, what do you consider as the way forward or what plan of action that could be put in place to assist SMTs better handle disruptive learner behaviour in South African schools.

5.2.2 Qualitative operationalization of study revisited

I suggested a basic interpretive qualitative study as the research methodology so that the PAR members would learn from each other the ways in which perceived challenges of SMTs could be overcome to enable us suggest ways to handle disruptive learner behaviour (Merriam 2002:6). The design that facilitated this included the study team focus group (divided into the coordinating team and the participants), the study team work plan, and the study team strategic action plan.

The qualitative methodology option was chosen, to capture the research instruments and techniques, the data-gathering procedure, the data analysis and interpretation of the findings. This study was carried out in a college in the Mangaung Metropolis of the Free State province of South Africa. I used the Free Attitude Interview (FAI) technique, whereby one question was posed to initiate the discussion with the participants (Mahlomaholo & Nkoane, 2002:4). Where there were digressions I redirected the discussions by posing a clarifying question that brings back the focus. Below I have stated the relevance of this study.

This study was designed to accommodate the challenges faced by SMTs when handling disruptive learner behaviour, through their critical participative action as informed by the Critical Emancipatory Research (CER) and the Participants Action Research (PAR) paradigms. The point is that I strongly believed the challenges of the SMTs would not be properly addressed without their involvement, so, through the research activities I upheld the vital contributions of SMTs amidst other voices and possibilities. My argument was

that through empowering interactions within PAR group discussions the research question would be squarely resolved by those concerned. This required that I became immersed in the study with the participants so that we would work together to design a framework that would help SMTs handle the disruptive learner behaviour in their school. Therefore, the research efforts were coordinated in a well-organised (PAR) group team.

It involves making sense of the generated data (Merriam, 1988:178). Three different kinds of data were generated in the course of this study. The PAR discussion meetings guided by Free Attitude Interview (FAI) which is not an interview *per se*, but a way of facilitating discussions in a manner that power dominance is not exercised. The questions were not necessarily asked by the researcher, but issues surrounding the topic were opened for discussion without any intention of making it directional. Data was compared with existing information from the literature then coded by grouping the responses of the participants into similar ideas, concepts or themes that had been uncovered in the discussion, documents of observations. Document analysis involved perusing the disciplinary documents of the schools to ascertain the challenges SMTs face when handling disruptive learner behaviour in order to propose a framework thereof. The discussion that was guided (but not controlled) led the researcher to derive the results of the study and present them based on the emerging questions, themes and concepts as compared with the predetermined themes from the literature review.

5.2.3 Qualitative findings of study revisited

The following five components were summarised as the major findings of the study.

5.2.3.1 Findings on the asset-based component of the framework

The study defined the ‘asset-based component’ as the resources (both human and material) accessible to the SMTs that provided them with the necessary support for their use to resolve the challenges they face when handling disruptive learner behaviour. The SMTs considered the elements that formed the asset components (see Section 4.3.6) supporting them to resolve their challenges as follows. In the first school, it was agreed that their strong moral code would act as an encouragement for SMTs who are generally demoralised. Secondly they counted on the school ethos especially events like the staff sports events, the staff meetings and other fellowships within the staff was recognized as

capable of binding them into a solidarity with which they would stand and support one another in very difficult moments. Others pointed to the great services of their college psychotherapist who had always granted them emotional and psychological support as another major asset for the challenged SMT.

The college parents were revered for their constant support ranging from standing by their decisions, reinforcing their rules back at home, coming to school to join other services to make available their own emotional and psychological support to the SMTs afflicted by their children, whilst the great pride that the school brings to the SMTs provides for them a more holistic asset when they are challenged by a few disruptive learners (see Section 4.3.6). These and other assets have made the SMTs open up a democratic space theory for the challenges SMTs face due to disruptive learner behaviour. This means they have moved far away from conservative and traditional ways of addressing these problems at this school. They are now adopting open door policies, participative leadership skills, and inclusive governance at the school.

In the second school, some assets that were considered to be empowering for the SMTs use in order to resolve the challenges of disruptive learner behaviour included: appealing to colleagues to put on a human face when handling their hurts caused by disruptive learner behaviour, refusing the law of “an eye for an eye”. Rather, peace, hope and forgiveness are the central theme of conquering hurts and pains. These SMTs recognised that they should be sensitive to the learner’s socio-economic background when approaching their negative behaviours. They could also make available socio-economic support to these learners as the case may be. These they agreed would earn them respect and save them trouble as they strived to prevent disruptive learner behaviour by repaying evil with good (see Section 4.3.6).

Meanwhile, the third school praised the role of strong leadership skills of their deputy principal, a trained educationist and constant motivator for SMTs affected by disruptive learner behaviour. They pointed out that he had been a major human asset in providing love, care, hope and peace to every member of the staff. Newcomers praised him for giving them free orientation in seminars, and he was recognised as a good team-builder who constantly called for social cohesion, mutual empowerment and accountability amongst colleagues. The deputy principal was recognised as a rare professional who practiced what he studied by making each member of staff an asset for the entire SMT,

specifically for the purpose of resolving challenges from disruptive learner behaviour. The SMT members in this school confessed to seeing each other as a family, not only as socially healthy but also as academically strengthening in the struggle for emancipation. Seeing every member of the team as an asset made it more alert, visionary, strategic, dynamic, corporative, daring and bold. With these qualities they were able to function as a democratic group with strong feelings for addressing their problems, with a participative component for the good of all (see Section 4.3.6).

5.2.3.2 The need-based components of the framework

The SMTs in the schools were again unanimous that it is less strengthening when they face their challenges by counting all their deficits and end there. This approach in the past rather increased their frustrations. They opted for an approach that would be more empowering and this one suggested that their team would consider what Saunderson and Oswald (2009:146) called the ‘need-based approach’. They worked on the original premise of this approach that “if you can establish everything that is needed, you can map a plan for a possible intervention to help the learner.” The SMTs realised that they would henceforth not focus on what was wrong but rather on what was urgently needed to develop the capacities of the SMTs within the schools to resolve the challenges they face due to disruptive learner behaviour.

The study was focussed on providing the things needed by the SMTs in order to handle the things that are needed in these learners’ lives, the need-based component of the first put in the following suggestions. First, meeting the needs of the SMTs was a priority to meeting the needs of disruptive learners at the school. They acknowledged that they had to seek to balance the two needs. In the past, the guidance counsellor of this school was charged with of the guiding learners with their academic or career choices. This person fulfilled the role of guiding the learners as far as career choices were involved and a few other things that involved their personal and social lives.

This approach was reflected upon and it was considered that the former use of these services was just unbalanced. There are SMTs who also had career, personal and social life struggles and needed these services. So that problems they came from this angle they could handle it properly. Secondly, only learners were considered to be in need of Life Orientation classes, so teachers are employed to teach them this subject, presuming that

they needed these services as prescribed in the syllabus. But it was recognised that there were colleagues who we were also young and needed the same services so that they could handle the challenges that emanated from this angle. Lastly, the SMTs mentioned that the school is often playing host to guest motivational speakers. The original idea was that the learners needed these services of practitioners of all works of life to orientate them on how to prepare for service in life. It was realised that SMTs also needed these services to be able to better perform their services too.

In the third school, there was emphasis on identifying the needs of each SMT, suggesting the kind of referral that they would need to equip the entire team to overcome the challenges due to disruptive learner behaviour. These needs would from henceforth be considered from both the individual-problems to the team-problems affecting the school. They believed that individual capacities needed to be developed in training seminars and workshops in order to bring benefit to the entire team when the ripple blessings are shared. The SMTs commented that this was the beginning of looking at things from the alternative approach, where they would capacitate each other to build a strong team. The point also considered is that strengthening the capacities of each SMT in the school is a way of marketing the solid brand of their school to members of the society. They consider it necessary to consider the need-based components where they would build on their strengths in order to resolve the disruptive learner behaviour in our school. The philosophy is that when they meet their needs they would tackle the challenges coming from disruptive learner behaviour in this school. This was considered as the path for achieving mutual empowerment of the SMTs for the school challenges to be resolved.

5.2.3.3 The eco-systemic component of the framework

The implementation of the framework in all three schools went further to debate ways of handling the challenge of disruptive learner behaviour within a broader social context. This was mainly based on what Donald et al. (2006:34-48) as cited in Saunderson and Oswald (2009:147), calls the 'eco-systemic approach'. As well as some disruptive learner behaviours having environmental problem dimensions, so there are similar consequences for the SMTs from a broader social context perspective. The three schools considered how the eco-systemic approach could also be a solution to the challenges faced by the SMTs, so they addressed some of their challenges with a far more complex and holistic understanding of the social situation that could be provoked to greater hurt from disruptive

learner behaviour. This method required them to dig deep then consider the cyclical chain of actions and reactions between them and the disruptive learner. Finally, they considered all the role-players and the systems without the school that could require some intervention. They served as the social space wherein the original problem was generated, albeit provoked by the activities of the disruptive learner behaviour (Cooper et al., 1994:25, as cited in Saunderson & Oswald, 2009:147).

The first school SMTs agreed that they could not adequately resolve all their challenges from disruptive learner behaviour unless they captured influencers within their subsystems. Getting to the root causes of their hurt was considered as being relevant so that the hurt would not be treated only from the side-causes but from the roots source. While they commented that this component would require time and resources, which they did not have in luxury, these SMTs believed some challenges must be resolved by taking this route in order to deal with the problem once and for all. They called it their ‘comprehensive strategy’, and one that went beyond the surface-level problem or challenge to the deep-level problem where it originated. The consideration was that some SMTs challenges due to disruptive learner behaviour would be handled holistically, so that it could be completely and perpetually wiped out from the lives of the members.

The second school described similar component when they adopt a holistic approach to all the challenges of disruptive learner behaviour. They talked of the secondary problem, and sought to provide interventions by individual SMT cases, as well the entire group approach. It was recognised that they had often paid little attention to availing themselves to those clinical programmes in which SMTs merely made diagnoses and treated the problem on the basis of what they complained of as being caused by disruptive learner behaviour. After brainstorming what they had been omitting, the SMTs agreed to open up to solutions with were more comprehensive and individually based. In this way the “personality” would be referred for treatment in a more comprehensive manner. One of the rewards of this approach was that it recognised the importance of seeking help from external administrative support.

The third school also considered the benefits of finding a resolution to the problem with an eco-systemic component. It would provide SMTs with great skills to handle problems caused by these learners beyond the school, and they believed it would provide the kind of experience needed by the older SMTs to enable them to support those coming new to the

same job. They expressed how much could be avoided if they orientated new colleagues to handling their hurts beyond the learners and the school and towards an eco-systemic dimension. Here they could avoid making one-sided judgments and not make some repairable and hurt for the school that could not be healed. The next angle was to consider how skilful they would become when they handled the SMT's challenges from the complex network of their entire socialisation web. They would thus help the school cope with challenges beyond their boundaries, as well as employing members of the team with senses that were multi-dimensional in skills, training and job experience, making a contribution to the reduction of the challenges holistically. They also agreed that this might require help from external administrative units, depending on the challenges to be resolved.

5.2.3.4 The Medical component of the framework

Even though Rose (2006:236, as cited in Saunderson & Oswald, 2009:146) argues that the medical approach was traditional, pathological and clinical, the SMTs considered its timely but timeless dimension as resolving of the challenges of the SMTs handling disruptive learner behaviour in their schools. The services they recommended for their school included that of the school counsellor, school psychologist, and school clinical psychotherapists. It was also acknowledged that this approach would be more likely to cater for the individual SMTs than for the team. It was the approach that was found to capably handle one SMT's case by getting to the roots of the challenge and how it related to disruptive learner behaviour. The support, as the name itself implied, was that they are offered medical intervention by a trained doctor. Each school took on a specific dimension to make proper use of these services.

The first school argued that, apart from hosting the medical services highlighted above, the school could further play host to a motivational speaker in the person of a medical doctor (MD) to handle issues related to mental, emotional, physical and spiritual breakdown of all members of the college. They have been doing this and the approach had been to have two forums, that is, a general forum held during the morning assembly, and a specific staff working session in which they handle issues regarding the team. After this group session, those with individual challenges could be treated individually. The recommendation is to

consider that some challenges could affect the entire school while others are strictly personal and both must be treated as separate entities. The SMTs agreed that medical interventions should be free because colleagues were treated for challenges presumed to have emanated from the school. Another reason for the SMT welcoming this model in their school was that they have found that when their jobs took toll of mental, physical, spiritual and emotional health they sought such support in order to perform efficiently.

The second school already had a vibrant medical unit in which two professionals served on a daily basis. These services that were mentioned as already in place included that of the school psychologist and the college doctor. They were said to have been offering individual counselling, therapy, and medication after investigating the causes and symptoms and diagnosing the problem with which the SMT was faced. They acknowledged that these units should maintain the individualised services they were already offering to the SMTs and learners. The reason for this preference was that the challenges of disruptive learner behaviour are mostly met with individual solutions. They agreed that the SMTs had been receiving support from these services to address their personal needs beyond dealing with problems emanating from disruptive learner behaviour. Even though the overall outcome of the benefits of the medical component have not been mentioned, the SMTs applauded the school for resolving the challenges of disruptive learner behaviour by using this medical approach.

Lastly, the third school agreed it was important to hire the services of a professional who would offer the SMTs medical solutions to the challenges of disruptive learner behaviour. Since this is the first time they were thinking of considering this approach they planned to implement it gradually. The first move they decided upon was to request one of the members of staff, a qualified in educational psychologist from the university, to assist them offer the services of a college psychologists and counsellor whilst at the same time teaching. They believed this could be cheaper than hiring the services of a full medical psychologist, and acknowledged that since they had not been be provided with any services in this direction the office would be the first to begin reshaping their solutions towards a professional medical approach. Even though this temporal provision was envisaged, they agreed that it would not meet all their expectations. Their challenges required more than just one person, notably a full-time employee to teach and render these services on a part-time basis. In the meantime, they planned to invite other teachers who

had these counselling and psychological skills to help the school voluntarily, especially in time of need. With planning, budgeting and provisions, a permanent post for medical personnel could be established. Again, the school could partner with some external administrative services to provide these services, especially those within the school's vicinity.

5.2.4 Qualitative procedures of study highlighted

The study adopted the Qualitative Research methodology, whereby we used instruments such as the participants' discussions through Free Attitude Interviews (FAI), document analysis, and recording and decoding language and communication in the field to generate the data. We made use of three case studies. The research questions, aim and objectives were used to respond to the questions in the PAR group meetings; meanwhile the discussions and findings favoured the CER paradigm. I chose this discussion approach because it paid attention to the quality of data from the participants involved and captured the experiences of SMTs and the disruptive learner's behaviour, their feelings, beliefs, explanations and reactions to the research questions.

Written data sources were used for this study, and included the published and unpublished documents of the DoE reports, memoranda, agendas, administrative documents, and newspaper articles. Document analysis used both primary and secondary sources of data (Maree, 2010:82). All types of written communications that shed light on the strategies for managing disruptive behaviour and the use of Critical Emancipatory Research in handling problems in school were reviewed.

The FAI was the main instrument used to obtain data from the mouth of the SMTs during PAR group meetings with the participants. This meant that information that could not be obtained from the books and casual observations were covered in the interviews. The participants provided the questions for the group and responded with meaningful insights and in-depth opinions on the research questions. There were two focus groups for the discussion in each school that carried out both "informal conversation" or "unstructured interview" and "formal conversations" or "structured interview" in each participating school as in (Punch, 2009:147). Each PAR discussion group was made up of at least five participants who declared their interest and commitment to the study. Both verbal and non-verbal responses of participants were also recorded.

The previous chapter of the study concentrated on discussing the analysis and interpretation of the data, and the presentation and discussion of the findings which was obtained through the use of the critical discourse analysis approach as proposed in Fairclough (1995:60) and Van Dijk's socio-cognitive model as cited in Liasidou (2008:487). One of the goals of this data analyses was either to debunk or affirm the previous data positioning obtained in the literature review chapter as it pertained to the study aim, problem statement and research question. The analysis of the data considered how meaning is produced within socially related structures and textual analyses. Interest was taken in the task of data interpretation of the constructs and the discursive practices which aims at making meaning and edifying the analytic processes (Steinberg & Kincheloe, 2010:148). After using the data interpretive skills to derive meaning, clarity and discussion of the findings in the study, this chapter is concluded by highlighting the main issues that were done to further achieve the study aim, resolve the problem statement and the research question.

Critical Discourse Analysis (CDA) was used to interpret the data obtained because it assists in interpreting data from an emancipatory knowledge perspective, as described in the words of Liasidou (2008:486): "it promotes progressive social change." There is therefore a relationship between operating a study via Participatory Action Research (PAR) and CDA, as both approaches strive towards the generation of emancipatory knowledge (Mahlomaholo, 2012:45). Therefore, during the analysis process, the CDA's socio-cognitive models of data analysis were used by the PAR group members to trigger the discussion towards emancipation, empowerment and transformation (Sheyholislami, 2009:4). This facilitated the task of interpreting or giving meaning to the generated data and enhancing the construction of the framework for the SMTs to handle disruptive learner behaviour in school (Van Dijk, 2008:86).

It should be emphasised that the data went through critical analysis throughout the interpretive, analytic and educative phases as proposed by the Critical Emancipatory Research (CER) so that the framework could be designed only within the study aim and each objective. This advanced the conceptual aspects of the framework, and helped in organising the data in every proposed construct or level. It also assisted in establishing data connection between the social structure, the discursive practices and the text, and finally helped the team derive meaning and information from the data analysis. The data obtained

was also related to the existing discursive practices and social structures so that the knowledge produced is relevant to its context.

This study benefited from various sources of data generation, amongst others, the activities and voices of the affected SMT participants, who collectively answered the major study question. Their responses arose during the discussion sessions of the PAR group, the PAR coordinating group, the PAR group members' written experiences in the submitted worksheets and the deductions drawn when PAR group members operationalized the draft framework after the SWOT analysis.

5.2.5 Summary of qualitative findings of study

The following were the main findings of the study:

Consulting with school based support provides the SMTs the opportunity to receive support necessary for handling the challenges mentioned in the study. All the SMTs reported that they had reaffirmed their awareness of consulting with the school-based support units such as the services of guidance counsellor, the psychologist, the social worker, the pastoral care, and the legal/security services. The services that do not exist at their school does not stop them from visiting those outside as well as referring learners to be consulted.

Practicing regular empowerment meetings amongst the SMTs strengthens the unity of the teams. SMTs confessed that their meetings had not been very empowering because it was not very focused and systematically planned to address their own needs. Meanwhile, following the empowering meetings they had when the study was being conducted, they have can now carry on with their PAR meetings targeting at also providing assistance from all the available resources they have exposed themselves with during the study.

Working with external administrative support units was also considered an important benefit of this study to the SMTs. Those SMTs that have hardly been committed to working with the DoE and consulting external support units where similar dilemmas are currently being treated, though they were aware of these units (legal, police, social workers, pastoral care services) agreed to take advantage of these opportunities to get help when it is needed.

Attending professional development forums was another benefit of this study to the SMTs. The groups resolved to be a part of all such professional development forums to help them become more skilful groups that would help team members handle the various disruptive learners' behaviour at school. The importance and rational of such professional forums had increased the awareness of members of the team who thought they were a waste of time.

Respecting democratic principles was considered a necessary approach to all the groups for the reduction of disruptive learner behaviour to the smallest minimum. It was resolved that all the SMTs must foster principals of democracy such as consultation with one another, freedom of expression to the learners, more tolerance, love and hope, equity and justice in the treatment of learners, dialogue and transparency. They enlightened each other that these principles would produce self-respect, collaboration, responsible choices and compliance from these learners.

5.3 RECOMMENDATIONS FOR FUTURE RESEARCH

The study recommended the following five approaches for handling disruptive learner behaviour by SMTs in our schools:

The medical approach: It presents pathological perspective to hurting individual SMTs to be consulted by a medical personal in the school using the causes, symptoms, diagnoses and treatment style of medical healing to help SMTs resolve their challenges due to disruptive learner behaviour. In line Ebersohn and Eloff (2003:6), I also recommended it.

The need-based approach: This method identifies the SMTs with real needs and issues concerning disruptive learner behaviour. Then make referrals according to professionals equipped to handle the needs identified. I recommended this approach to the SMTs, as did Rose (2006:236).

I recommended the deficit approach to the SMTs. This is the perspective of addressing identified deficiencies inherent amongst the SMTs that make it difficult for them to handle the disruptive learner behaviour challenges. We recommend that before SMTs seek to handle disruptive learner behaviour they should be relatively free from the deficits that they want to handle in the learners. This would enable appropriate interventions, as recommended by Calabrese et al. (2007:276).

The eco-systemic approach was recommended to the SMTs. This method holds that the entire group of SMTs be supported holistically and the support should partly come from members and partners of the SMTs social system. This was recommended by Donald et al. (2006:34).

I recommended the asset-based approach to the SMTs. This approach suggested that the available strengths, resources and capacities within the schools and the SMTs be developed and used to provide support in order to resolve the challenges due to disruptive learner behaviour for the entire group. This was recommended by Bouwer (2005:51).

5.4 SUMMARY OF CHAPTER

This chapter opened by introducing the need to verify whether the original problem statement, research question and aim of the study have been addressed in chapter four. It was obvious that we achieved the dreams of the study as highlighted under the synthesis of the findings that responded to the original assertions of conducting the research. In the second part of this chapter, I summarized above the role of the qualitative instruments utilized in the study and how they motivated in the realisation of the object of the research. That is why I later underlined the qualitative findings in order to further strengthen the argument that the study was worth the efforts put in. With the many contributions made by the study, it was lastly underscored where similar studies could be conducted to stretch the frontiers of knowledge.

5.5 CONCLUSION

The purpose of this study as indicated already in chapter 1 was to investigate the challenges faced by SMTs in handling disruptive learner behaviour in some South African schools, in order to propose a framework thereof. Therefore, the aim of the study was to formulate a framework to assist SMTs handle disruptive learner behaviour. The main research question stated as follows: “How can a framework be constructed to assist SMTs handle the challenges existing when developing a framework for SMTs to handle disruptive learner behaviour in schools?” Meanwhile, the sub-research questions included: How can one justify the need for constructing this framework for the study? What challenges exist in the development of this framework for the study? What components can be identified to assist in constructing the framework of the study? What conditions are

required for implementing the developed framework for the study? How can the developed framework of the study be implemented?

The Objectives of the study were to justify the need of constructing a framework for SMTs to handle disruptive learner behaviour; to discuss the challenges existing when developing a framework for SMTs to handle disruptive learner behaviour; to discuss the components that exist in constructing a framework for the SMTs to handle the disruptive learner behaviour; to discuss the conditions conducive for the implementation of the developed framework for the study; and to implement the developed framework for the study.

During the study the following sub-topics were used to cover the objectives of the: justifying the need for the construction of the framework of the study; discussing the challenges in the development of the framework of the study; discussing the components of the framework of the study; discussing the conditions conducive for the development of the framework; and discussing the implementation of the framework of the study.

The framework I developed for the study was based on data generated during Participative Action Research (PAR) group meetings at three different schools in the Mangaung metropolis of the Free State province of South Africa. Before generating the data findings of the PAR group meetings, I presented a review of related literature that responded to the study objectives highlighted above. It was from the objectives that I reviewed the related literature following subtopics such as causes of disruptive learner behaviours; justification for a framework for the study; challenges in the development of a framework for the study; components of the framework for the study; conditions conducive to the study; and the implementation of the framework of the study. Furthermore, in chapter three, I presented the research design and methodology intended to propose how the study was conducted. Data was gathered based on the Free Attitude Interview (FAI) technique of qualitative data collection (see section 3.3.6.1). In chapter four I discussed the analysis and the interpretation of the data. This was done following the main research subtopics that highlighted the study questions, aim and objectives.

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APPENDICES 1: LETTERS AND OTHERS

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



Faculty of Education Room 12
Winkie Direko Building
Faculty of Education
University of the Free State
Ethics Office P.O. Box 339
Bloemfontein 9300
South Africa
T: +27(0)51 401 9922
F: +27(0)51 401 2010
www.ufs.ac.za
BarclayA@ufs.ac.za

21 May 2013

ETHICAL CLEARANCE APPLICATION:

FRAMEWORK FOR SCHOOL MANAGEMENT TEAMS TO HANDLE DISRUPTIVE LEARNER BEHAVIOUR

Dear Rev E Samuel

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence, is:

UFS-EDU-2013-028

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension in writing.

We request that any changes that may take place during the course of your research project be submitted in writing to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A Barclay', with a stylized flourish at the end.

Andrew Barclay
Faculty Ethics Officer

Rev. Etonge Ndeley Samuel: PhD Educational Management Student

School of Education Studies, Faculty of Education UFS,

205 Nelson Mandela Avenue, Park West

Bloemfontein, 9301 South Africa

19th August 2013.

TO WHOM IT MAY CONCERN

Sir,

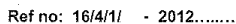
APPLICATION FOR RESEARCH DATA GATHERING

I have the honour most respectfully to apply for permission to gather research data from the School Management Teams (SMTs) of Grey College Bloemfontein, SA. The Title of my study is: **FRAMEWORK FOR SCHOOL MANAGEMENT TEAMS (SMTs) TO HANDLE DISRUPTIVE LEARNER BEHAVIOUR**. I am investigating the challenges that your SMTs are facing when handling disruptive learner behaviour, so as to propose a framework thereof. The research proposal has received ethical clearance and title registration from the University of the Free States.

I promise to adhere to all the ethical norms binding me and the researched during this period of research (which will be within one month of this third term). Here attached is the ethical clearance letter, a letter from my supervisor and my proof of registration in the above course. I pledge that the information gathered from this research shall be used strictly for research purpose, the names of the individuals and the school shall be kept anonymous. While waiting for a favorable reply;

I am your Applicant

Etonge Ndeley Samuel (Rev)



[illegible]

University of the Free States, Bloemfontein Campus, SA

6.2 Occupation: Nile.....

6.3 Place of employment: Nile.....

7 Name of course:

...PhD Educational Management

Please attach a **letter from your supervisor** confirming that you have registered for the course you are following.

9 Title of research project:

Framework for School Management Teams to handle disruptive learner behaviour

10 Concise explanation of the research topic:

The study seeks to develop a framework for the South African School's Management Teams (SMTs) in order to handle disruptive learner behaviour in schools. The ultimate goal of the research exercise is to empower the SMTs to appropriately handle their duty of maintaining school discipline so as to create schools that are conducive for the teaching and learning environments.

11 Application value that the research may have for the Free State Education Department:

The study shall end up designing a framework that would be used to assist members of the SMT to overcome some of their overwhelming challenges they face when handling disruptive learner behaviour.

Secondly it will benefit the learners indirectly, since it aims at empowering their SMTs to treat their misbehaviours appropriately.

Also, the Free State Education department stands to benefit since the outcome of the study shall produce a tool that could be used by all SMTs under the department of Education to help reduce the cases of learner disruptive behaviour.

12. The full particulars of the group with whom the research is to be undertaken:

The members of the School Management Teams involved in this study include; the principal, the deputy principal, the Master/Mistress of Discipline, the head of Department, and any other of the Disciplinary committee. It is not bound by any gender, race, ethnic, socio-economic, religious or political affiliation. Anyone who serves in the capacities mentioned above is free to participate.

12.1 List of schools/Directorates in the Department/Officials:

Grey College Bloemfontein SA

Eunice College Bloemfontein SA

12.2 Grades:

.....(Not Applicable).....

.....

12.3 Age and gender groups:

Above 18 years and for both Male and Female.....

.....

.....

12.4 Language groups:

English Language.....

12.5 Numbers to be involved in the research project:

...From 3 to 5 SMTs.....

13 Full particulars of how information will be obtained eg questionnaires, interviews, standardized tests. Please include copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.

Participant Observation, Focused Group Interviews and Document Analysis.....

- 14 The **starting and completion dates** of the research project: (Please bear in mind that research is usually not allowed to be conducted in the schools during the fourth term.)

Any Date in August until September ending 2013

- 15 Will the research be conducted **during or after school hours**?

During break periods and some times during school hours when discipline is going on

- 16 If it is necessary to use school hours for the research project, **how much time** will be needed?

Two hours maximum without interrupting the school's program

- 17 **How much time will be spent on the research project** by individual educators and/or learners?

Two hours maximum per session for two days in a school week

- 18 **Have you included:**

- | | | |
|------|--|----------------|
| 18.1 | A letter from your supervisor confirming your registration for the course you are following? | <u>Yes/No</u> |
| 18.2 | A draft of the letter that will be sent to the principals requesting permission to conduct research in their schools? | <u>Yes/No</u> |
| 18.3 | A draft of the letter that will be sent to parents requesting permission for their children to participate in the research project?...(If applicable) | Yes/ <u>No</u> |
| 18.4 | Copies of questionnaires that you wish to distribute? | Yes/ <u>No</u> |
| 18.5 | A list of questions that will be asked during the interviews? | <u>Yes/No</u> |

I confirm that all the information given on this form is correct.


.....
SIGNATURE

20/8/2013.

DATE



August 19, 2013

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: Permission to conduct the empirical research

May I kindly indicate that Rev Samuel Etonge (student # 2012172272) is a bonafide **PhD student** in the School of Education Studies, Faculty of Education at the University of the Free State. He is currently registered towards the Doctoral degree researching in a discipline area of Educational Management and Leadership.

As part of the programme, the student is required to conduct an empirical research project. To fulfill this requirement, we kindly request you to assist with anything which may contribute towards the completion of this research project. This may involve interviews; meetings; group discussions; observations or administering of questionnaires.

Any assistance rendered to him while conducting his empirical research will be highly appreciated. We promise to keep the actual names and/or identities of participants, the names of schools and all related information confidential. We further promise to respect all ethical dictates in research. Furthermore, participants in this study will not be compelled and school programme will not be disrupted in any way.

If any further information is required please contact me:

Yours sincerely

Molebatsi Milton Nkoane (PhD)
Promoter/Supervisor
Head: School of Education Studies
Faculty of Education
205 Nelson Mandela ave.
Park West
Bloemfontein, 9301
Tel: +2751 401 2377
Fax: +2751 401 3077
Email: nkoanemm@ufs.ac.za



Enquiries: BP Mojau
Reference: 16/4/1/36- 2013

Tel: 051 404 9287
Fax: 086 725 7588
E-mail: research@edu.fs.gov.za

2013 – 08 – 27

15 GRASLAND WILLOWS
FAURE AVENUE
BLOEMFONTEIN
9301

Dear Rev EN Samuel

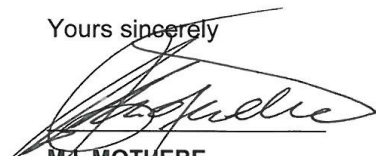
REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **Framework for School Management Team to handle disruptive learners behaviour**
3. Your research project has been registered with the Free State Education Department.
4. Approval is granted under the following conditions:-
 - 4.1 The name of participants involved remains confidential.
 - 4.2 The questionnaires are completed and the **interviews are conducted outside normal tuition time.**
 - 4.3 This letter is shown to all participating persons.
 - 4.4 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.
 - 4.5 Findings and recommendations are presented to relevant officials in the Department.
5. The costs relating to all the conditions mentioned above are your own responsibility.
6. **You are requested to confirm acceptance of the above conditions in writing to:**

**DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH,
Old CNA Building, Charlotte Maxeke Street OR Private Bag X20565,
BLOEMFONTEIN, 9301**

We wish you every success with your research.

Yours sincerely



MJ MOTHEBE
DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Directorate: Strategic Planning, Policy & Research - Private Bag X20565, Bloemfontein, 9300 – Room 301, Old CNA building,
Maitland Street, Bloemfontein 9300 - Tel: 051 404 9283 / Fax: 086 6678 678 E-mail: research@edu.fs.gov.za



education

Department of
Education
FREE STATE PROVINCE

Enquiries: PB Mojau
Reference no. : 16/4/1/36 - 2013

Tel: 051 404 9287
Fax: 051 404 9287
Email: research@edu.fs.gov.za

2013-08- 27

Mrs NEH Motsoeneng
Director: Motheo Education District
C/o St Andrews and Markgraaf
9300

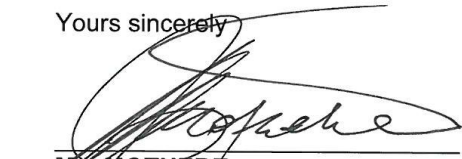
Dear Mrs Motsoeneng

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT

Please find attached copy of the letter giving **Rev EN Samuel** permission to conduct research in Motheo Education District.

Rev EN Samuel is a full time student at the University of the Free State.

Yours sincerely



M. MOTHEBE
DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Directorate: Strategic Planning, Policy & Research; Old CNA Building, Maitland Street, Private Bag X20565, Bloemfontein, 9300
- Tel: 051 404 9287 / 9275; Fax: 051 404 9274 - E-mail: research@edu.fs.gov.za

www.fs.gov.za

NAME: ETONGE NDELEY SAMUEL (REV)

STUDENT NUMBER: 2012172272

REQUEST YOUR CONSENT TO PARTICIPATE IN THE STUDY

I am a doctoral student in Education Management at the University of the Free State (UFS), conducting a study that seeks to develop a framework for the South African School's Management Teams (SMTs) to handle the Disruptive Learner Behaviour in schools. The ultimate goal of the research exercise is to empower the SMTs to appropriately handle their duty of maintaining school discipline so as to create schools that are conducive for the teaching and learning environments.

I will like to request you to participate in this study to advance the interest and the voices of the SMTs in these matters thereof. As part of data collection in this study, I would like you to be part of the team which will develop the framework for handling the disruptive learner behaviour in schools. The project will in no way interfere with the normal daily academic activities of the school. The meetings /workshops will take place either during breaks or after the working hours and at the school premises.

Furthermore, the meetings /workshops will involve some educative talks, thought provoking interactions, group discussions, interviews, document analysis, testing of findings, evaluative and notes for implementation. All issues of confidentiality will be adhered to and participation in this study is voluntary. Your identity will not be disclosed and the findings of the study will only be used for research purposes. You will be at liberty not to participate in some conversations you may find sensitive and will be free to withdraw from the project at any time without suffering any negative consequences. Furthermore, this project will comply with the research ethics as set out by the UFS.

For any additional information, you are welcome to contact me at:

073335 6185

E-mail: samyndels@yahoo.com

If you would like to participate in this research, please sign below as a way of giving your consent.

Thank you in advance for giving your consent.

Name _____ Signature _____

Date _____

RESEARCH ADMINISTRATIVE PLAN OF ACTION

Letters to submit to the schools

- 1) Letters from the Department of Education
- 2) Letter from the Supervisor
- 3) Letter from the University on proof of registration
- 4) Letter from the University on ethical clearance
- 5) Letter to the Schools applying to conduct research
- 6) Letter to the School on Data Collection Questions
- 7) Application form to register research project
- 8) My Curriculum Vitae
- 9) Preliminary Implementation Plan of the study
- 10) Letter to Participants to meet for the research data generation

Meeting with the Principals

- 1) Submit the letters
- 2) Present the Preliminary Research Implementation Plan
- 3) Prescribe the Participatory Action Research (PAR) group
 - a) 2 HODs b) 2 Teacher c) Principal or Deputy d) 2 Disciplinary Committee Members

Characteristics of the PAR group

- a) Gender balance b) Ethnicity balance c) Age diversity d) Educational level diversity

Discuss where I should best meet, observe and analyze the research data with the team

Describe the documents that needs to be studied and analyzed

- a) Policy on school discipline
- b) The government school code of conduct
- c) Minutes of disciplinary committee
- d) File concerning learners sanctions for indiscipline
- e) Any other document on school discipline

Discuss the time frames and schedule activities for the study

- a) The period for document analysis (Three weeks, spend some days in the office)
- b) The period to observe SMTs handling disruptive learners (three weeks on special days)
- c) The period for group discussion, implementation, reflection, evaluation and action (three weeks)

Disclose the qualitative research methods of CER and PAR that will be used and why?

Appreciations and promise to respect the research implementation plan

Summary of the Discussion Questions Raised by the members of SMTs of the Colleges

- a) Discuss some examples of challenges that you faced as an SMT when handling disruptive learner behaviour?

- Those that made you stunned (dumbfounded)
 - Those that made you disappointed (ashamed)
 - Those that make you feel inadequate (limited)
 - Those that make you helpless (marginalized)
 - Those that make you want to quite (resign)
- b) Comment on the following approaches of assisting SMTs to handle disruptive learner behaviour?
- **Consulting with School based support units** like guidance counselor, psychologist, social worker, pastoral care, SGBs and school security services that could assist SMTs cope with the stresses their work, particularly handling disruptive learner behaviour.
 - **Practice regular mutual empowerment meetings** like; brainstorming on problem solving strategic meetings, Invite para-school support agents in point 1 above to enrich SMT meetings on discipline, team work, and practice school-wide positive behaviour.
 - **Working with external administrative support units** like; the department of education, the parents, the police, the court of law, other legal services/referrals that is focused on supporting educators.
 - **Attending professional development forums** for SMTs like; in-service programs, short term courses, and any other private continuous learning activities.
 - **Imbibing to democratic principles** like consultation, frequent communication and collaboration with colleagues, Freedom of expression and responsible choices, Tolerance, love and hope, transparency, openness and equity/justice at work, respect the will of the majority (decided in official documents) and the rights of the minority, debates, deliberations and dialogues.
- c) Mindful of the fact that your college already has a framework for SMTs to handle disruptive learner behaviour. What approach below do you think this frame work was based on and does it really serve to assist the challenges of the SMTs:
- The Medical approach (individual causes, symptoms, diagnoses and treatment of SMTs)
 - The needs-based approach (Identify needs, make referrals and equip the individual)
 - The Deficit approach (Identify SMT deficiencies and seek appropriate intervention)
 - The eco-systemic approach (holistically approach all assessed areas that need support)
 - And the Asset based approach (Use available capacities, resources and strengths to provide support to all SMTs).
- d) Mindful of the Strengths, Weaknesses, Opportunities and Threats in our society and considering the need of supporting SMTs overcome the challenges faced when handling disruptive learner behaviour, what do you consider as the way forward or what plan of action could be put in place to assist SMTs better handle disruptive learner behaviour in South African schools.

APPENDICES 2: TRANSCRIBED DATA

SESSION ONE: PAR S1 DISCUSSIONS

AUDIO RECORD 018A TRANSCRIBED INTO PAR S1 DISCUSSION DATA

Question from PAR Group Member: What is your opinion on disruptive behaviour on learners?

Response from PAR Group Member: Disruptive behaviour is anything that forces the teacher to stop his lesson, to turn around and say 'keep quiet in the corner, what are looking at because we are in class; and anything that disturbs my concentration and my line of discussion as a teacher. So I totally agree with that, to be quite honest is disruptive learner behaviour.

Also in our hostel, outside school premises there is disruptive actions and still on the school grounds. As far as disruption is concerned, if any boy in a class full of kids disrupts the class, he doesn't only disrupt the teacher he disrupts the rest of the boys who might want to pay attention to the lesson. And also generally speaking, I think disruption could also be described as anything that goes against the written or unwritten rules and regulations of the school; that would be regarded as disruptive behaviour against the guidelines described, laid down, whether it's on the soccer field, tennis court, classroom or study hall.

Probing from a PAR Group member: So we are all saying that it can be small and big?

Response from a PAR group member: Obviously it varies. Some situations are more disruptive and more action needs to be taken into account, there are different levels of learner disruption in class and in school. What happens is, a small disruptive thing, like a learner walking by and the other tease him by the size of his body, saying; 'you're too fat.' The boy might not take the comment kindly and it might lead to something bigger. Eventually a whole group will be carrying on and bumping around because of disruption. A small disruption always has the potential to lead to a bigger disruption. There are serious disruptive cases such as the one learner who threatened a teacher with a broom and the one where a learner took a gun and shot a teacher in the knee etc.

Question from PAR Group Member: Why does disruptive learner behaviour occur in our school?

Response from PAR group member: Many of them are seeking attention, especially at the age of 15 and 16 they become bolsters, they want to be the big shots. They are becoming bigger, physically; adolescence the hormones start shutting in your ear that is definitely a factor.

Disruptive behaviour is part of human nature; I think people are born with a disruptive gene. And if that thing is not curbed early on in a child's life the potential of that thing becoming stronger and popping out, just becomes more. So if he ends up in the school where the discipline system is not very strong the chances are that the disruption will increase are so much bigger than to compare that to a child who lends in a school with fairly strict discipline. He might grow up being well disciplined. Sometimes problems at home, negative role modelling of media, disruptive behaviour that they pick up from television programmes that they watch. Influence from superiors (role models) for that matter.

Question from PAR Group Member: What are the challenges that your school is facing due to the current disruptive learner behaviour?

Response from PAR Group Member: The first obvious one is that, we battle to finish the class work that is; the job we are expected to do. The bottom line of that is anyone who works in this a school as teacher and SMT must make a lot of sacrifices to teach well and handle discipline well. This means being sensibly smart, proactive and positive at both assignments. But we have realized that the more disruption, the less we have become successful at doing the two. Our role as teachers and managers normally conflict leading to many challenges whenever we are trying to combat indiscipline and teaching at the same time. As an old teacher and SMT, I remember when it was fairly easy to do both jobs. That was when it was easy to say 'shut up! You have to keep quiet now!', and by the third time you would be permitted to react by beating the learner to sealed-up the bad behaviour. Now you can't do that, you can't even jokingly pull his ear. So following proper steps to discipline a learner today takes time and it's not easy that only the teacher handles both the management and discipline at the same time.

The whole thing of human rights has become a serious problem because more and more we experience where kids who used to be in line are now overstepping the line and they sort of know that nothing could happen to them. They have got the law or the bill of human rights on their side and they have become a bit more arrogant every single day and the danger is the group dynamics, that snowballs, becomes so big that the discipline's snowball has no effect to put a fight that completely stops it and many SMT are losing the battle, but not the war.

Another challenge that we have is to get the support of the parents and the support of the department. I might mention an example or two where boys transgressed badly by selling drugs within the school premises. The case is then taken up with the department, a lot of time and energy goes into that and eventually if the school is told to take the child back it's a fruitless exercise, nothing happens and there are several examples of similar cases that have happened in the past. It's really a case of communication between the governing body, the department of education and the educators to find a workable, fair and successful system.

Question from PAR Group Member: To what extent have you handled disruptive learner behaviour in this school?

Response from PAR Group Member: So far we have been successful; the school in South Africa has a long history of good discipline and before people are admitted to the school. They are aware that once they are in the school they must adhere to the rules and regulations of the school. So before they come into the school, they know that they are going to step over the line there is going to be consequences. There is a disciplinary system in place and the boys are regularly informed of what is allowed and not allowed, we tell them of what we expect of our gentlemen and what behaviour is not expected of them and I think we have an advantage because they step into a system which has been successful for a long time. So we have got that as a backing to continue with the disciplinary system.

At our school we do get a lot of support from the parents, there are minor situations but they give full support and it's vital to them. For instance; if Mr. and Mrs. X said to their son: 'no son you look fine with your beard and the tattoo on your nose and you must tell your teachers that you look nice', if they send the child to school and he says 'mom and dad said I look nice and its fine' then we have a problem. In this case it is vital to have the support and corporation from the parents.

Question from PAR group member: Sometimes when we think of handling real disruption, it sometimes goes to the courts, have we reached that level?

Response PAR Group Member: We have been lucky or successful that we have not had extreme cases. The worst case that we've had in last couple of years must have been in a possession of dagga or illegal substance, and then we got permission from the parents to clarify the matter. But there is no situation where there were violence using of weapons. Two years back there was an incident where kids get involved in a fist fight; they started punching one another but it was nothing serious; nothing worth mentioning in the newspaper or to become concerned about at this point.

Question PAR Group member: Is it necessary to develop a framework that will enhance the problem of disruptive learner behaviour?

Response PAR group member: I think the answer to number 5 and 6 you will find in our discipline document. I just saw the journal and newsletter of the school. I also discovered that there is a system of discipline at different levels; we have a framework on that document.

Probing PAR group member: How should the framework be?

Response PAR Group member: It should be practicable, it must be able to be implemented and practical (in theory and in practice) must have an effect on the disruptive learners.

Question PAR Group member: What are the conditions required for the implementation of the framework?

Response PAR Group member: All the role players must agree and accept that it is the system to be implemented, mutual agreement from management to the parents, teachers and to the learners. They must all accept the system and agree on what is going to happen.

Question PAR Group member: What are the conditions required, are there any conditions that the department has also seen and approved before you bring in the others?

Response PAR Group member: Whatever system the school tries, it has to be in collaboration with the department inside the guidelines of the law.

Question PAR Group member: According to your opinion, what could be the threats against the proposed framework?

Response PAR Group member: The fact that it causes learner's to be rebellious, the parents says if you put the children into detention because you left your homework at home and you refuse to go there as a learner. In other words you do not get the support from the parents. It might be a threat that the parents don't want to buy into the system. For us as teachers to make that system work it's tricky, because specifically at this school you can drive through here at night and see the lights are still on, and learners are still working. So to have an extra burden, like our disciplinary system, let's say for instance you had a detention duty on Tuesday and the other teacher has to be here from 14:00 to 17:00 (every day), even on Saturdays looking after naughty kids. That takes a lot of your time and could be considered as a threat, that those who run the system find it an irritation; they find it as something which is not part of their job description because it's irritating for us to look after kids who have been naughty, who have been disruptive. So that might be considered as a threat.

Question PAR Group member: How can a proposed framework be put into test and tried?

Response PAR Group member: We started this new system this year and after that we tried to re-assess and improve it. The framework that we have in place was adapted and edited from previous frameworks. So every year we re-assess and adapt, if there is a short coming we adapt or add something onto it or take something away (streamline) that is key to the success of the framework. A framework has to be adaptable, test it, run it, try it; if it works service it. If it doesn't work find the problem and sort it out. Very important: Is it fair, is it understood, and is it accepted by everybody. Make sure that even the learners understand the framework clearly.

Facilitator: Thank you for the work so far

SESSION TWO: PAR S1 DISCUSSIONS

AUDIO RECORD 018B TRANSCRIBED INTO PAR S1 DISCUSSION DATA

Question from PAR group member: Discuss some examples of the challenges that you face as an SMT when handling DLB. Some of the challenges that made you feel: a) Stunned b) Disappointed c) Inadequate or helpless d) marginalize e) resign or quite.

Response from PAR group member: Mr. X because we have a low key DLB at the school, I don't think we've been stunned often. I think the thing that works for us is probably disappointed because we do a lot of things; talking, coaching and mentoring. So that when kids don't fall in we feel sometimes disappointed. I don't think we've felt helpless and I don't think we've wanted to resign because of this; we wanted to resign for other reasons.

(We usually rate our school as having low key disruptive learner behaviour. But recent happenings have been proving us otherwise. To my own opinion, we have most often as an SMT felt very disappointed with the cases of disruptive learner behaviour in our school. We are disappointed because we do a lot of coaching, talking and motivating on good behaviour. So when some learners don't generally fall in line with this counsel, we feel nothing short of disappointments because we expected all of them to adhere to the guided code of conduct we have repeatedly shared with them.)

I've definitely felt helpless at certain times as an SMT and a teacher because as a teacher, your job is to teach. So now you've got a disruptive learner in the class but your job is to teach the learner. It's easy to send them out of the class, but that goes directly against why you are there. So the easiest way is to simply

chase them out, but the reason why you are there and they are there is to be taught. So it makes you feel helpless because he/she doesn't want to be taught, but you have to teach him, and you don't actually know what the best solution for this problem is. You may kind of tell him/her please sit quiet, please sit down, and please stop talking. If that learner continually challenges you, the easiest thing for the rest of the class is that you simply chase him/her out of the class. But that goes directly against why you are there. So that for me is a helpless situation, it feel helpless in a situation like that.

(I have definitely felt sometimes helpless in certain ways. As a teacher, my job is to teach all the learners and their job is to learn what is being taught. When I am teaching and a disruptive learner interrupts my lesson, I feel sometimes helpless because I cannot chase the learner out (even though the learner is acting in a way that opposes the reason why I came to class and disturbing the entire class including me the teacher. This learner surely acts as if he doesn't want to be taught, and my job to make the learner be quiet and receive the lesson. When the learner persists and I cannot send the learner out, I feel helpless, because I usually don't have the best solutions for such a problem. For me it is a helpless situation.)

I remember a time when I have been stunned. It happen a number of times some years ago, the perpetrator turned out to be a very good boy eventually. He sort of changed later after I corrected the disruptive behaviour. This learner comes from a very, very, influential family but for some reasons in his grade ten year, he decided to vent his anger on another pupil in class. The educator was in the class at that moment, she saw the incident and was getting worried, and for some reasons she had to consult me her colleague to intervene. While she called me in, the next, moment the boy comes right in and goes out and comes in again and finally throw the brick at one of the learners. That to us is unacceptable behaviour, especially coming from family where the father was a very, very, influential man in the Northern Cape Province. I won't mention the department, but its actually ironic perhaps I should say it, he was very influential in the safety and security department. So that is the irony in it and this boy for some reasons threw a brick at a learner. I was stunned, because I worked with that particular pupil after wards; never did I get the idea that he was violent or prone to violence. However, I must add that I actually awarded him with talents for soccer. But he had actually changed for some reasons; he got into a moment of madness and just acted out. I was stunned with it. I've been here for a number of years I've never seen or heard such a thing from a learner especially those coming from a certain influential background.

(Another case is that some disruptive learners make me feel stunned. For example a learner who comes from a very influential family background (whom we often expect them to behave better) of Grade 10, one day the learner decided to vent his anger on another one, and was guilty of assault in class. I was in class and I noticed how he left his seat and headed for another guy with a ready fist to punch the friend. Immediately I shouted out for intervention and his friends held him and took him out. Suddenly he ran in and came in to still hit this other guy. I shouted at him to stop and go out. He pretended, he heard me and went out. After a few minutes, he came in again, this time with a brick in his hand and he threw it at the learner who angered him. Thank God the brick did not touch anyone, but my lesson came to an end. To me this was unacceptable behaviour and needed to be treated urgently. Every child was scared to stay in class and the assaulter was arrested by other pupil and I requested that he should be taking to the discipline office. What must have caused this suddenly outburst from the son of an influential politician? To me this was very ironic and disrespectful. I had never seen such an angry Grade 10 learner in my class, this left me stunned, as to reason why a formerly calm and quiet boy, who had recently won an award in soccer could act uncontrollably like he did. What must have made him act out of tune? The story goes that he was provoked by the other guy and was reacting. I was stunned that a once thought of as quiet guy could disrupt the class to that extent. He was obviously suspended and asked to go home for two weeks and rethink his behaviour and return a better boy than he acted.)

I wanted to get a bit from you, because your office directly deals with this disruptive learner behaviour and got a reaction to this. When you pick up some of the reports from the teachers, learners, other SMTs or during the council meetings, what is the reaction from your office?

Well I think in my place disappointment. It is often my first and main reaction because I don't expect the learners to do what is reported about them. The systems are in place, and when they do transgress, I feel disappointed in the first instance. My approach towards disruptive behaviour is normally a calm one. I would like to hear both sides of the story. So the first thing when am confronted with disruptive learner behaviour is that I find out from the person who caused the disruption and the person who reported the disruption. Then I weigh the two bits of information and then I come to a decision. The other day I had an instance of two boys who were fighting in front of the school, (a white kid and a black kid), and both had to tell their story, and obviously, this one says one story and the other one says another story, eventually I said to them all; who is right? Who said the right story? And one said, I did sir, and the one said I did sir. And said well, let me decide, I think you're both guilty. You shouldn't have been involved in this in the first place. And I had each one of them to write a letter of apology to the other one and they gladly did that and since then they've both decided to become some sort of friends tolerating each other. So, I think the first you've got to do when you're confronted with disruptive learner behaviour is to just sort of calm yourself, get both sides of the story, and then you proceed to take action. You remember that the behaviour may make you dumbfounded ashamed, stunned etc. whatever you feel, just don't be led by impulse, think about it calmly and follow these simple steps-ok.

(The other day I witnessed an incident of two boys fighting in front of the school gate-a white and a black kid. At the fighting scene, I watched them calmly and simply asked them to stop. Both had to tell me their own side of the story. Obviously, this one said one story and the other said another story. Eventually, I asked them whose story was right. They both answered in the affirmative, "mine sir". Then I said, well let me decide. You're both guilty. You should have not been involved in this in the first place. And I had each one to write a letter of apology to the other, which they did. When they read the letters in my presence, I deeply counseled them to learn to love, tolerate and forgive one another. These two guys became friends from that day, after the counseling.)

(My reaction towards disruptive learner behaviour is usually a calm one. I call the perpetrator (s) and expect to hear from both sides of the story, (the one who reported and the one who caused the disruptive behaviour).

Discussion Question from PAR group member: Comment on the various approaches that help SMTs to handle disruptive learner behaviour:

Comment on the following approaches of assisting SMTs to handle disruptive learner behaviour?

Consulting with School based support units like guidance counselor, psychologist, social worker, pastoral care, SGBs and school security services that could assist SMTs cope with the stresses their work, particularly handling disruptive learner behaviour.

Practice regular mutual empowerment meetings like; brainstorming on problem solving strategic meetings, Invite para-school support agents in point 1 above to enrich SMT meetings on discipline, team work, and practice school-wide positive behaviour.

Working with external administrative support units like; the department of education, the parents, the police, the court of law, other legal services/referrals that is focused on supporting educators.

Attending professional development forums for SMTs like; in-service programs, short term courses, and any other private continuous learning activities

Respecting democratic principles like consultation, frequent communication and collaboration with colleagues, Freedom of expression and responsible choices, Tolerance, love and hope, transparency, openness and equity/justice at work, respect the will of the majority (decided in official documents) and the rights of the minority, debates, deliberations and dialogues.

Responses from PAR group members:

Our school has what it takes to introduce a collaborative framework to handle the challenges of the SMTs due to disruptive learner behaviour in school. We all know that it we can assess the services of our school

based support units like the Guidance Counselor, psychologist, social worker, pastoral care, SGB, School security services, that assist us cope with the stresses of the work particularly handling disruptive learner behaviour. We have a psychologist at school who consults with us and some learners. We usually refer learners and colleagues to the college psychologist for free consultation and treatment for their needs. Our counselors handle most of our academic problems, and a few issues dealing with disruptive behaviour, disciplinary problems, and many problems that we think they have brought from their homes. So, am not saying we're supposed to be their scape-goats, but in extreme cases of disruptive learner behaviour, we're aware that there is professional assistance provided by the college from all these services.

Consulting with the school based support units like the Guidance Counselor, psychologist, social worker, pastoral care, SGB, School security services, that assist the SMTs cope with the stresses of the work particularly handling disruptive learner behaviour: We have a psychologist at school who consults with us SMTs and learners who disruptive and have serious problem with the academics as well. We usually refer learners to the collage psychologist while we go to consult the psychologist as our needs may be. Our psychologist handle academic problems, disruptive behaviour, disciplinary problems, and many problems that learners bring that come from the home. We usually have many cases of disruptive learner behaviour that carry things that have happened from home and this is the place they come for it to be treated. The psychologist report to us that it is normal for the learners to carry things from home and come to school to vent their emotions, whatever may have happened at home this is the place where learners come to get rid of all of that. So, am not saying we're supposed to be the scape-goats, but in extreme cases of disruptive learner behaviour, we're would prefer that the learner should be referred to the college psychologist.

Conditions conducive: I said this before; transformation is at the heart of all our support services aimed at handling the challenges of disruptive learner behaviour from a new perspective. That is why we pay for the services of a full time psychologist at this school who consults with SMTs, teachers and learners- just anyone who is in need of these services. I want to commend them for doing a great job because I have been personally assisted on how to discipline learners not necessarily to punish but to transform my live by transforming their lives. Other school may be providing these same services; the difference is that ours is for transformational disciplinary services to our workers and learners. I cannot imagine this school without these services to us.

We have CCTV in all our classes, so if an incident happens in a class, so we can actually go look, review and actually discover what really happened in that class. But there are certain cases where these cameras won't help us that much and we have to rely on the testimony of the eye witnesses who followed the events from may be outside the school into the school. This is also one of the methods of resolving the crisis caused by disruptive learner behaviour.

We don't really have a social worker at school, in my knowledge we've not had pastoral care cases, and for our security, we are greatly aided by the camera system. There our security men alert us and we ask them to get involve in assisting us resolving cases of disruptive learner behaviour. Also our security men will get involve if boys try to bank school (to leave the school premises without permission). We've assigned them to check up at the gate and other places where they may likely escape from the school premises. We have involve the security services to issue out permits at the gate for those we have genuinely granted sick leave or any other permission before going home. I think this is all concerning how the security services assist us to handle disruptive learner behaviour. I cannot think of another case where I can think where security is being involved in assisting us handling disruptive learner behaviour.

Need-based approach: Concerning the need-based approach, I can say that we have focusing on providing to the needs of the learners first than our own needs as SMTs. We still need to find a way of balancing the two. The guidance counselor of our school is teacher strictly working to guide learners with academic or careers choices. This person fulfills the role of guiding the kids as far as career choices are involved and a few other things that involved their personal and social life. Secondly, we have these services given to the learners in their life orientation classes as well. And I think a lot of counseling, guidance and talks are giving at our assembly period by motivational speakers (both those within and those outside the school environment). Indirect we are providing to the requirements of the need based approach. Since colleagues

are also expected to be there and benefit from the learning that comes with the handling of topics we consider as the needs of the school for a particular season. During some working sessions that follow, it was found that many needs are being met due to the intimate post meeting questions SMTs receive answers to. I am becoming confident that our successes in resolving the disruptive learner behaviour of the SMTs is partly due to the fact that we are sensitive to provide certain knowledge and skills at a time we believe is the season. And this to us is the need-based approach.

Concerning the guidance counselor, we had this as a teacher whom we designated as a guidance teacher. This person fulfills the role of guiding the kids as far as career choices are involved and a few other things that involved their personal and social life. Now, we have these services given to the learners in their life orientation classes. And I think a lot of consulting is done in the assembly period, when either the principal or a guest speaker is invited to speak to the learners about certain moral and social issue that concerns guidance and counseling them into their future life.

I will like to comment on the security services and the CCTV on our campus. There's in a sense that we've created this sort of a sense that big brother is watching you. It is a preventive measure as my other colleague said. Certain incidents are covered or incidences of petit theft have been reduced because the camera, because the entire school is aware that there is a camera that is watching all what people do on our campuses and could be used to implicate anyone during a crime scene. That is a deterrent not only for our disruptive learner behaviour but also intruders from outsider the school who want to come and carry out any crime on our campus. To our learners, we've often received signals that some have come dressed with tracksuits and other non-uniform attires which was pick-up as soon as they entered the school gate. And our security is very alert to that, as soon that is picked up it is reported instantly. We've had cases of burglary by learners and since we have the security system in place, and our security guards do regular patrolling, the levels of crime and disruptive behaviour have dropped a bit. Our security guards have also assisted us to prevent school squabbles amongst disruptive learners. For example we've had a soccer match and at other time practice where some learners decided to go around attempting to steal, but the security cameras caught them and our guards apprehended them easily as aided by the CCTV on the campus. The message goes out there that we don't tolerate indiscipline and bad behaviour.

We often have schools visiting us for inter-school activities and then we have many school children on the playground and the campus, creating a bit of a problem, because to maintain security would be somewhat tricky. Because you got two teams playing here, another team is warming up over there, and some take advantage to carry out a disruptive action somewhere that one is alert about. At times when we have many schools visiting us here, the security is really tested.

In the past, we will not necessarily have pastoral care on our campus based on religious issues. But sometimes when we've some sort of need these services we approach these service providers to come talk these learners in some sort of spiritual manner as our guest speakers during the morning assembly. But pastoral care in terms of the kids having a full time worker in an office of the school does not exist. Again pastoral care in the school, if a learner loses a parent or family member or a friend, they might via a certain youth committee or organization that would link them up with sometime chaplain or pastor that offers these services belonging to a church denomination and they might be some sort of counseling provided to the affected one who is grieving. This does not only apply to learners, when a staff is bereaved, we seek this same kind of spiritual for the mourning person and if it is a member of staff that passes on, the spiritual exercise is provided to every one of us in the staff. We've been fortunate to get social worker in our school. I personally believed there have also been socio-economic connotations when we call guest speakers to address our school we have a social worker sometimes involved. When they come they assist us in handling disruptive learner behaviour from the socio-economic perspectives. It is from them that we learnt of children who run away from their house-hold, when their parents have passed away, they will begin to behave like adults in class. That is when the social worker comes in to assist us on how to handle these kids. And that is what I think.

We have often provided an opportunity for a social worker to do something if we could appoint a social worker. But I don't think it would be full time job for our school because we already the other service providers as full time jobs.

I charged SMTs in the face of disruptive learner behaviour (especially violent types like fighting, bullying etc.) to react first in a calm manner. To always call for peace and get both sides of the story and then proceed to counsel and take appropriate actions. It is not advisable for an SMT to handle disruptive learners by impulse in the face of disruptive learner behaviour. The reason is that, our job is to build the lives of these learners instead of inflicting pain on them, and leaving their minds empty.)

Discussion Question from PAR group members: Comment on the components of the SMTs to overcome disruptive learner behaviour in terms of: Mindful of the fact that your college already has a framework for SMTs to handle disruptive learner behaviour. What approach below do you think this frame work was based on and does it really serve to assist the challenges of the SMTs?

The Medical approach (individual causes, symptoms, diagnoses and treatment of SMTs)

The needs-based approach (Identify needs, make referrals and equip the individual)

The Deficit approach (Identify SMT deficiencies and seek appropriate intervention)

The eco-systemic approach (holistically approach all assessed areas that need support)

And the Asset based approach (Use available capacities, resources and strengths to provide support to all SMTs).

Responses from PAR group members: Practice regular Mutual Empowerment meetings (Where there is brainstorming on problem solving strategic meetings, invite para-school support agencies to enrich SMT meetings, teamwork and practice school-wide positive behaviour.)Ehm, the practice school-wide positive behaviour I think that's where our prefects come in. I must say, we are a sort of responsible for the discipline in our classes as the educators, but as soon as it is break we sort of leave the responsibility to the prefects and the Metrics class to handle all cases of disruptive learner behaviour. These learners are leaders to others to some sort of create positive vibe in our school. We nevertheless do not abandon the work to them, if say something happens in the school and am passing by during break; I will not pass because I have shifted my work to these learners. There's no one time where a disruptive learner's problem becomes a prefects problem, we always know that they are there to assist us do our job. But for school-wide positive behaviour, we do depend a lot on our Metrics and Prefects to continue to keep order and make every line fall in line when we are say on break or absent. The prefects are there as the Representative Council of the Learners RCL and therefore they are leaders of the school. What the school also does is that we are exposed to various workshops. A few of us usually attend a workshop on a certain discipline, presented by a consultant, because we need to adapt to the new societal rules, ways of approaching discipline in the school, and how things should be or could have been. In these meetings all the teachers get together to empower each other so as to set everyone on the course of what is expected at all levels of school discipline.

Yea, we could actually call each meeting that we have as a strategic one because a lot of planning happens, and one of the points has often been how to curb the disruptive learner behaviour in our schools. The main thing in our strategic meetings is not to discuss it but to find the solutions to the problems. During our strategic meetings we use our school code of conduct documents (we've already talked about that and handed the document); (well I was not aware about that). We use these documents to judge how to make corrections for the crimes that the learners commit. Most often we want to rely on the integrity of the learners to maintain the sense of discipline. We have two assemble periods within the week on Monday with is an ordinary meeting and on Friday where we have special assembly in which a guest speaker comes to talk the school. These guest from outside may include; sports people, business people, parents, entertainers, politicians, civil society group leaders, etc. Often we select people who are sort of involved in raising up the next generation of leaders in our schools. I can remember, we a couple of years ago we

invited people from the South African Police Service who came to give a talk on illegal substance abuse amongst our youths, the dangers of alcohol abuse, etc.

Medical Approach: I think the medical principle is respected when every term invite a motivational speaker as a Medical Doctor (MD) to come and talk to us on how to discipline learners with issues of HIV aids, epilepsy, and other mental and emotional troubles that needed some care. The first part of the presentation is often at the assemble, then we move on the staff room where we speak to everyone on the staff members to consider how to handle disruptive learner behaviour in a way that may turn around and make us to be considered as patients needing intervention. Meanwhile SMTs who had medical conditions were provided free consultations, diagnoses and treatment. This was done individually and privately after the general talking and sharing time. I think it is very effective because we found out that our job takes a great tool on our mental, physical and emotional health. That may instead make us negative and bitter when dealing with disruptive learner behaviour if we ourselves are not treated. A Medical Doctor came to talk about issues of HIV aids and sexuality (including other common diseases) etc. So often use the assembly periods and we will speak to these learners while they take notes and ask their questions on the varied subjects. We also ensure that the speakers we get are motivational speakers. Just last week we got a guy who is a marketing manager of a Real Estate. He spoke to the learners about how you organize your life ahead, what we need to have in place before you become a successful person and things like that. These speakers model good behaviour to everyone in the school and after they are gone we shall always quote what they said to our learners for weeks so that it deters them from becoming disruptive (and miss out their career).

Discussion Question from PAR group members: Working with external administrative support units like the department of education, parents, police, the court and other legal services, and any other organization that support peace education. Mindful of the Strengths, Weaknesses, Opportunities and Threats in our society and considering the need of supporting SMTs overcome the challenges faced when handling disruptive learner behaviour, what do you consider as the way forward or what plan of action could be put in place to assist SMTs better handle disruptive learner behaviour in South African schools.

Responses from PAR group members: Department of education: We battle a bit to be quite honest with you. How we put it tactfully, we get very little constructive support via the department of education here in the Free State. In my opinion, we don't experience their presence; we don't experience their useful input as far as disruptive learner behaviour is concern. Why I said that; not only at this school but also in some other schools in Bloemfontein. There have been cases where learners have been very disruptive, (stolen large amounts of money, yea, doing very illegal things, crimes drugs and possessing illegal substances etc. They have been subjected to disciplinary hearings in the school, and subsequently they are sent of the school. But the department of education comes later to inform us that the school has to take them back into the system which is very difficult for schools to manage the fact the fact that we need to get the guy out of the system; put this child within a system where there is more focus, care and attention but we don't get that sort of support from the department of education.

Parents: The parents that we have are mostly supportive and cooperative. But we do get parents who come in response to their child's disruptive behaviour and takes the side of their instead of taking the side of the school. We think it is a status thing. It is a...I am smarter than you are attitude; but generally speaking, I think we have support from the majority of our parents.

We do have quarterly parents meetings. Parents do get informed via our correspondence, to consult the educators involved with the learners, and they actually make appointments and come and sit with them to hear how they need to support these kids back at home. But sometimes, we have cases of parents that tell us they are too busy to come see us, or come to complain that they experience the same problem with the kid at home, and they pass it back to us the SMT and the teachers at the school to handle it for them. In these cases we have to become the parents of these learners> I sometimes get the feeling that the figures

have increased in the last few years of the learners that we actually baby sit here in school because the parents have abandoned their responsibilities to us. Yea, it is just getting worse over the years.

I think we have a good relationship with the parents of our learners. When I have a disruptive learner in my class, it has happened many times, not often, I come to the place where I said I have enough, I can't take it any longer. I take my cell phone and I say to the boy, you see listen; give me your Dad's phone number. And I phone him from my classroom, and I say, My X this call is coming from your kids teacher here at school. I speak now to you, I want to talk to you about your son, who is sitting right in front of me in my class, he's disrupting my class now as I speak with you, bla...bla...bla...bla...bla..and the kid will go...oh am finished... And I tell you, for the next two weeks, that learner is toeing the line. So, we have the confidence, and enough support from the parents, so that we can actually converse with parents, coming into contact with parents and say it as it is.

Have we ever had court cases? Every school year, we've been having two or three disciplinary hearings, so we always strive to have on our panel one or two legal practitioners amongst us. We most suggest them to be the chairman of the disciplinary committee. So we get that legal background which to take our decisions. Sometimes when the matters develop we receive legal advice from our legal experts in the panel on what we must do. Then we can actually take from there to communicate to the parent to say, this is the scenario, this is what will happen, and since we've got an Appellate court judge presenting leading our disciplinary council, who always advises us on the correct procedure to follow, and if we are on the wrong sometimes we will say sorry, we're on the wrong. In matters like this, we have often come to see the importance of keeping a record of disruptive learner behaviour for all the learners of the school at each Grade. So that when it comes to that point where it is going legal, we are forced to do a disciplinary hearing, and we've got our evidences that we could use anywhere support our actions in the court of law. That's one lesson that we've learnt over the years. But the frustration is that sometimes even when we've got the evidence, the department of education seems to put refuse to be on our side after we have expelled a learner for being guilty of disruptive behaviour. We have always told them that, it is not as if we don't want the kids here. Being educators we also want the best from the kids and the encourage negative influences on other good kids. And if our best is not being accepted by these learners, we believe they should go somewhere else where values there will not be accepted and it will still be fine. So we do expel very disruptive learner behaviour in our school with these reasons. We also noticed that being expelled had not been some sort of deterrent for other disruptive learners, because we still handle new cases every week even after we have expelled others in similar conditions. We must also acknowledge that the department of education has made the process very difficult, but we still brave it and expel dangerous learners from our school. And the learners know, that before someone was expelled it was after a very difficult process on our part, and sometimes they abuse that privilege or situation. Saying; I don't care, if I call you teacher as asshole nothing can happen to me. That might sometimes be the reason for disruptive learner behaviour in our school.

Anyone can attend () its opened to every one of us. Yea, it isn't only members of the SMT who are invited to attend these forums for mutual empowerment and development of those skills needed to handle disruptive learner behaviour. Any teacher who wants to attend can go for these meetings. But is it sponsored by the school? We had workshops initiated by the school which like I said it is purely strategic in nature. Mostly the open for all workshops are organized by the department of education. For us the SMTs, combining the two for your empowerment to handle the challenges of the profession, I think we've got a decent opportunity to be well equipped for the job.

Imbibing to democratic principles: Like consultations, frequent ...and collaboration with colleagues, freedom of expressions...tolerance...transparency, equity, justice, respect,...

We have a very open policy, I think. Kids, I think feel free that they discuss things with the teachers and members of the school administration. I want to note here that this does not apply to all the teachers. Some teachers and members of the administration are not very open, but most of us are and I think generally speaking I think the learners have an open channel that if they want to discuss something they

simply take it up with the teacher. For example, I had these boys who came to my office and were not happy about the payments that they received for being officials at the athletic meetings. They felt cheated, but didn't sort of shy away from talking about it. They came to be as the VP and they openly expressed their grief and I told them well this is my take on that. And they accepted that and they went off.

We do really have very, very good relationship with the boys, in the sense that I can talk to him and he knows, he can come and talk to me too. And they do and they really do. We really have good relationship with the learners.

We are very fortunate that we do have many extra-curricular activities that we jointly perform with the boys. And what do you do when you travel with the boys say from Cape Town to Bloemfontein. You talk. And you talk intimately with some of the boys sitting close to you in the bus. When you coach them in the sports, you talk. You talk about other things related to their lives such as health and interpersonal relationships. Others may just come and stand next to you and say, sir, is my outfit ok, am I looking fine, I will bring you a bottle of whisky sir and things like that, so we talk on just every subject you can imagine.

Also, certain learners are less prone to approaching teachers and other learners. They prefer to maintain a more formal relationship with them. Again because of the way society is structure, people have different temperaments and makes not democratic or not in their approach of dealing with problems of life. Some people treat the disruptive learner behaviour from a holistic approach while others take from an individualistic approach. We accept all personalities of the learners and SMTs and try to create a common space for everyone to fall in, and that has worked for us.

Also our class sizes have become larger making it more difficult for intimate one on one child care and character development encounters to take place. The teachers are busy today than ever before with a lot of work load in terms of teaching more pupils, marking more tests, assignments and examination scripts. So they have less time to spend on mentoring the disruptive learner behaviour. That got a huge impact on education today. In our school we have about 50 to 60 learners in a class to one educator this becomes problematic when disruptive learner behaviour occur to maintain discipline.

Discussion Questions from PAR group members: Mindful of the fact that your college already has a framework to handle disruptive learner behaviour, what approach below do you think this approach was based on and does it really serve to address the needs of the SMTs.

The medical approach: Individual causes, symptoms, diagnoses, and treatment of SMTs.

The needs based approach: Identify needs, make referral to support the individuals.

The deficit approach: Identify the SMTs deficiencies and seek appropriate intervention.

Eco-systemic approach: Holistically approach all assessed areas needing support.

The asset based approach: Use available capacities resources and strength to provide support to all SMTs.

Responses from PAR group members: Deficit approach: I would like to say that we love to handle our challenges with disruptive learner behaviour in a way that it responds to our shortcomings as SMTs. The system that we have adapted sometimes shows full proof of the answers to our weaknesses as a team. Since we do not consider ourselves as being without faults colleagues share their helplessness in the face of disruptive learner behaviour and we handle these cases from a deficit perspective. You may like to call it a sort of deficit-approach to the handling of disruptive learner behaviour. It should be noted that time is an issue in this method, that is; as soon as we realized we have enhanced our deficit, it indicates that it is time to investigate the next deficit to be overcome. We begin by asking some questions, like what is it that we are doing that shows something is not working right? After a period of self-reflection, we re-assemble and study it very well. And following the following the current trends, we re-adapt the disciplinary system to the current resolutions of our deficits as a school SMT. And I think that is very important, when you keep up with the newest technology, when you keep up with the latest crime resolving approaches and the changes out there that direct impact how we treat the problem. We must constantly adapt ourselves to improvements in order to keep pace with the effective and efficient ways of handling the challenges we encounter due to disruptive learner behaviour. The fit-in-all live approach doesn't apply here (where everyone must recognize that they are victims of a deficit before we handle it). Rather, each SMTs

challenge is so different and therefore each deficit is associated with an SMT, so that, we apply that single rationale of resolving every single SMT deficit in order to have a strong team. My take on the deficit approach is that, we are applying it because we're kind of trying to create, cultivate and maintain a common value system for all our school SMT. If anyone falls short of the common values, then you could provide support in that particular short coming so that, we all reach our common goals, that is, to work towards our code of honour or our common denominator, like a value system. Inside our school, we want to create a feeling of what is wrong with us so that we cannot reach our target of eliminating pain due to disruptive learner behaviour. So once an SMT of this school leaves the college and step out there, they could easily know what is lacking in our big world, that stops society from handling challenges of social disruptive behaviour.

I think it's the last one that is applicable for our school. No, I think is a combination of all the approaches. The medical approach: there are some cases where as an SMT when challenges by disruptive learner behaviour, we might have looked at individual causes, symptoms, diagnoses and treatments. I don't think we really spend a lot time using the needs based approach. And that is my opinion, we can't really exclude any of these approaches, really. Yes we can't exclude any for what we have doing in our school. I don't know, it sounds like an easy answer, but the other thing is this is the reality of our working environment. Then can we say; our school is using the integrated approach? Yes, so we handle the challenges of DLB holding all these approaches in mind.

I strongly think the needs based approach doesn't work for us because we are such a big school. Unfortunately, you can't take every incidence of DLB challenge on an SMT and treat it individually. We would like to, obviously, but as soon as we say, this SMT your needs are these, so we're going to handle it this way, then the next thing is, you did it like this here, then why must I be treated like this. Its just too big, for us. You can really try to do the needs based approach but its to difficult to apply that throughout the whole system. So, we focus on having holistic sets of rules, and we expect the entire school to fall in. But we also know that there would be some individual cases that does not apply to every single learner. We have to get these holistic set of rules and hope that the boys will follow them. When some do not, we handle the challenge holistically too.

Eco-system Approach: After putting in the best of our ability to predict where the problems of disruptive learner behaviour are coming, and how we would agree to go about it, sometimes are assertions don't just hold. Then it seems like we are dealing with a problem far bigger than our school, the learners per se, and only the educational subsystem. It is when we cannot find the answers within our subsystem that we all agreed that it could be within the ecological system where our learners and SMTs are dependent and interconnected to. This is obviously the eco-systemic component of handling challenges due to disruptive learner behaviour in our school. There are times that we all agree, we cannot take this incident of disruptive learner behaviour on an individual basis and we cannot capture its influencers within our subsystem. That is when we would like to obviously go all our contacts to know if the problem it attached to those other systems at our reach, then we can handle it from the root source. It is not a common approach I must confess because it requires a lot of time and resources, which do not exist in luxury. So, we focus on having holistic sets of rules, and we expect the entire school eco-system of our learners and SMTs are captured. This gives us a comprehensive strategy that goes beyond what we feel and who makes us feel this way. We attempt to stretch at ways of completely wiping out the existence of the problem from a holistically perspective.

I would to add to that list may be the adaptive approach. But like I said the other day when we spoke for the first time, the system that we have in place is not a full proof system and no system. And once we've handle these cases of DLB for a certain period of time, and we realize that; hey hang on, something is not working right, we re-assemble and study it very well and following the current trends, we re-adapt the system to the current situation. And I think that is very important, when you keep up with the newest technology, when you keep up with the latest approaches and the changes whole out there, and adapt your system of discipline to keep it effective and to keep it fair towards all parties.

The fit-in-all live approach doesn't apply here, since it's too difficult to apply that in our school. The learners and SMTs are so different. We will love to say, fit-in-all, live, but you can't. You can't apply that single rationale to every single learner, you can't do it. And the thing is, we are kind of trying to create, cultivate and maintain a common value system for the school. If you have common values, then you could have common goals to work towards that becomes our base mark, our code of honour, our common denominator, like a value system.

Inside our school, we want to create a feeling of what is right there in the real world. So once the learners leave the college and they step into the real big world out there, they can handle themselves, cope and deal with the issues of the real world.

Conducive conditions: I would say that we operate in an adaptive space or call it an approach that makes it conducive for us to resolve challenges of disruptive learner behaviour. I'll like to explain the word "adaptive". It means our system as an SMT is not a full proof system. We do not claim that when we've handled cases of disruptive learner behaviour for a certain period of time that means it's all going to be working well. Sometimes we are open for the unimaginable, I mean we are ready for a time when nothing in place is going to work. At that time we re-assemble, study the situation very well, adapt quickly to the current trends and we re-adapt the system to the current situation. And I think that is very important, when you keep up with the newest technology, when you keep up with the latest approaches, the change coming out there, and adapt the system of discipline where our emancipation, feeling of self-worth, our self-respect, the dignity of other humans, and the respect for social values are at the center of it all. This keeps us effective and motivated to keep it fair towards all parties. The fit-in-all live approach doesn't apply here, since it's too difficult to apply that in our school. The learners and SMTs are so different. We will love to say, fit-in-all, live, but you can't. You can't apply that single rationale to every single learner, you can't do it. And the thing is we are kind of trying to create, cultivate and maintain a common value system where our voices are at the middle and our wellbeing is not ignored...

Explaining how to do a SWOT analysis to the SMTs I told them that SWOT stands for: S- Strength within the school that would assist the developed framework to succeed; W- Weaknesses within the school that would hamper the smooth running of any disciplinary framework to be put in place; O- Opportunities that are available outside the school to be exploited by the school for any given disciplinary system set up in the school to succeed; T- Threats that are outside the school that could pose a danger to the disciplinary system set up for the school. From there whatever system is put in place we watch out I think as Mr X said, our values and code of honour are some of our strengths because 80% of the learners actually buy into that. And the discipline system that we have is 60% successful except for some extreme cases where we have a real disruptive learner. They are corrected by detention as found in the disciplinary code that we have. The learners themselves, have the pride in this school, they maintain the ethos of the school, as we see during the assembly, sporting events and other common events that bind them together. We also realized that they got to believe in the system we have out in place.

And the track record and history of the school is the solid foundation for the tradition that they have come to admire. So if we were to score this on five, let's get our scores beginning with the values of the school; we answer is five on five. Then unto the code of conduct; we give five on five because the strengths are strong strengths. For the disciplinary system I defer with the other colleagues to give a five on five. I will give a four on five because we're implementing a new system, a new principal and most of the rules are a novel thing and I need to see if it will work out perfectly. The pride of the school? We all give it a five on five. Also for the history and track record, it's a five on five. The culture, climate and other school events, it's just amazing and we'll give it a five on five.

We're now talking about the witnesses within the school pertaining to disruptive learner behaviour; they include large classes; the problem that some parents are expecting us to raise their kids, I often tell those very disruptive learners am I here to teach you a subject and it's not my job to teach you manners. We often expect parents to teach their kids the basics of ethics, morals and good behaviour. We could do better with more educators, but our concern is who will be paying this more educators, the department of education

limits us to day you are allotted so much educators for your school. It would be better if we get more, so as a weakness.

Can I ask something, yes you are free. I was thinking of a situation where one group was broken up and some learner are asked to study in the library. Let me explain it further, what we did was, we had two classes, a group of group 8 and 9 and they were 46 and 45 respectively. In one classroom so what we've done to improve the situation of congestion is that we have divided them into three groups of thirty. But now, because we have more groups and less classes, this class has to go the library. In that situation, it may be okay for another school, but in our school because we're spoiled, its not good for us. I think is a small thing that is not worth mentioning. Do think if we had some more social workers, psychologist etc the school could do better. No, a lot of our psychology work is done by the teachers themselves. Another witness in our school is limited time for individual learner attention. The reason is that our school program is so choked full of academic activities, extra-curricular activities etc that is organized by the school.

Asset based approach:I have been in this school for a while and I know that we have several assets that could be harnessed as an approach to for SMTs to use and handle the disruptive learner behaviour. Some of them includes; the pride of our school. The school ethos seen during the assembly, sporting events and other common events that binds them together. We also realized that we got a system of education that many people in the public believe in. When I just think of our track records and history (to us it is a solid foundation) from where we could build upon the tradition that many have come to admire. I personal think the pride of this school could use to build a strong moral code SMTs who are generally demoralized. It is that record that had made us maintain the services of the college psychologist even though now we have extended the service providers to our competent colleagues to work with each other and the learners as well. Another group of asset we got are our parents who constantly provide us with a lot of support, ranging from standing by our decisions, to helping us reinforce our discipline back at home, and others come at our request and we jointly support SMTs and learners who are victims of this problem of disruptive learner behaviour. Many colleagues have been feeling better when we receive this strong parental support and cooperation.

One of the external weaknesses or threats would be disruptive parents. Do you have some teachers who are disruptive themselves. No, we've got a fantastic team and we can't add that. Large classes on 5 we score 4. Lack of parental support 3, 2 and 2. Limited time to address individual needs 4, the tw schools on the same campus 2, 2, and 3. The last for the disruptive parents, low department of education support. It's a bit difficult. They make it difficult for us for us to do our job properly. Not only with disruptive learners, have they burned us. They burn with administrative tasks which are totally useless. So it limits our successes. We often get the impression and honestly think that since our school is good school from our track record, we get the impression that the department of education is kind of jealous and wants to take away from these schools and add it somewhere else where things are not working, which is not the solution. :Leave the working things, and when something is broken, find some other resources to fix those other wants. Stop destroying the successes of what is already working. What becomes the next external problem is the idea of the school's feeder area. This means we are forced to admit learners in the school within a certain radios of its physical location. And we have had cases where kids' parents want to force us to take them irrespective of their previous school disciplinary records. The law says we are compelled to take all the learners within are feeder area provided there is enough space. We think we could include finances as an external problem 2, 3, 3. I see that our finances are over extended. I have also included the media as an external who continuously possess a thread to what we are doing. During our external sports activities, we believe as the learners socialize with our school learners they can learn good things that they can bring to the school. The media could be positive and negative. If they put up A good advert it brings support. The marketing of a solid brand, 5. 4. 4. Continued parental support; (disruptive parents 2, 2, 2). Feeder area, 3,3,2, negative role model of media 2 2 2 . Positive learners socialization 5 and the SGB support 4 4 and 5.

SESSION ONE AND TWO: PAR S2 DISCUSSIONS

AUDIO RECORD 019 TRANSCRIBED INTO PAR S2 DISCUSSION DATA

PAR group members responding to the discussion questions: I have never felt at any one time to resign. But I must admit that I have felt helpless a number of times when handling disruptive learner behaviour. This girl was brought up in a house where the mother was very aggressive. And I think she brought it from home because she was very aggressive in such a way that she will never listen or want to cooperate with us at all. Which in a way I felt helpless. I felt helpless because I wanted to support the learner overcome her aggressive disruptive learner behaviour, but she never gave me the opportunity to support her. She actually ended up dropping out of school without matriculating without giving us the chance to train her in this aspect of her life so that she will never make the mistakes again, rather she would correct herself in life and grow up to become a decent person.

To be ashamed or disappointed, yes! That ehh...I experienced, quite a few times due to the disruptive learner behaviour. I was more disappointed in the fact that I would come a long way with the child, you know, she would be in trouble may be once or twice or three times, and I would give her the advice and the options on how to go about it, I would send her to go get support from a school psychologist or an elderly colleague etc. and then still after all these efforts have been put into a disruptive learner behaviour's life and one is waiting for the improvements, still she would continue in her old ways after you have put in that much, then you feel disappointed. Not inadequate because you have put in your best for sometimes no results.

I always say it's an ongoing process, it never stops and if you think it's going to stop then you cease from being a teacher when you expect to correct disruptive learner behaviour and receive immediate changes. That can't work with disruptive learner behaviour to change at school; you must expect them to keep being a little disruptive and even if it persist or takes time, keep hoping for the changes in the learners. But it comes to the worse, where the learner will never change, then you have to be disappointed or ashamed that all our methods of behavioural transformation of these learners are not working, but you been trying again and again.

To me in our school bullet number two and four would be applicable when it comes to my challenges when dealing with disruptive learner behaviour. Approaches of handling disruptive learner behaviour: Our school has in place services of the Guidance counselor, clinical psychologist, and pastoral care. We requested these services to be put in place to handle the psycho-social challenges of the members of the school community. I have to confess that since these services have been made available to staff and learners, it has greatly assisted us in handling cases of disruptive learner behaviour. All the disruptive learners whom we have identified in our school as needing help we encourage them to consult with these service providers. Our approach had been to assist these learners see the need to consult and get treatment as we request that they give us their permission and willingness to openly accept that they are interested to from our campus psycho-social services. The learner's permission is sought because we believe that help cannot be imposed someone who is not willing and interested to receive this help. What we normally do is that, we will tell the learner, see! You got a problem here which is behavioural; won't you like to see the college counselor? If the learner would say, I will like too! Then we arrange for the learner to consult these support services and get some help.

Apart from the Clinical psychologist (who is someone trained from the medical field to assist behaviour of the SMTs and the learners), the other services such as Guidance counseling and pastoral care is provided by us the teachers. We take into account the fact that in our training we took courses in career guidance, counseling and pastoral care so we find out colleagues who have this strength to assist us overcome our issues of disruptive learner behaviour. The issues here will include our discouragements, frustrations, fears, disappointments, shame, anger, revenge, and so on. You see, even though we are adults, as members of the SMTs we are humans having some similar behavioural issues like these learners and if we too are not treated we cannot really provide good help to these learners.

We also got 24 hours school security services here at the school. We've got CCTV cameras that survey all the passages, the foyer, the gates and dark corners of the school but the department of education

regulation says they are not allowed in the bathrooms and toilets; and of course not in the classrooms. Our security workers are also employed to check who comes in and goes out and the mission of every school visitor. They help us check disruptive learner behaviour on the campuses and we do consult them from time to time after a major disruptive learner behaviour incident occurs. We cannot tell whether these security services really do deter learners from committing any crime on the campus, because learners behave the same way as if there were no CCTV cameras on the campus.

Empowerment meetings by the SMTs? We got regular SMT meetings at school, you know, I can hardly think of us inviting a Para-school behaviour manager to come and enrich our SMT meetings in the area of us getting empowered on how to deal with the problem. We had a situation where by in one of meetings we discussed on lengthening the school day in order to improve the academic climate. To us the learners were a little bit too rowdy, too noisy, and they were changing from class to another very slowly, and the school program was not moving very smoothly. We discussed amongst ourselves and realized that by asking the masses out there about what to do it was going to help us go any further. So we decided as an SMT we will lengthen the school day, call for learners to order in terms of them being less rowdy, less noisy and the change of classes should happen quickly. We insisted that more detention hours would be meted on anyone who fall victim of these crimes. The parents have to be called, and the services of the clinical psychologist would also be consulted in order to treat such a learner from a stubborn behaviour. We are glad that the response was good the increase in the learning hours of the day has yielded a lot of dividend to those our learners who had too much leisure time and channeled it towards disruptive behaviour becoming better than ever. Because of what we did, we witness a drop in the number of disruptive learner behaviour in our school, something we always prayed for. We were very happy how everyone in the school bought into that, after we had sensitized the parents, the teachers, non-teaching staff, and the learners. We realized it was all for a positive reason and I must admit it went well ahead to curb some of our frustrations with disruptive learner behaviour.

Conditions conducive: We often take time during our regular SMT meetings at school to plan for change. One of those areas we are always looking out for is the disciplinary policies that use to static. I realized that we cannot possibly introduce a framework SMTs to handle these challenges due to disruptive learner behaviour (such as stress, depression, marginalization and oppression) successfully when we have very unchanging disciplinary system in place. The problem is that resolving these challenges under the current state legislations, constitutions and School Act require that we become transformational in our approach to discipline. We had a situation where by in one of meetings where we discussed on lengthening the school day in order to improve the academic climate. To us the learners were a little bit too rowdy, too noisy, and they were changing from class to another very slowly, and the school program was not moving very smoothly. Attempts by some colleagues to run after them only brought these colleagues pains and trouble. We wanted to implement a system where SMTs we easily overcome the present challenges. So we decided as to lengthen the school day, we reduced noise and stopped the slow changes in classes. We insisted that more detention hours would be meted on anyone who fall victim of these crimes. The parents had to be called, and other stakeholders to make this decision binding. We realized in the meeting that we needed to a more dynamic disciplinary policy to introduce these changes. This was accepted, and the change came and we are glad that the response was good, there was increase in the learning hours of the day yielding a lot of dividend to those our learners who had too much leisure time and channeled to disruptive behaviour to become better than ever. Because of what we did, we witness a drop in the number of disruptive learner behaviour in our school, SMTs were less stressed and the challenges from the former problems automatically ceased.

School-wide positive behaviour is what we try to make the entire school community aware of. We think the learners have to taught to be quite positive and see themselves as in one of the top best schools in the entire country. We talk to them about values of work ethics, support for another, working together, and taking pride in our decency provides a positive space for us as SMTs to begin to feel better and our learners too are trying to act out in the ways we hope for them be behave. Our school ethos enhances the fact that we've got a good working relationship amongst ourselves.

SMTs are working with external administrative support units for; example the department of education (at all levels) to get support to handle disruptive learner behaviour in the school. Each time we do get into a disciplinary hearing we usually invite someone from the department of education. They come to assist or

support us to handle our disruptive learner behaviour problems internally. We strongly believe that our problems with the learners should never go beyond the school to say the police, or any other external public service to help us solve these problems. We treat them all as in house issues and it ends amongst us. There are some disciplinary hearings where a parent or two has to come in but we handled everything internally.

Professional development forums assist SMTs grow in the skill, knowledge and way of handling the disruptive learner behaviour. We often make this a priority if we realized there a need to do it; like when we realized that in a particular school year we have had an increase in the cases of disruptive learner behaviour that seems to outnumber our SMT task force, then we would send colleagues to attend meetings, training or take course that would improve their skills to support them perform the job for the school. I have attended a workshop on behalf of the school that was hosted by a lady, we dealt with how to handle difficult learners in our school. It is worth mentioning that it was our Learners Alumni who brought this team to equip us with the new approaches of handling difficult kids at our school. They did not do it because we complained that our school was becoming very disruptive these days, but they told us to get this workshop as preventive and proactive measure for us to better cases of disruptive learner behaviour that are cropping up today. I learnt very much that day and came back to the share the the knowledge with other colleagues who confessed that they have learnt a lot as well.

I attended the Principals and School Management Team meeting in the third term whereas the case arose matters of disruptive learner behaviour was raised and we discussed frankly on the issue. One of the topics of that meeting was on "How would different schools go about the use of the cell the cell phone by learners." Many schools had placed a ban on it that it might disrupt classes, the learner and the school program. It was interesting to hear that some schools have not banned the use of cell phones, but have created cell phone lockers for the learners to keep their phones and use it at a prescribed time and return the phone there. Some schools said they told their learners, we don't want to see your cell phone in school but we are not saying you cannot own or bring one to school; make sure we do not see it.

Conditions conducive: Professional development as a strategy to create a platform for handling the disruptive learner behaviour is our style. We are very intentional about this and have made it our priority if we realized there a need to do it; like when we realized that in a particular school year colleagues were too tensed and troubled by the increase in the cases of disruptive learner behaviour that seemed to outnumber our SMT task force, then we would send colleagues to attend meetings, training or take courses that would improve their skills to support them perform the job for the school. I have attended a workshop on behalf of the school that was hosted by a lady; we dealt with how to handle difficult learners in our school. It is worth mentioning that it was our Learners' Alumni who brought this team to equip us with the new approaches of handling difficult learners at our school. They did not do it because we complained that our school was becoming very disruptive these days, but they thought we needed to be updated and more professional by getting these skills from real professional in the field who would provide us this workshop as a preventive and proactive measure for us to better deal with the cases of disruptive learner behaviour that we cropping to handle at our school.

In our school we've got our own cell phone policy. If we have about 900 learners, we have realized that every year we seize about 200 cell phones and lock them in the store room. What we realized is that after we have taken these phones from these learners, we go back to watch our CCTV cameras to see of the disruptive learners are hiding somewhere on our campus making use of their cell phones, our discovery is that many of them are actually violating our "no cell phone use policy." We have actually tolerated them because we also realized that even when they use it, they are very clever not to disrupt classes or other learners. So we really don't believe this poses a challenge to us as members of the SMT because the learners use these wisely (say during break, at the leisure time, during play or afterschool hours to call their parents to come and fetch them home). So we've become very tolerant with them and our policy has gradually moved from "no cell phone use policy" to "moderate cell phone use policy."

Democratic Principles assisting to run the disciplinary department of the school?

We have reduced the challenge that may have come when handling disruptive learner behaviour by choosing to administer these learners with an open door policy. We are very approachable, our ears are open to hear the learner's difficulties, where there is a disruptive learner behaviour we listen to both sides

of the story, When we meet a bullying incident (as it occurs from time to time) I will always listen to all the stories, I will always give the disruptive learner the opportunity to speak and I will want to know how the learner feels about it. Therefore before I allow the disruptive behaviour to affect my mood, I exercise self-control to listen to the whole story patiently and take them off to study the situation before I become involved with the entire problem.

Some of us have struggled to resist the challenges that come with disruptive learner behaviour because we have been schooled in the Anglo-Saxon environment that is less conservative, more open minded, freedom of speech, participative leadership style and democratic governance. We believe this approach has made our challenges to be less intense from the disruptive learner behaviour, because we don't face them with a disciplinary point system as in other conservative schools. Here we take the incidence as it comes, and we decide what would be appropriate and fair way of dealing with the disruptive learner in that situation. When we decide to punish that very disruptive learner behaviour we focus on those kinds of punishment that would positively transform the learner's mind and life. We do not necessary focus on inflicting pain on the learner. This is how we have reduced the stress and challenges that come with these problems; we do not take the disruptive learner behaviour as a personal matter. We treat it as crime to the existing rules and regulation of the entire school (which is bigger than one SMT) charged to implement or enforce the policy in place. So our learners know that should they act in a way that is disruptive, it is not a matter of punishing them, but conscientising them and making them know our concern is to focus on their behaviour as a sickness that need inner healing and not just physical correction. This helps to reduce our challenges when dealing with disruptive learner behaviour.

Conditions Conducive: We have reduced our challenges considerably by ministering to ourselves through the democratic policies that we have adopted for the school. We always give the disruptive learner the opportunity to speak and we share our honest opinions on how we feel towards these learners to colleagues who motivate us towards our agreed inclusive approach to these problems. For example, before I allow the disruptive behaviour to affect my mood, I exercise self-respect, self-worth and hold my peace. It really takes discipline to live in this kind of space especially when you are provoked to react negatively. Since we have learned to be distant from the problem, and rather purpose social justice if need be, I hardly become entirely involved when dealing with direct challenges from disruptive learner behaviour. I also refuse to be conservative about the challenge, rather I keep an open mind, explore democratic and participative leadership styles and it always rewards.

I think this is our credit as an SMT, to approach disruptive learner behaviour from the perspective of the human face of each situation. Many colleagues will agree with me that it has prevented disruptive learner behaviour to some degree in our school because we do have this approach. We accept our critics who accuse us of being weak in handling each case of disruptive learner behaviour with an appeal to consider the several inequalities within our learners' socialization that makes some of them react negatively. I think this is rather to our credit as the SMTs of this college because we are not government that is responsible for these plurality, economic polarization, injustices and discriminations. So we are sensitive to each learner's socio-economic background when approaching their disruptive learner behaviour. We agreed to put on the human face of educational management as we approach each case uniquely. Many colleagues will agree with me that it had earned us respect and saved us plenty of trouble as we strive to prevent disruptive learner behaviour with the understanding that some of the causes are way outside the confines our premises.

Mindful of the fact that your college already has a framework to handle disruptive learner behaviour, what approach do you think this framework was based on?

The medical approach: Individual causes, symptoms, diagnoses and treatment of SMTs when challenged by disruptive learner behaviour:

The Needs based approach: Identify the needs of the SMTs, make referrals and equip the individual SMT when troubled by DLB:

The deficit approach: Identify SMT deficiencies and seek appropriate steps to for intervention:

The eco-systemic approach: Holistically approach all assessed areas of the life of the SMT due to DLB that need support and provide solutions:

Asset-based approach: Use the available capacities of the SMTs resources and strengths to provide support to all SMTs under the attack of DLB

All the above approaches look so applicable to me in our school. And they have been tested at one time or the other. Look at the last bullet, we used the available capacities, resources and strengths to provide support and strength to our SMTs when they complaint of being troubled, stressed or attacked by DLB in the school.

The eco-systemic approach too is used on daily basis. We do have a holistic approach to all the challenges of the SMTs due to disruptive learner behaviour.

The deficit approach is not commonly used in our school. We do not have forums where we clinically diagnose our SMTs deficiencies in order to provide them with appropriate steps of intervention. We leave this out because we do not believe in seeking to discover all the time who is hurting and who is not hurting. We believe that we handle this disruptive Learner behaviour comes with a price and every SMT must bear some of the hurt and handle it personally without us coming to diagnose it and intervene when the individual can deal with some of it.

Eco-systemic approach: The eco-systemic approach too is used on daily basis. We do have a holistic approach to all the challenges of the SMTs due to disruptive learner behaviour. This simply means even though we show respect, concern and even provide interventions to individual SMT cases, ours is group or team based approach. We often pay little attention at availing those clinically programmes where colleagues are diagnoses and treated due to disruptive learner behaviour. We leave each one to go after the resources available on this campus that could provide them the help they need. But our primary concern is to handle SMTs challenges due to disruptive Learner behaviour from the angel 'what shall we do?' The answer hath always been involve all stakeholders and produce solutions that are comprehensive than individually targeted.

I cannot submit here that we are totally satisfied with our socio-economic situation as teachers and SMTs. Many of us are complaining about our disparity in salary level, our trade unions are not fighting our course the way we wanted, and we are not sometimes working and complaining. This to me is deficit to our strengths to resolve passionately the problems we face here at school. We do not have forums where we clinically diagnose our SMTs deficiencies in order to provide them with appropriate support and interventions and it hurts some people. We leave this out because we thought it would open the space for our leadership to be problem oriented if we keep seeking to discover all the time who is hurting and who is not hurting. We believe that with the handling of disruptive Learner behaviour come a great price and every SMT must bear some of the hurt and handle it personally without us coming to diagnose it and intervene when the individual can deal with some of it.

We do have forums where we diagnose our SMTs deficiencies in order to provide them with appropriate steps of intervention. We include this component because we do believe in seeking to discover at all times who is hurting and who is not hurting. We do not believe that to handle this disruptive learner behaviour should come with a price where every SMT bears some of the hurt and handle it personally without us coming to diagnose it and intervene when as a team we can better deal with it. Some of the common deficits we have identified included: our academic deficiencies, our salary level disparities, our trade unions are not fighting our course the way we wanted, and we always sometimes of our isolated working conditions. This to me is a deficit to our strengths to resolve the problems we face due to disruptive learner behaviour. The reason for collecting some of the SMs deficits is to provide us with appropriate support and interventions relevant to where we are hurting.

Need-based approach: The needs-based approach is very much our approach. When any of us identify our needs as the SMTs, we together suggest the kind of referral that we need to undertake in order to get the entire team equipped for us to overcome the DLB that is challenging us as a team. The difference is that we do treat it both as an individual problem as well as a group problem because we are a team and as well as individuals. We also believe when the team develops a positive spirit about how to deal with disruptive learner behaviour and then individuals develop their personal capacities, we all benefit. In this light, we have refused to just focus on the negatives aspects of disruptive learner behaviour to individuals and the team, we also choose to raise the support that make us know our needs have been met.

The needs-based approach is very much our approach. When any of us identify our needs as the SMTs, we together suggest the kind of referral that we need to undertake in order to get the entire team equipped for us to overcome the DLB that is challenging us as a team. The difference is that we do not treat it as an

individual problem, belonging to one person because we are a team and not individuals. We also believe when the team develops a positive spirit about how to deal with a DLB, the individual as benefited. In this light, we have refused to just focus on the negatives of disruptive learner behaviour.

Medical-based approach: When it comes to the medical approach: The school has a medical unit where two professionals serve us on a daily basis. They include the college psychologist and the college doctor. They offer individual counseling, therapy, and administer medications after investigating the causes, symptoms and diagnosed the problem the SMT is faced with. We can't say a group treatment is often in this unit, because either we suggest or refer colleagues for these services or colleagues freely go and get treatment. The good thing is that our school SMT benefits a lot from what could be termed a medical-based component from an individual perspective. Are the problems in school due to disruptive learner behaviour reducing because of these services? I can't really say 'yes' because we do not measure the overarching outcome of this benefit to our school resolving the challenges due to disruptive learner behaviour. When it comes to the medical approach: Individual causes, symptoms, diagnoses and treatment of SMTs when challenged by disruptive learner behaviour. It is often a difficult one for me to answer and I can't really say we work for the individual resolution of this problem. Like I said earlier, our SMTs focus on the team and not the individual, for us to treat one person, we end up treating the whole group and we prefer it that way because we are a team of school managers.

As you can see from the responses, number 4, 3, and 5 are the practical approaches that our school use put in place as the modules to assist us as members of the SMTs when face with the challenges of handling disruptive learner behaviour.

Mindful of the SWOT analysis: See script: We would like to carry out an impact assessment of this study by responding to questions that are put in place in the SWOT analysis.

Strength of the environment: The school values, the code of conduct, the school ethos, the tract history and record of the school and the socio-cultural sport events. We are very proud of the school ethos and the school values are quite pricy. Our tract history or record had been very outstanding and we are very proud of it. And our socio-cultural and sports events are phenomenal. All of these would be a five on five. We are strength are actually very strong.

Weaknesses within the school: organizing our practical subjects remains a bit of a problem for us. Because of the crowded nature of our laboratory and other science practical we obviously see a lot of disruptive learner behaviour in our schools. Because of that I will give it a three on five. Within our school we have noticed a low parental support to our high learners. The kind of support we expect from them is not what we see. It seems to us that as the kid become a bit older the parents reduce the support that they offer these kids (I mean all round). Some the kids tell us how their parents support towards is changing as they grow older and this makes them fall back in their behavioural records. They tell us this was rather the time they needed their parents most, but their parents see how much they have grown physically and tend to neglect to keep the pace of supporting them holistically. So I put that as a three on five under our school internal school weaknesses.

On the contrary our school does have a lot of time that we put in to address individual learner's needs to ensure that they are well nurtured. We offer a very approachable policy, open door policy and participation in their moral rectitude. Therefore they cannot blame us for not giving them the opportunity to be cared for individually.

Opportunities outside the school that have an impact on the assessment of the capacity of the school to handle the problem of DLB: We enjoy a very strong inter- school relationship and this we could assess as a five on five. We do have outreach activities with other schools; we also have inter-school festival, etc. It should be noted that we don't have positive media support for our school. The reason we noticed is that Bloemfontein is a predominant Afrikaans environment, so the media is predominantly Afrikaans and the media seems not to offer a lot of support to Anglo-Saxon institutions in the city. So they we do not receive the kid of support we would love to have. This also is noticed in our parental decrease support from the parents in our school environment. They mostly support their kids when they still very young, but as the learners become older, we notice how that support also drops drastically.

One thing that makes our school very successful in this city is that we are marking a very solid brand; our school name. We have one of the most solid brands in the school business in this city and I will give that a four on five as an opportunity for us to succeed to overcome the problem of this study. Our SGB supports too much in such a way that we actually give over the running of the school to the hands of the SMT. To us this is a big support, when we witness less interferences from them and rather motivation and encouragements keeps us striving to overcome our challenges with DLB. In other schools we hear our SGB is breaking down the SMT and making their challenges even more difficult, but this is not the case in our school, they trust this team that they put in place and they offer us the needed support.

Asset-based approach: We hold onto the principle of humanistic perspective of education as SMTs and I think this is to our credit. Many SMTs problems with disruptive learner behaviour have been resolved because we appeal to colleagues to put on the human face when handling their hurts from these learners. Many colleagues will agree with me that it has prevented disruptive learner behaviour to some degree in our school because we do not believe in always following the law of eye for an eye. We accept our critics who accuse us of being weak stubborn learners by expulsion, we don't believe in that. We consider the very many reasons for disruptive learner behaviour but chose to apply grace and longsuffering. I said it before; we are sensitive to each learner's socio-economic background when approaching their disruptive learner behaviour. Many colleagues will agree with me that it had earned us respect and saved us plenty of trouble as we strive to prevent disruptive learner behaviour with the understanding that some of the causes are way outside the confines of our premises.

Coming to the external school environment's threats; we hear of disruptive parents in other schools making it hell for the SMTs to resolve their challenges with DLB. Here we don't have them. Also, the department of education does not pose a threat to us that we cannot do our work, so I give it a one on five. Our financial resources that run our school are not over stretched. Our feeder area is not a threat to us because 60% of our learners come from our primary school next door and they have the system or culture of the school from primary one, so they do not pose a threat to us. About 20% of our learners come from the Eastern Free State from mostly the rich business class families who own businesses in Lesotho and around Lady Brand and do not pose any threats to our school because it is senior service neighborhood with well-behaved citizens there. Another 20% of our learners come from the primary schools around central Bloemfontein which is also peaceful. The rest 10% come from other parts of Bloemfontein and other parts of the country which may be not necessarily be a calm and peaceful environment like SOWETO and Johannesburg, but when they come, we are careful to polish their behaviour before they graduate. Our threat is from learners who come from purely Afrikaans schools or Sesotho schools who want to have a switch in their language into English. Since they cannot speak English from the beginning they have a problem with the others they tend to laugh at them or make fun of them before they acquire the new language of instruction of this school.

In our school, we have allocated percentages of how we carry out admissions or enrollment of our learners around the province and in the nation. We are sensitive to some feeder areas that could up becoming a threat to us. Therefore, 50% is allocated to learners coming from our primary school section door. The obvious reason is that they already know our philosophy of education and are pursuing it at a higher level. Also the systems or cultures of these schools are the same, so they do not pose any threat to us. About 20% is allocated to learners coming from the Eastern Free State, who are mostly from the rich business class families that own big businesses in Lesotho and around Lady Brand. Since their parents are rich and responsible, we do not expect them to pose any threats to our school. Another 20% goes to learners that live at the area we consider as central Bloemfontein. They are also very peaceful, respectable and responsible people. The rest 10% is the space for learners living in other parts of Bloemfontein and other parts of South Africa. We are very sensitive to admission cases coming from places in this country that are not necessarily calm and peaceful environment like Soweto, Marikanna, some parts of Johannesburg, Limpopo and Mpumalanga. Even if we admit them, we are very careful to look for ways to polish their behaviour before they graduate from here. On an area that has been a threat to us, are learners coming from purely Afrikaans schools or Sesotho schools who want to have a switch in mainly an English language school such as ours. Since they cannot speak English in their early educational phases, we do not want to have many of them here. The problem is that these learners become a problem to our teachers and SMTs that are not patient with them in giving them a chance to learn the new language first. Other learners tend to

laugh at them or make fun of them so that some of them react by becoming very disruptive even before they acquire- English language as their new language of instruction in this school.

I want to comment that the media is not negative towards us directly. Our problem is that we don't say things about our school or come to find out what is happening here as they do with the Afrikaans schools. We would have liked to see them here often when good things are happening but they seldom come. We feel that we don't get the support and that they want to promote the Afrikaans schools above our school, but to us this is not a direct threat to the problem of DLB.

I want to comment that the "X" media houses, especially the government owned ones, are very discriminatory towards us as a former model 'C' school. We feel they are jealous of us that we were formerly a privileged school and also need to be underprivileged. What we have realized is not that they are negative towards us directly. Our problem is that we don't hear them say anything about our school or come to find out what is happening here as they do with the Afrikaans and Sesotho schools in their educational programmes. We would have liked to see them here often, especially when we invite or do not invite them. When good things are happening here they seldom come. We feel that we don't get the media attention and support that we are looking for. We think the DoE of education was question and wipe out this discrimination of the media trying to promote mainly Afrikaans and Sesotho schools in this province against our Anglo-Saxon schools. To us this is an indirect challenge and threat to the handling problem of our problems over the media.

Evaluating our school within the SA context as a whole, I say; we are so privileged that even though there are small pockets of disruptive learner behaviour, but we have the support that we need, we also have the ethos that we need to sub-mount the pressures of the DLB, we have the work ethics and pride of the majority of the learners in our school in such a way that disruptive learner behaviour is now on the decrease and is becoming the least of our challenges. We are most fortunate as an SMT that we face this challenge but overcome them with a lot of ease because the school has put in place a framework that is self-regulatory to handle these problems when they show up.

Our school was founded some 58 years ago and was laid on the principles of excellence, moral uprightness and distinction. We cannot really boast that it our tradition that has kept us here, because tradition comes only with time; and tradition can only be upheld when it serves the taste of time and still acceptable by the community. By reflecting on our history all the time we have come to realize that the successes in life of our alumni, their pride and distinctions have all contributed to model our present learners to know that if they behave well they too will end up like their adults that have passed through the school. The school is so special in this sense. Since 1994 when our country change into a democracy, the black learners have joined our school only for 20 years now and they still need time to get the same sense of honour like our white learners, whose parents, and some parents- parents attended our school and model for them to behave well in order to maintain the family pride and honour.

SESSIONS ONE AND TWO: PAR S3 DISCUSSIONS

AUDIO RECORD 020 TRANSCRIBED INTO PAR S3 DISCUSSION DATA

Discussions at PAR group meetings: One of the sources of disruptive learner behaviour at our school is the dressing style of the learners. They wear very short clothes; some girls always open their chest to seduce peers and teachers. We have reported cases of attempted rape and we found out that the cause of this was the seductive dressing in school. Some learners are almost naked when they wear very transparent clothes and those that some of them refer to as 'don't jump the gutter'. We think it makes them very uncomfortable and attracts negative publicity that may result to temptations and an assault will be recorded. This has been the case, like just last week a girl reported that she was assaulted by a group of boys and when we asked of her dressing she confessed that it was very seductive, but she could not imagine that it could provoked the boys after her. When we tried to blame her for flaunting the school rules (by dressing in a seductive manner, she threatened to sue the college to court, she spoke back very rudely at us, to tell our male learners to learn to exercise self-control or else she will make a police report. This case of rudeness is just one in many that has rejected our counsel to proper dress code in the school. These days, when we see them, we are careful not to speak as to rebuke the behaviour, because we also know we have to be ready to overcome the confrontation and intimidation from the disruptive learner.

SMART PHONES: Another one is the coming of these smart phones, tablets, and ipads (social media electronics). The smart phones especially have become affordable to many of our young learners and they are using it to add to the list of things that cause disruptive learner behaviour in our school. Almost every learner comes to school with at least a smart phone. Some bring earphones to play their music or chat with boy/girlfriends. We have countless cases reported for using these gadgets to disrupt lectures. The parents of our school claim they have to always communicate with their kids as often as they like because this is the communication age. Therefore our school policy on these electronics is mild because we don't want them to think we are a traditional school that cannot adapt to changes in our society. We do allow all our learners to own their private electrical gadget. Our rule is that they should put them off in class. To obey this rule sometimes requires that we fight with them. But we have found many watching porno, films, music etc. The teacher is in front and they are busy sending watts app, to one another. Then the teacher becomes like a "cartoon" to them at this time. Their concentration is completely removed from the class lesson towards satisfying their social and emotional desires.

LANGUAGE BARRIER: "In my opinion and from my experience, most of the learners who are very disruptive in our school have been found to be in a temperamental maladjustment state. They think that every time you are called to order by a teacher or an SMT, you must react angrily. They think this would intimidate us and make us fear to call them to order. But we refuse to be intimidated and we confront their crimes adequately. Especially some of the learners who do not understand English language very well, when you speak to them (in way to correct them in English) they consider it bad and thus they react to me their principal rudely and confrontational".

"When it comes to language, if you can't understand some learners native language, their slangs and common language –these learners turn to disrupt you more .then SMTs, who can speak the native, colloquial, slang language have less problem with these learners". They consider SMTs, who speak in their native tongue as friends, and those who speak either in English/Afrikaans as an enemy, and become more disruptive to them.

Most black learners from the 'townships or locations' want that they should be addressed in their mother tongue. But the syllabus says, teaching and learning is expected to be in in English or Afrikaans. We have recognized this as one of the sources of disruptive learner behaviour. Sometimes some learners find problem of understanding the teacher who speaks only in English because they don't understand the language very well. So they turn to other learners to translate it into their mother tongue that is when they will quickly understand the lesson. The problem here is that when requesting for this mother tongue translation they tend to disrupt the rest of the class. Sometimes, when the explanations in the mother tongue seems not to be clear, the learner will not know what to write, some usually become frustrated because they cannot express themselves in written or spoken in English.

Some learners are negative towards learning, since back home they were told things that happened in the time of apartheid. How Afrikaans was imposed on their parents and the way they resisted the marginalization, some of our learners do not like Afrikaans or English holding that their own language is

being suppressed for a foreign language. To show their disapproval some learners become disruptive in class. As their teacher, I tell them not to over react on this language barrier, but humbly learn these languages because I have observed that most industrial working places use Afrikaans and English as their working language. Therefore, they have a better opportunity tomorrow when they graduate and are in search of good jobs. Nevertheless, some learners have refused to heed to my counsel, they prefer to disruptive lessons because they cannot participate in the medium of instruction.

I understand their point, but there is nothing I can do but to propose that as SMTs we should facilitate the learning process of these kinds of learners. As soon as they are identified, I suggest, we write to their parents to speak to them on their concern. They need an open mind before we can go ahead to propose language orientation classes. These classes would be mainly for learners who need to upgrade their language skills in order to better follow up their lessons and improve their understanding for better behaviour and academic results.

SEX IN SCHOOL: Some learners don't care where they should have sex, "I have found like two couples in the lift students doing it there. Some of our girls end-up getting pregnant from here. I also realized from their medical reports, that some learners got infected with STDs from fellow learners because they have indiscriminate and unprotected sex. Some lecturers have been reported on sleeping with learners. These poor sexual habits at the school premises have increased the level of learner disruptive behaviour.

The government insists on putting condoms in the school offices, toilets and library because they want them to have protected sex. The school policy refuses to openly display these condoms because we are a school that does not want to promote sex in school, which increases disruptive learner behaviour. Some learners have asked us why we have made this available on campus, and we respond that sexual activities in school promotes disruptive learner behaviour like rape, incest, premarital sex, transmitting sex diseases, and misplace priorities of some learners.

To imagine that the learner comes to school and have sex in school, it's unimaginable. They do, last year I use to find a few 'couples' were doing it. Where? They do it on the unused classes. The other evidence is the presence of used condoms around the campus. It's not uncommon to find condoms in the bathrooms and toilets of the school, which means they make it there. The DoE require that the school puts condoms in the toilets, bathrooms and offices—but we don't because we want to discourage them.

ARMED LEARNERS: By experience, I have seen evidences of disruptive learner behaviour around this college. Learners are moving around with dangerous weapons like, knife, guns, forks, nail cutters etc. if you try to talk to the learner about his/her mistake, at any time, if there is a confrontation he can pull out the weapon. It is said to know that some of these guns are licensed by the government? Some learners that are very disruptive take drugs, some have been seen on the school premises smoking, drugging etc. "when a kid is on marijuana then he/she has lost it" if you try to confront them in that state, they will surely fight back or harm you the educator.

SUBSTANCE ABUSE: A good number of our learners are indulged in drinking alcohol at any time during the day some find it normal to drink alcohol. Even after we banned it in our code of conduct, put up stickers and announced it etc. some of this learners says it's their life and the government has not stopped them, the bars sell it to them etc. The rate of learners smoking is very high. We see them during break and other move out during the class time to the toilets and corners to smoke. After abusing these substances some come back when they have become high. The consequence is they speak very rudely to anyone of us in the SMT they are ready for a fight with anyone of us the SMTs or their peers.

SMTs respond with CP:

From what I saw, this guy had repeated grade 8 twice, he was also bully and challenged many teachers of his class. He never loved studies, he never did his assignments, he made very small improvement in his studies and at the end of the year he could not pass onto the next class. Then I said to myself, there is this saying in Zimbabwe that "the ears of an African child are behind the buttocks". So, I decided to catch this attention by doing what was never expected by one. The goes that, this learner was wearing his hat in class even though the school rules forbade that. When I would look at the board, he will put on his hat and the entire class will laugh. Upon turning, he will remove it and also pretend to laugh to confuse me. I ignored it, and pretended as if I did see it. It went on like that five times because I wanted to sure it was him. Then small girl said to him, "X", stop disturbing the class and don't wear the hat again or I will point you to the tell the teacher it is you." The boy spoke out angrily at her, "keep quiet or I will deal with you!". When this happened, I developed some courage and turned to him directly and commanded him to stand up. He responded by removing the hat and stood up, everyone in the class was laughing. I walked straight to him and he frowned (thinking he we was trying to intimidate me, as he has been doing with other colleagues, I said to myself, "this boy, has been given a lot of freedom and today I will deal with him. I

pretended I knew nothing about the hat and rather asked him some questions such as; “X” why are you not writing? He responded reluctantly, I left my book at home. Then I asked again “why did you leave your book at home?” He said, he said he thought it was not necessary to carry the book to class today. Because of what he had done earlier –I became very angry at him, and slapped him very hard- straight across the face, and he fell on his seat. I knew it is not allowed-so every learner in class was surprised. The learners were very quiet and a few went out of the class, out of fear. The attention of the teacher next door was drawn to it and then he came to see for himself. He came and saw the disruptive learner face looking very red, for he was crying and my slap also changed his fair complexion to red. After some time this learner sat there sobbing very quiet in class

My colleague was very surprise at my action and he asked me Mr X, what happened? I answered, I just slapped him. He said “what”? You did...What? What happened? I told him all of what happened. Then he said to me, the police are going to come here very soon. “Why can’t you ask the learner to forgiveness you, so that, he doesn’t inform the police and you will go to jail? Then I saidNo! No! No! .I cannot ask for forgiveness, for what he has done to my class. I know it is not allowed, but I also know he deserves what I did to him and I am ready to go to court or worst still be jail.

The other learners who rushed out went to report me to the principal and deputy, while others called the police and the guy’s parents. After a short time, I was invited for interrogation by the principal for breaking the law against corporal punishment. I told them everything. Then the principal said to the boy; “‘X’, you got what you have been looking for today!”. Then he turned to me and reminded me “Do you know that what you did is not allowed? Then I said. “Yes, I know, it’s not allowed, but this boy tempted me, to do what I did, and I don’t think anyone is going to ever do this in my class again. The principal said to me; Yeah, Mr ‘X’,I don’t think anyone will ever do anything as silly like that again but let the police and parent be here for us to resolve this before we talk about that. When the police and parent came a few minutes later, I was asked to tell my side of the story and the learner his side. The father asked me: “how did you get that courage to slap my son? This boy at home, we don’t even say anything to him, assign him to do any chaos and he always shouts back at us. You must teach me how you courageously did it for us. The dad defended me and closed the case by asking that he wants to take him home. The police advised me not do this to another child, or I will be charged. A week later, I was not on talking terms with the learner. But after the 2nd week, the learner said to me –“Sir, am sorry for what I did.” Then I said, what are you saying? He insisted he was very sorry. I told him, you must not say sorry to me, because I was not affected in any way. You were disrupting the other learners. Because if we’d called the parents of the other learners and tell them what you were doing in the course of my lesson, they will not be happy, because you were disrupting their children. So, you have to apologize to your classmates. To my surprise, the next time, when I went to the class, this boy asked permission from me to talk to his classmates, and then I said its fine. “He said, I am sorry for that day, what I did, I deserved what I got, and I will never do it again. And from that day- I became one of the best teachers at the school. I learnt that some learners are disruptive because they know that they’re protected by the law. But the Bible itself it says; “Don’t spare the rod and spoil the child”. Yet the government has ignored the bible and banned the rod so that the child can spoil. I think there was not enough research before taking the decision to ban the rod because if they did, their approach would have produced better behaved learners. Our principal had been advocating “controlled corporal punishment and not complete outlawing it.” But that we do this with his consent and tactfully when a learner is physically abusing another or a teacher.

From what I saw, this guy had repeated twice, he was bully—but after the act, the guy really changed. He loved studies, he did his assignments, he improved gradually and at the end of the year he passed on to the next class. “The ears of an African child are behind the buttocks”. Rather we have recommended ‘the stick carrot method’; where you have to spank a child, and later you give a gift to the child to pull the child towards you. The Bible itself it says; “Don’t spare the rod and spoil the child”. Yet the government has ignored the bible and banned the rod so that the child can spoil. I think there was not enough research before taking the decision to ban the rod because if they did, their approach would have produced better behaved learners. This is not the case, our school stands for “controlled corporal punishment and not complete outlawing it.” We do this with the complete consent of the parents and also tactfully.

Some have argued that “CP insults, abuses and can lead to low esteem of the learners”. An SMT narrates her experience of CP from the mom asking the SMT to beat her openly at the morning assembly she lost her poise to study from that day and for a long time. But later to avoid a repeat, she worked very hard to please her teachers/parents to be a well behaved child. “I did it out of fear for the ‘rod’ not because I loved studying. The CP rather made me to study out of fear and the shame and low esteem I had on that day.

Protecting learners from CP in this 21st century where kids grow very fast, their reasoning is much smarter and their operations are complex. From the new technology and communicate, they have simply gone wild. This too much freedom we have given them has spoiled so many and instead has eroded the moral of our school and society. The freedom of learners in the educational system is making us pay the price of dealing with very disruptive learner behaviour in our school. Some who are ready to humiliate and intimidate those of us who have been asked to make them up right.

WE HAVE FEW SOLUTIONS

How can some of these disruptive learner behaviour challenges be handled in our college?

1. I suggest we carry out a revision of our school rules and regulations in order to make it reflect the various kinds of disruptive learner behaviour we are experiencing in our schools today. Some of the issues that our school code of conduct seem not to address include; the dress code for learners, the language factor, the use of smart cellular phones and other electronic gadgets in school, the issue of sex in school, learners bullying activities, learners with fire-arms in school, the learner substance abuse, the use of corporal punishment when handling extreme disruptive learner behaviour, and disruptive learners who are violent towards SMTs.

Under this reviewed code of conduct, I am suggesting that instead of saying, “put off your phone in class,” it should now say “non-tolerance policy on mobile phones and any other electronic gadgets on all learners on the school premises.”

Conditions conducive:

I suggested some time ago that we carry out a revision of our school rules and regulations in order to make it reflect the various kinds of challenges we are facing with disruptive learner behaviour in our daily experiences in this school. I am glad that it was considered on the grounds that the problems we face today as educators are very different from other colleagues yesterday. And we cannot use yesterday laws to deal with today's problems because they are different. Some of the issues that were in our old school code of conduct seemed not to address some the things we have been battling with such as; the use of drugs, the official school languages, the use of smart cell phones and other electronic gadgets in school, the issue of condoms and sex in school, learners bullying school leaders, learners with fire-arms in school, the outlawing of corporal punishment when handling even the very extreme disruptive learner behaviour, and disruptive learners who are violent towards us (and our rights are not protected). Under these new code of conduct, we now have our concerns addressed and we are poised to implement a transformed disciplinary school policy.

My submission regarding learners who have sex in school, they should be severe disciplined for it. I think we should make our mark on the fight against rape and other sexual offences by considering it a ‘criminal act’ for all learners who think the school ground could be used as their ‘hotel’ for sexual activities. The crime should extend to also include attempted sex, pornographic material, and any dressing that suggests sex appeal (would hence be treated as a school sexual offence). They must appear before the disciplinary council for hearing, and subsequent expulsion.

I am suggesting that learner bullying should include, both intended and non-intended forms of bullying. This means any those whose actions could be interpreted as bullying, even when they claim that it was intended to serve as such, would require going in for detention or some other correctional activity.

Talking about those learners who are found in possession of fire arms, (be it licensed or not licensed) they should be treated as ‘suspected criminal’ capable of committing culpable murder. This means their crime require a disciplinary hearing and expulsion.

We have been relaxed on the issue of substance abuse and had limited the scope that is why many of our disruptive learners involved in this crime argue that the substance in their possession was not listed on the code of conduct. My suggestion is that substance abuse should be considered an all-inclusive term that covered all forms of drugs (tablets, liquids, capsules, injections, and so on); all types of cigarettes (from the most simple to the most complex), hard drugs (from marijuana, to cocaine and anyone in this category) alcoholic beverages (all the brands and non-branded ones included), to food and other drink abuses and so on.

Let be also add that corporal punishment should be used on any disruptive learner behaviour on this campus. We rather suggest that if in extreme violent disruptive learner behaviour, if it becomes necessary that we apply corporal punishment as a means to stop the violence we should do so cautiously and lovely. We are in way licensing the possession and use of corporal punishment, please take note. This point we hope would not be interpreted as contravening the out lawing of corporal punishment in our school.

Lastly, we promise not to take lightly, any disruptive learner behaviour that directly or indirectly turns out to become an assault on an SMT who is there to resolve the crime. In the past, we have been putting on detention learners who turn violent on SMTs, but with the increasing rate of this activity, we are stepping up this crime to be settled with expulsion. That means, any learner who decides to act on an SMT with physical violence, shall be disciplined with an expulsion after a fair hearing.

Our hope is that the college disciplinary committee would incorporate these modifications in our school code of conduct. We hope it get tested, revised and finally endorsed by our SGB and SMTs. Let us not forget why we have decided that these rules become stricter, it is in order to discourage disruptive learner behaviour.

2. Colleagues let us not forget that we had earlier identified the need to beef up our safety and security system as a measure of assisting us reduce the cases of disruptive learner behaviour in school. This means setting up more gadgets and personnel to upgrade our school security such as; many more CCTV camera, new security guards for patrol purposes, more security guards at the gates and doors, and more alarm bells and other safety equipment that would assist us in time of trouble and warn any intruder or persons in the school that our school is protected against dangerous elements.

3. We have learned that when it comes to being prepared against activities that could disruptive our school, we must not overlook certain causes of disruptive learner behaviour and paying little attention in handling them. I want to mention here the case of admitting Sesotho speaking learners and forcing them to do all their studies in the English language is a practice that produces some disruptive learners if we do not have the facilities that address the sensitivity of their needs. This has to be handled by including an English orientation course for all non- English speakers to avoid this problem in the future.

4. A colleague was saying that we need more workshops in order for us to be better equipped to handle the challenges caused by disruptive learner behaviour. I wish to also submit that human beings cannot be work-shopped. I say so because the word workshop suggest a situation where inanimate tools or instruments are being manipulated by a so called 'expert' to produce the kind of results that 'expert' had predetermined for the tools. It is imposing the power of the expert on the objects to bring the predetermined results from them. This is not what the team expects to happen to members of the SMT; but rather that they would prefer to hold mutually empowering meetings where everyone is put at the same expert level and we all brainstorm and come into agreement on some common positions that could be mutual empowering for every one of us in order to overcome the challenges of disruptive learner behaviour. In this approach I suggest that when we come together in a mutual empowerment meeting, any one could bring up some mind stimulating concepts that we can learn from each other, share the new knowledge, interact and give and take new ideas. In this way I believe we shall build the skill and knowledge of one another in order to handle disruptive learner behaviour as a team working together.

5. I think our PAR group should realize that our school would be better able to handle cases of disruptive learner behaviour when we make our learning environment open, interactive, sharing, and problem-solving at team level and mutual empowerment in order to face the challenges that are coming our way. We must learn to always analyze and discussing challenge with open minds so that streams of new ideas could be allowed to flow in as build our bank of knowledge for what may be coming in the future. The point I am making is that our PAR group knowledge of handling disruptive learner behaviour would grow in leaps and bond- because we often come together; we seek for ways to help one another. If we follow all these team dynamics, I think our strategies would be able to really empower each one of us as we work together to resolve the challenges we face from disruptive learner behaviour.

6. Again we are agreeing to evaluate any new approach that would be attempted the coming academic year. This involves seeing how predictable it would be able to assist us handle the disruptive learner behaviour. We must promise that as members of the team, we shall keep improving on each other's skills, experiences and knowledge. We are seeing the need to develop our school based support units at the implementation stage of this study such as the services of the following; social workers, psychologists, pastoral care, counsellor, and any other staff member that can assist us to deal with our safety and security problems.

SESSION 2

ORIENTATION FOR THE STUDY:

Let me open this session by inviting all the colleagues on this table to consider that we are here not to listen to any expert lecture but rather to brainstorm and share ideas that would assist us answer the question of

how a framework could be designed for us (the SMTs of Sandton College) that would help us handle the challenges posed by disruptive learner behaviour in our school. We should all feel very free to ask questions to for the team and to each other to enable us respond to this question and seek a common voice as SMTs to handle our daily challenges from these learners. The mood of this meeting should be one that encourages openness, humility, respect for each one's opinion, and hope in the face of our despair, tolerance and accountability for each other. We need to support one another so that the problem that bothers this school's SMT would be identified and attempted resolutions proposed, tested and principles drawn for us to forge ahead in our job.

Do you mean we should take ownership of this study and what role would our researcher play in this study? Let me answer that worry (the researcher is speaking), my role in this study is that of co-researching with you guys (SMTs of Sandton College). I would really support the coordinator's statement (which I earlier briefed him) that you guys should take ownership of this study because you are the ones they have own know your problems with the disruptive learner behaviour. You are also the ones that have the solutions to those your problems. I am here to inquire from you how you best know this problem, how you have been going about it, the challenges you are still facing and how we can together design, test, review and adapt a framework for us to go ahead and jointly handle the challenges we are facing due to the disruptive learner behaviour.

I am glad that we have decided to take our responsibility by accepting to work together in the PAR group. Let me also appreciate colleagues who have accepted to take various assignments from the group, form the coordinating committee and accepted to dig out their solutions to the problem.

This means we shall generate the questions, produce the answers to the identified questions and attempt solutions to our problems. The researcher shall provide for us some guided material from the literature from where we shall raise more stimulating questions in order to focus on the areas we think would help us design the framework to handle disruptive learner behaviour. That would not be a problem, because one of responsibility is to stimulate the discussion with insightful information from the literature and I will be glad to do that (researcher speaking).

Research agreement: The PAR group coordinator was agreed upon to be the Vice Principal (this was unanimous, since he doubles as the head of the disciplinary committee of the school and is the oldest member of the SMT in the PAR group meetings). He then assigned the coordinating team to work very hard towards the setting up a good plan of action that would later be implemented, evaluated and adapted to the needs of the school. This involves issues discussed, resolved, action plans, report on the implementation, evaluation of these reports, reshaping some previous principles and agreeing on a workable praxis that would re-evaluated after one year of implementation.

Also, they agreed to ensure that there is continuity after that follow up has been done. With all the problems identified, and solutions provided by the PAR group. It is necessary to go further to discuss 5 approaches of implementing the solutions already identified.

The Medical approach: where in SMTs face challenges from disruptive learners could be identified sent to a psychiatrists or psychologist, who will look at the causes, symptoms and treatments.

The needs based approach: The SMT owns up that he/she needs help and coordinating team (in our case) will consider which kind of referrals to make. Is it to see a pastoral care giver, a counsellor, and psychologist and so on?

The deficit-based approach: All the SMTs come together, discover what skills are lacking amongst them and then provide the solution thereof for the team.

The eco-systemic approach: This approach says that the SMTs that is affected from the environment of the disruptive learner behaviour. See what both are greatly influenced with socially, politically, economically, family etc.

These problems identified, are now resolved according to factors identified, these are set, based on the approaches to face the situation from the problem-solution centred manner. These approaches provide lots of contributions, positive capacities within the SMTs and outside the SMTs. So that, we can take advantage of these factors to support the SMTs overcome the challenges they encounter from the disruptive learner behaviour by helping us overcome them. Through these approaches, interventions are only made with the assets that are amongst the SMTs reach. Can X college use any of the 5 approaches to handle SMTs are overcome the challenges SMTs are facing from disruptive learner behaviour? The PAR agreed that since the problems manifest variedly, they have decided to combine all problem solving approaches to handle the challenges. The basis for this integration is that not all the problem- solving approaches (taken independently) can solve all the schools problems – since we have so many problems.

The SMT's would better cater for all the problems that we have by respecting the leadership style of the principal that commands the use of a particular problem.

Example: "when an SMT is badly hurt because some learners chat with the phones under the desk, you need to look at what really hurt the STM badly (i.e. what angle is he/she looking at the disruptive behaviour) before you propose a solution there of. The solution to this challenge may differ- from SMT to SMT. Another example is when an SMT who goes out with a learner's boy or girlfriend, may have provoked the learner to disrupt by chatting under the desk and the learner is intentionally hurting the SMT. While, another learner's smoking or drinking partner is the SMT; this may result in the learner believing that they are friend and the SMT nothing apply the school code of conduct to him or her.

The SMTs in our PAR group agreed that an integrative approach would be best should intervene as the nature of the challenge determines how many approaches may be needed.

What do you think can threaten such an approach?

My suggestion is that before we agree on how we shall approach a certain challenge, all of us as SMTs have to share in the knowledge of the challenge and the options that exist to handle the challenge we are currently facing. My own comment is that colleagues we should never take as personal the various problems we are facing at the hands of this disruptive learner behaviour here in school. I suggest we must treat all of these as professional related challenges. Also, we have to continually educate ourselves on the problem management skills related to our job. Such that when problems come, we have to be as professional as possible to make contributions in handling them. My point is that colleagues that would personalise SMTs problems could lose focus, become very emotional, easily become biased and act in an unprofessional manner. I accept that we need to enhance our individual and group leadership skills, always consult with each other and make informed decision that fall within the law and are adaptable to our system.

The strengths of the integrative approach

The approach demands that when SMTs come together to resolve their challenges they must touch all the possible angles / approaches / frameworks of solutions before evaluating which ones could best resolve the matter.

Secondly, SMTs who are challenged by these learners should never be discussed by other members, when a person concerned is absent. These calls for open, frank, and contributive discussion by all members of the team, to assist each other build a great supportive relationship among themselves. This sharing spirit enable each member of the group to develop independent techniques for handling other similar but different challenges caused by disruptive learner behaviour.

When SMTs guide and counsel each other, it empowers them the more to face the disruptive learners on the campus. This peer coaching is wonderful it is involves sharing in group forums where they sharpen one another.-Integrative framework also means –whole school based approach, where the team approaches the matter from one voice not independently. The colleague who may have gone wrong is cautioned (in the closet) and the group's resolutions are practiced in the open. Every learner with the method, there's freedom of expression, and all democratic practices are implemented in the group. When everyone is involved, the power is stronger to resolve the challenges.

Obstacles that could scuttle the strengths

Hiding the cause of the problem may become a scare-crow that could hurt SMTs not to resolve their problem. Avoid learner's participation may be dangerous to apply any successful approach to the SMTs. The learner's side must be considered by SMTs in order for the SMTs not to be the one provoking the challenge being resolved. The limited knowledge possessed by the members of the SMT one's various approaches of handling disruptive learner behaviour is a possible obstacle to scuttle the challenges faced by the SMTs.

Illustrated this PAR group agreed that very few of them are knowledgeable in education psychology. The two members of staff with Bachelor of Education have done it becomes a problem to implement such an approach. Another obstacle is that those who're knowledgeable, some are not flexible to take instructions from fellow SMTs. A case in point is the age factor which I believe may hinder the handling these learners and give out the instructions to fellow SMTs. We accept that some SMTs are too young and may not be bold enough to counsel those colleagues who report cases of disruptive learner behaviour.

Nevertheless, the senior admin are young but very humble and open to advice. They have good listening skills and willing to dialogue with fellow elderly colleagues. "If you have someone who listens more than speak, that person can learn more and acquire a lot of experience to coach colleagues on ways of

empowering one another.” To implement the integrative approach it sometimes takes high intelligence & experience.

“Here at the college, we have very experienced and intelligent colleagues.” We learn very fast in solving problem are face myriads of problem daily weekly and monthly in our life .I believe the number of problem an adult can solve , is the quantity of experience that person has built / gained. It’s good to learn very fast on how to approach thing.

Also, we enjoy a huge experience in our SMT be we have people from different nationalities. What we call a problem in Zimbabwe, Zambia, and Lesotho to SA. Is different our problem solving methods are different so we harness all these problem solving methods and face our colleges challenges from a reparative of solutions coming from 4 backgrounds-where our staff members originate.

Another advantage of the group (SMT) is their variety in terms of work of life / academic experience. The proprietors are business managers; the principal is the certified accountants while the deputy comes from the natural sciences. Before they gathered here, they all have come from different in to full time trade business before they opened the school. The principal worked in a hospital on a finance administrator, while the deputy principal was involved in agriculture-at a fruit plantation on a manager. The HODs were teachers of various subjects before they got appointed and HODs.

There rich, diverse and complex background of the member of the SMT it was Acknowledge brings together a bank of asset that must be taped into draw strengths that world help provide the needed capacity for the SMTs to handle disruptive learner behaviour.

The plan of Action

All the things we have proposed as constructs to overcome challenges experienced by SMT disruptive learner behaviours cannot be handled by one man, or a top to bottom approach etc. But we need team work to implement these approaches. We must continue as different members of the team, keep getting skills that are needed to empower the team. Continuous leaning is recommended from the persona level to organised level.

We must try associate in different members of the SMT in other school, improve what we are doing. We must be invited for in service training programs-where intellectual discourses are shared, skills are enhanced and mutual empowerment is promoted.

The main thing is that while there shall always be disruptive learner behaviours, the minds of the SMTs should also be expanding on how to catch-up with overcoming them –with current approaches. We must always be ready to meet-up with our new challenges. The administration should invite some professionals on campus for in –service or refreshed courses an how to cope with these challenges. We need team-work which would prepare us to be practically democratic.

I think this college is democratic but to improve it. Are we going about the handling of these problems democratically? The answer is ‘yes’. We are working practically on democratic terms in this school. We are acknowledging that there is a need to take our responsibility so as to make the vision, purpose, and mission statement practical and democratic as proposed by the SGBs. The intention is that we are daily implementing the purpose why this school exists by carrying out our work diligently here at the school.

Another recommendation is that the resolution that are aimed at enhancing the SMTs vision of overcoming the challenges caused by disruptive learner behaviour must be in a way that the school’s purpose, vision and mission statement are being fulfilled.

Solutions by SMTs of Sandton on how they will handle disruptive learner behavior

The code of conduct must now address issues of indecent dressing. Many learners seduce lecturers today through indecent dressing (wearing short thins, make-up and some.

We not accept mobile phone use in classroom. We’ve tried to have our own policies where it stipulates that learners who disruptive the school, they/their parents will be invited for a disciplinary hearing. Those that comes with dangerous weapons will be given an indefinite suspensions offer after the same hearing

For sexual immorality we plan to organize counselling for such learners to be done by those from HIV/AIDS department. We will plead with the facilitators to appeal to both learners and staff not just to teach them how to use their freedom/discretions to live irresponsibly, but to appeal to their consciences to live responsibly, practice abstinence and take such behaviours for array from the school premises

Also for taking drugs, we should make a firm stand that those drugs use not permitted on campus or used outside and brought in school.

Experience has shown that when our learners and their parents sign any document, they may not completely stop the behaviour, but they are aware of the consequences when the school goes ahead to prosecute them. This makes some of them to practice some self-control

The lectures have regular staff meeting, at the beginning of the year we've agreed that when a lecturer comes to class and find learners playing with their phones, they should be sent out. Another strategy added for prevention purpose, is to put notices around the compound and in the classes insisting that "cell-phones are not allowed in class." The SMTs acknowledged that most of transfer cases that come from private schools are better behaved than those of public secondary schools.

What the STMs agreed is that they would respect the code of conduct to make the learners develop a high morals, pride of the school and to value the school name (legacy). SMTs acknowledge that same activities found in schools will make learners less disruptive. E.g engaging learners in school clubs, teams, and other extra-curricular activities.

Creating SRC/RCL where leaders are voted among learners who were resolved to be one of the ways of empowering the learners to be well behaved. A great lacunar in the work of the SMT this academic year is that they did not do the jobs. No SRC was organized, no clubs, no extra-curricular activities etc. this may have been responsible for the high rate of disruptive learner behaviour. Come 2014, the SMTs are giving the coordinating committee the vote to put all these things in place so that indiscipline might be curbed next year.

The reason why these clubs could not be organized, the SMT said it was financial, numerical and other managerial crises or change of leadership etc.

It is worth noting that the learners this year had organized themselves and demanded the SMT to put for them an entertainment function of dancing, music, field trip to Pretoria, picnics etc. They learners refused sporting events this year during a general assembly meeting. These were apprehensions as to why the wanted picnics and dancing. It was noted that one of the elderly guys was reported as asking to sleep (have sex) with one of the proprietors. This learner was not in drugs, or drunk, so if the school organizes such a party it may promote more disruptive activities.

The school did not write any more laws apart from the code of conduct. The argument is that once on school ground, the learners are in class. Secondly the learners can be instructed with additional rules as the need may arise? The school rule, the PAR group agreed, will be used in a separate disruption, to evaluate the implementation of these things.

The SMTs agreed that groups is very important in the life of the school because it is dreaming some outcomes that will develop the school for tomorrow. Also the SMTs agreed that it is their duty to both support each other and also the learners to become better human beings, more responsible citizens' parents/adults in life. They acknowledge that the more practicable the framework could move towards this goal, the more will build that future for her and those who pass through the system

Since getting an education is not only a certificate, but the transformation of the mind and lifestyle of the SMTs should intentional model the mark that they want to imprint on all the learners. It would be left for the learners to accept the moulding process or refuse it only to have themselves blamed blame and not the school (which had acted as the agency for change).

To illustrate the point above, an SMT narrated a face book chat he had with ex-student of the college, where the ex-student is saying "Sir, if had I known, I would have listened to you. Today I am HIV positive, and my child as well, we are all very sick and dying. If I had listened to you my life would not have been like this today".

The point of the SMT is that, each member of the team should be bold to speak and stand up for what is right and educate the learners by their example. Again, they saw this experience as recreating the name of their school in the eyes of the public. They start dreaming of a SULE where learners who come with all kinds of problems (drugs, sex, violence etc.) but passing through the system, the person will begin to adjust and be reformed into a different person that to the efforts of is framework being build today. Towards this goal; the SMTs agreed to put in place a framework (program, service, structure etc.)

That includes services of; Medical experts, counselling experts, social worker, parental care etc. Someone to build/transform/mould the human being. It was argued that SA has a plethora of institutions that can mould a human. Why should the school not focus on their curriculum and leave these services out. From another argument; the family is there to mould children should we think loco-parentis. The SMTs argue that the DOE does not tied this structures as an imperative for all schools that is why this school from this birth did not take it as a mandate to mould the lines of their learners. Talking of school-home cooperating to mould learners, the SMTs complain of how parental involvement with the school towards achieving this goal. How can we get them more involved?

Illustrating how local parentis has been difficult at the college, an SMT recounted the story of a learner who commented a serious offence and was invited with the parents for the disciplinary hearing. The parent

could not tolerate the son's actions and decided that the SMTs to discipline the child. There the child instantly began to insult all of them (from the parents to the SMTs). The result of this is that the SMTs decided to hand over disruptive kids to the parents care.

"We make calls every single day, for learners who been absenting school for week and over, the parent many respond "eh... that one, is not coming..? I'll to him....I'll keep trying to talk to him" or "I've talked to him and he does not want to come anymore and ,I don't know why" or " that one went to the competitions in Pretoria for dancing , so however how much you want to help a child , even with the parents help is very hard.

The SMTs acknowledged the external opportunities that exist outside the school environment which could assist SMTs, learners overcome disruptive behaviour.

"Everything seems to exist in SA, public/pirate institutions, psychologists, counsellors, social workers. Parental care, security services etc. but the main thing is that the homes are quickly failing. Parents are failing to build strong families; their children are not well built up

For example about three couples have been called by the office here to come and pay school fees , rather they come here and they were fighting "this man since , since I had this child with him ,he doesn't know how to pay school fees ". The other will report "I separated with her, she took the child from me, so, she should take care of the child. This child owed all the fees and the parents were busy going to courts.

Instead of handling the needs of the child, the outcome is she becomes very disruptive as a result of her parents breaking-up. The parents were easily discouraging some of their kids to go and get married or get men who can help them, because they are running away from their responsibilities. This means the learners are left to themselves. SMTs usually share their life stories with some disruptive learners, to motivate that they did not come to this level by accident but by endeavor and hard work

Another illustration of a parent who came to collect the child's certificate ." We explained to her why her child s not getting a certificate, she keeps writing and failing and there is no way the exams board and certify a failing student. When we told this to the mother, she got very angry, hit the table, shouted at us and insulted us with vulgar language in the presence of the child" all we did was to ask them to go out of the school premises.

You can now see why some kids are very disruptive, because their parents too are. It seems like is the culture in some of the homes. Some learners are this adamant to be. Talking in the services that could be put in place to help disruptive learner behaviour. Talking on the services that could be put in place to help disruptive learner behaviour. The SMTs believe DOE should set up the services and sent these professionals to the schools. Also, the procedures should come from the DOE. There was a misunderstanding on what services a school should offer learners/staff. Some said the DOE does not require a psychologist or a sick bay. If there is an emergency in health, you call the department of health to assist you.

Another argued that DOE expect each school to have someone with a certificate in first and to assist each school, in care of emergency. Social work should be done by the teachers not an expert. For counselling; teachers were asked to do the job. "An SMT experienced her frustration where learners found receipts of payments to attend classes and they were caught by the school authorities. When the police was called, they did nothing. They told us there is no prison for children below 18 years"

Elaborating this, another SMT said, is because the college is owned by a foreigner that is why the police behaved this way. Nevertheless the SMTs were determined to attempt to put in place some of these services. The reason why this services are needed is because emergency could occur and the school need to give first aid and will not be found wanting. E.g. a bleeding learner after a fight, someone who collapses, other who is traumatized etc, may need some basic help.

Could these SMTs get some of this basic training?

One way out is to employ already skilled persons in the area of the educational sciences who are equipped with this knowledge; so that when they are experienced they would serve as members of the SMTs. In this dispensation, it does not help a school to cope with these challenges when they employ just those who are university graduates in a particular subject.

It is a free world people do what they want, where they want and how they want, without the consent of the child. E.g. a child's father dies, they tried calling but he refused to pick, they called the school and we tried to call him but the child refused to pick. What they are implying is that it's a free world. Another way forward is for parents to come on the day of registration with their child and get SMTs contracts to keep in touch, because some only pay but do not bother to follow-up the child's activities in school. My child has been at home for two weeks is there still school.

Eco-systemic approach

One of the ways to benefit from the eco-systemic component in our school is to also consider that during employment of teachers and appointment of SMTs only guys that already possess the skills required for the job are employed. We have failed to always think that new workers will learn on the job, but sometimes the damages they cause are repairable and they hurt they receive could hardly be healed. It does not help a school to cope with these challenges when they standards are not strict on skills, training, job experiences and contribution to the reducing of the challenges we are already in. For example, if we need counseling we shall get a counselor; for it is time for us to stop practicing 'jack of all trade but master of none.' We really these professionals because our teachers are carrying a lot of burdens and baggage of problems they never bargained for. They get overwhelmed when it becomes complex disruptive learner behaviour, and they report to our office that some of the challenges are more than them. We Are in a wise arguing that it is a given that professionals could handle all our complex problems, but as we stated in the school vision and mission statement they would guide the way we go about it, and the reason we should implement these things because we are dealing with problems that armatures can't venture to come and in to do, try and error.

These services are sometimes very important for a college like this. For example, last year this college had a full time pastor "Moruti". He did a lot of pastoral care work here that is still being quoted this year. His services were terminated because some people have criticized him that he is not from their religion and that he was biased in his pastoral care. I really regret his absence because he was a great support to us to handle these young people who have been given in our hands. We really these assistant because it is an open secret that our currents are carrying a lot of burdens and baggage of problems and challenges; and we are not very equipped to handle them all, unless we are assisted. If we only give them education, by this I mean, teaching them subjects for examinations and certificates, then they will go out from here and become moral failures in life"

The school vision and mission statement must guide the way we go about it, and the reason we should implement these things because we should be a school of reference

We need short courses amongst STMs to help in the work of transformation. The proprietors were apprehended, whenever you push these kids not to smoke. Sex and drugs, they will leave this school for another and being a private venture, the business will collapse (because they have alternatives). So they will want the glory to carry out these services, not the school. Part of the marketing of every school around the world is the kind of skills that the school offers to her graduate both moral and academic and social skills. When someone comes here, what will make that person to say; Sandton is different...

Morning assemblies: is going to be very hard for Sandton to have morning assemblies because they compare themselves in the CUT/UFS that they are not in a high school). At the stand of the semester, there should be a general meeting where all learners they will come but in the course of the semester the will not come again.

The plan of action is to put a counselling team in place-for the learners to make use of. Some may not be interested but things could be far marketing, even though one of remarkable marketing strategy is to put picnics and entertainments activities to them. Bringing in place these services that are needed for building the learners /SMTs skills: SMTs could take these courses, one already volunteered to take short term courses on social work.

The SMTs fears highlighted included: Changes can take place in the SMT, the learners are not all kids some are adults. The environmental influences are very strong to permit change. Experience has shown that most of the learners think the same – they know their rights, their freedom and the independent minds, so trying to suggest changes might be hard. In the LR it can work. It needs to be tailored made. We need to be soft towards them. There is a spirit of competition from the society, to glorify, family and individuals. For short blouse/skirts, the college has T-shirts to be worn in some days. But they refused (others cut their sleeves). If you stop them from wearing it some may become violent and fight back or go away. Some can study, in more than one school and if you become strict, they will go away.

Culturally, the Sesotho people love to use the weapons in their dances and so it is used for fighting, self-protection, and other hot temper to fight and enemy. So it is easily manifested in the colleges. "The mistakes of a teacher are up and down the streets, and the mistake of a lawyer are behind the bars". This is a saying by Zimbabwe parents. By the end of their discussions we should calf an identity for the college.

Transcribing of records from Sandton College: SESSION 3

It's an interactive discuss on how to improve on school management. How can learner's disruptive behaviour affect the college (i.e. affects the success of the school is whatever goals have been set.) The discussion came from what they think, experience or read and interactive reaction from members.

Topic: The S.A Government has outlawed corporal punishment. No educator should use a punishment on a learner. The text that says those who violate this shall be prosecuted. The government suggested that SMTs/SGBs should come up with different strategies on how to cope with the issues that come with dealing with such learners.

What do we consider on a learner being disruptive? Learners here are not handled well from their homes from childhood. So when they grow up it becomes very difficult.

Manifestation of DLB including: The are smoking, taking too much drugs, receive learners in that category. When they come here it's very for SMT to control such learners. You might see such learners not having respect. When SMTs talk to them some may sometimes end up fighting them.

Some move with guns..... Many wrong things are going on around the college and the law that bans D.P. may have contributed. Talking into my own background, we were brought up to know that in case you do something wrong, you will have to get punished for that from your parents at home/ com touch them munity or teachers/ seniors at school.

But since the law that learners are not supposed to be punished that way, I think it is affecting all of them be even when you try to find measures on how to stop this, it is very hard. The kids here come to school with this thing in their mind that no one can touch me or me.

Some them make a lot of noise in class when there is no one around, they can even make love in class. It doesn't mean that when you punish a child form child (even using a stick to frighten the child that what he/she is doing is unacceptable is going to take the child's freedom or life away. But not doing that, I think it is affecting them because they fear no one. Not even their parents. There is a need for mutual respect, dialogue, humility sharing etc. last year I had different complaints from learners concerning some lecturers. I promised them to talk with some lecturers. After they have gone, I meet with the lecturer, open dialogue on the issues concerning e.g. Mr Alex insults students on being vegetables; they cannot learn or know anything etc. Mr Alex gave his own version of learners not being hard workers or steady and so on. "She came late, she had attitude." I told him: "our students are both our learners and clients in this private collage, therefore to maintain their presence here; we need to love them, respect them, hope in the future and dialogue in them. We do not entertain lecturers insulting and being rude towards learners. We must give them good services on our clients."

The lecturer apologized to the learners at a crime resolving meeting for calling the learner a vegetable. The learner also promised to change and be more behaved for the future. The SMT's agreed that some of these constructs being developed there at the PAR meetings is not new, it has been discussed at DoE managerial meetings on ways for SMT's to handle these challenges from learners. But the truth is they have seen the light for the day. (Methodology: the discussion gave the voice of each SMT, updated those who came late, guided all the discussions towards the research problem etc.)

Participative Style was agreed on by the SMT's on an ideal approach for all managers. Before decisions are taken there are consultations, dialogue, sharing, tolerance and participation. Operational decisions concerning: discipline, classwork, teaching methods, etc. it is mostly participative. The challenge is that some new staff members don't toe the line, and they are called dialogue with.

Friendliness is an approach of the management team. If has paid off. People have contributed great ideas to the team that has enhanced the growth of SMTs PAR looked into schools management challenges, which involve comments that it is too feminine, it is weak, too friendly, it cannot handle the challenges of the college and their impact is not felt on campus by the learners and teachers alike. They agreed that some management teams have made their presence felt in school or organisations without being autocratic. How? They set boundaries, limits in all interactions. Things which are formal, they treated informally.

They are watchful at the reaction of their followers. When they sense that they are taking anything for granted, they simply call them to order. They are firm strict and orderly but relaxed and friendly. They are very sensitive to issues of related to loose words, pride, being mean or discriminative or marginalization tendencies towards their person sand leadership. Those who cross the line, they are called and gently rebuked for taking for granted the relationship which they share in you.

Those who cross the line are seriously frowned at. They are very sensitive to anything that looks down on their influence as administrators. This makes them keep their presence felt in the organisation, home and society. How to create a collegial environment for all members of the SMT?

We need to see each other on a family, not only in social activities, but also in moral academic domains of the school. To my own point of view, from the question, a disruptive learner according to the S.A concept, I

can define it on; a learner does not obey rules and regulation of the school. Is a learner who individually is not a senior learner? Just like the first speaker quoted, from the background where the learner is coming from this pushes them to behave the way they do.

In general, a disruptive learner is a one who reacts in a certain way that will affect the smooth running of the school. But is not necessarily be the action of student is coming from a negative way. Like we're saying that we've got students coming from single families also adopted child. We can have disruptive students who are intelligent and they don't get enough recognition in the school. When the educator is not providing enough resources for a child, the child may end up reacting negatively. That child would disrupt the smooth running of a class. So we've got to discipline learners due to background factors, but we also have those who disrupt because of the way the educators are acting. Like if the educator is not up to date with his information, a student can react in a certain way which can influence other learners to disruptive the smooth movement of the class

If you look at S.A teachers, those who are not up to date is the knowledge.....,the learners (say in High School) may react according to the way the educators are doing. Also like you were saying, some learners smoke? Now the bad part of it in the higher classes, you find out that, the students smoke together with the lecturers. They drink alcohol together. Both of them do this during the break. When they go to the the class semi-drunk, that student becomes disruptive because he/she knows that the educator will not do anything he's my peer/friend. The ground for this is that they both think is freedom for human beings act anyway they want. That makes some of the learners who come from a good background end up being disruptive by learning it at school because of peers.

In this school, there are many cases where the lecturer is teaching there are many kids chatting online with their "smart phones". Also there are cases of parents phoning kids at school, even during class time. So this thing causes the learners to be disruptive.

I think, due to the fact that some of our learners come from broken families such as single parenting, where you might find a boy who is staying with his mother. Her mother brings in other small boys or men such a child would not have respect for her mother. If maybe for instance that a girl is living with his father, when she hears her mother not respecting her father she would not have respect for her father. Back in school , if you call a child who has done something wrong , the child can come and if the parents are called that particular child can abuse his/her parents in front of the educators. I think due to, too many divorces these misbehaving students are nursed in this breeding ground (divorce/unstable homes).This is a big problem whether at homes or at schools, you can't tell a child "you cannot take drugs or you cannot have sex etc. They are doing that knowing that no one can say anything to them they have their own rights, so that becomes the problem for the college, sometimes we end up:-"Just looking at them". "Just ignoring them." "Sometimes we try to chase them away from the college".

I've had an experience whereby a learner can stand and abuse you in front of other leaners. Firstly, charity begins at home. Our parents are the ones who supposed to train their kinds from the background. So that when they grow up it won't be difficult for the college admin to come in discipline them. The learners in our school do a lot of things. They don't care if they are educated, some of them are here be they are pushed to school. They don't mind, you have to call them all the time, "please come and attend classes". This is be of the too much freedom, given to the kids is now affecting the entirely education system in South Africa.

Exemplifying Disruptive learner behaviour at X-College

In 2010, I won teaching this grade 8 at the college here. The school rule forbids learners from wearing hats at school. There was big boy when I would want to look at him; I have to look up, like this. So, I went into the classroom, he put on his heat. I ignored it, and pretended as if I did see it. I started 5th on the board. Then another small girl said to him-Melvin, remove the hat. The boy said to her "keep quiet". When she said that, I developed some courage and turned. As soon as he saw me turning, he removed the hat and sat on it-then everyone in the class laughed. I walked straight to him and he frowned-so I turned to the board and he putted on the hat again, and everyone in the class laughed again. Then I turned the second time and he took it off and sat on it. This happened over 5 times.

Then this thing, fint came into me. I said to myself, "this pupils, have been given a lot of freedom." I pretended as if I will do nothing. So, after writing some questions on the board, I asked everyone to copy the questions and provide the answers. Then I was going to see how the learners were writing. When I got to Melvin, he was not writing. Then I asked him, why are you not writing? He said, I left my book at home. Then I asked again "why did you leave your book at home?" He said, he just thought it was not necessary to carry the book to class today. So he left it at home. Because of what he had done earlier -I became very

angry and slapped him hard- straight across the face. I knew it is not allowed-so every learner in class was surprised. The student rushed out of the class. The teacher who was next door- heard all that happened, and then he came to see for himself. The learner who was fair in completion his face was red.

He was taken by surprise .He spent like their seconds sitting very quiet alone in class. Suddenly he started crying. The colleague next door came and asked me Mr X, what happened? Then” I said, I slapped him”. He said “what”? What happened? I told him what happened. Then he said the police are going to come here so, “why can’t you ask forgiveness from him, so that , he doesn’t inform the police “.Then I saidNo! No! No! .I cannot ask forgiveness what he has done to me, is bad enough to receive done to me is bad enough to receive what I gave him. The other learners who rushed out went to report to the principal and deputy. They came to my class. They too asked me what happened that I break the law. Then I told them everything. Then they said to the boy; “Melvin, you got it today”. They took me to the principal’s office, and they reminded me “Do you know that what you did is not allowed? Then I said. “Yes, I know, it’s not allowed, but this boy tempted me, to do what I did, and I don’t think anyone is going to ever do this in my class again. The principal said to me; Yeah Mr X,I don’t think anyone will ever do anything as silly as that again .You should have given him ,two or three of that. I am going to call the police, but learners will always know that there are teachers who can slap them. Since the learners today know that they got more rights than the teachers or educators. Then the principal called the police for a hearing / statement giving. When the police came, they asked for the learner’s father to come; the principal called for him. The father came, and then I was asked to come again to the principal’s office. The father asked me: “how did you get that courage to slap him. This boy at home, we don’t even say anything to him. 9. Or assign him, he shouts back at us. You must teach me how you’ve done, what you did to this boy. The parent defended me and closed the case-taking the child home. A week later, I was not on talking terms with the learner. But after the 2nd week, the learner came me and said –“Sir, am sorry for what I did.” Then I said, what are you saying? Then said “I am truly sorry”. I told him, you must not say sorry to me, because I was not affected in any way. You were disrupting the other learners. Because if we’d called the parents of the other learners and tell them what you were doing while I was teaching, they will not be happy, because you were disrupting their children. So, you have to apologise to your classmates. To my surprise, the next time, when I went to the class, this boy asked permission from me to talk to his classmates, and then I said its fine. “He said, I am sorry for that day, what I did, I deserved what I got, and I will never do it again. And from that day- I became one of the popular teachers at the school. The other learners who used to bully other learners- promised never to do it again-thinking if they do it. I will be called-5thbadwillfollow. I learnt that some learners are forced to do what they’re not supposed to do-because they know that they’re protected by the law.

SESSION 4: Sandton Transcriptions

SMTs agreed that younger SMTs who have not educational background from the University / colleges, who have never been oriented on the functioning of the school, face more challenges in handling disruptive learner behaviour. So they resolved that all SMTs must be oriented into their job. “The challenge is that these professionals do not know how psychology, pedagogy and human management skills-thus handling these learners without any clear-cut techniques. The point is that they are not educators on exhibited by impatience, tolerance, consciousness, and disciplinary skills that create the space for learners to be less disruptive.

The SMTs agreed that one of the ways to tackle the challenges of the SMTs is to apply some democratic principle on those learners for example

1. “SMTs appointed have never been oriented here at the campus, e.g. talking to them often focuses on academic meetings, curriculum and expectations from each SMT on to finishing their class work.
2. On way to go about this is to apply division of labour amongst the SMTs. The principal is responsible for the academic and moral orientation of all the members of the SMT or new lecturers. This plan was conceived at the meeting, shall be included in the principal’s functions and go operational next year.
3. Another proposal to be implemented is that all lecturers at the colleges (especially new ones) must be ready to have interactive section on with the designated members of the SMTs to educate them on these distinctive of Sandton for the academic year.

These SMTs must be thoroughly trained, and cone up with a code of conduct for lecturers and SMTs to pre-attempt those teachers and SMTs facing challenges from the disruptive learners.

Again those serious shall be organised thrice every year; at the beginning, the middle and at the end of the school year so that the challenges are approached continuously. Therefore SMTs and teachers are counselled to keep record of the challenges and how they managed to handled it. Then during this meeting,

these challenges will be used as issues for discussion and mutual empowerment of all the SMTs for the college. This will eruct to cow down pride, taking the challenges as personal, and building a team spirit towards the building of the disruptive learner behaviour.

What makes this college unique?

The PAR agreed that no SMT /lecturer should date a student or date amongst themselves. The experience is that this this creates a rift between learners and learners and teachers and learner challenges. There is a need for mutual respect, dialogue, humility sharing etc. last year I had different complaints from learners concerning some lecturers. I promised them to talk with some lecturers. After they have gone, I meet with the lecturer, open dialogue on the issues concerning e.g. Mr Alex insults students on being vegetables; they cannot learn or know anything etc. Mr Alex gave his own version of learners not being hard workers or steady and so on. "She came late, she had attitude." I told him: "our students are both our learners and clients in this private collage, therefore to maintain their presence here; we need to love them, respect them, hope in the future and dialogue in them. We do not entertain lecturers insulting and being rude towards learners. We must give them good services on our clients."

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Operational decisions concerning: discipline, classwork, teaching methods, etc. it is mostly participative.

The challenge is that some new staff members don't toe the line, and they are called dialogue with. Friendliness is an approach of the management team. If has paid off. People have contributed great ideas to the team that has enhanced the growth of SMTs. PAR looked into schools management challenges, which involve comments that it is too feminine, it is weak, too friendly, it cannot handle the challenges of the college and their impact is not felt on campus by the learners and teachers alike. They agreed that some management teams have made their presence felt in school or organisations without being autocratic. How? They set boundaries, limits in all interactions. Things which are formal, they treated informally.

They are watchful at the reaction of their followers. When they sense that they are taking anything for granted, they simply call them to order. They are firm strict and orderly but relaxed and friendly. They are very sensitive to issues of related to loose words, pride, being mean or discriminative or marginalization tendencies towards their person sand leadership. Those who cross the line; they are called and gently rebuked for taking for granted the relationship which they share in you. Those that cross the line are seriously frowned at. They are very sensitive to anything that looks down on their influence as administrators. This makes them keep their presence felt in the organisation, home and society.

How to create a collegial environment for all members of the SMT?

We need to see each other on a family, not only in social activities, but also in moral academic domains of the school. A strong principle could help SMTs handle disruptive learner's behaviours. Principles such as: They must be very visionary, strategic, dynamic, team leadership, daring and bold. These qualities could make him coordinate the team in such a way that the framework for making a school unique would be reached. Also there is a need for this private school to keep staff longer than usual. The more stable the SMTs/ staff leadership there is, the more time there will be in the team to handle their challenges. Therefore it was suggested that frequent changes in the SMT does not help the SMTs to become goal minded, and confused and redressing changes all the time.

Talking on continual empowerment of the SMT to be able to handle issues related to disruptive learners. One way of this mutual empowerment to work is if we work as a team (family). We are stronger together as one group than individuals. This will come when we keep getting new skills that meet our new challenges. Every day the challenges from disruptive learners will change, but as soon as we monitor, educate, and reflect that there are some new challenges, we get equipped and share the new strategy of handling the new trouble from the schools social Milan.

Asset based approach

One of the assets we have is our Deputy Principal who is a trained educationist and always motivates us by organizing seminars especially for all newly appointed SMTs. This appears three times on the school's calendar of events: at the beginning, the middle and at the end of the school year, so that the challenges

are approached as continuous and summative evaluation. He has always reminded us to keep record of those very challenging behaviours we encounter, how we handled or could not handle them and the way forward. These notes are submitted to the Deputy Principal's office, who later assigns some professionals in the staff to bring discourses on these subjects. The discourses are often followed by discussions and positional clarifications as to where the school stands on matters like that. I must confess that these meetings usually mutually empowering for the entire staff and especially for the SMTs that didn't get the professional training this is an asset-based approach to the problem they could face in the school from disruptive learner behaviour. Another asset is that we see each other on a family, not only in social activities, but united in a common academic struggle for our emancipation. We all strive to be alert, visionary, strategic, dynamic, team spirited, daring and bold. These qualities have made our team an asset to all of us. We feel strong when we are together addressing our goals for our good.

A SMT notice board has to put up for colleagues to share their new knowledge, skills and insight with one another so that regularly we read it and reflect on it (another way of sharing is by sending e-mails, whatsapps! and face booking messages to one another). The participation of colleagues in this social media could help in sharing of ideas, skills and knowledge.

The concern is building trust amongst the SMTs. A case was mentioned of an SMT who betrayed the trust of the group by using his position to collect thousands of rand from learners and later claimed he did not (when there was evidence). We were left with no option but to dismiss him.

How can we build a family on trust amongst SMTs, when a lot of betrayal has happened?

In other related stories, the SMTs would discuss how they could handle disruptive learner behaviour, and another member would go to the learners and leak it out calling names and words that people use. This too will break down the trust built, because some of the learners would disclose what is being planned. We are in a crisis because we are afraid to work so openly with one another.

On the other area of skills, since most of the staff here are on a career path, which is good; some are presently studying. We need to commit each other to share on our various studies that could help the college management team succeed in overcoming their problem of disruptive learners and others.

The SMTs recognize that not all the learning going on and bearing on the SMTs handling the statement of the problem. Some people may never study things related to the problem, therefore wants to use knowledge or skills to empower one another.

An issue of concern was to see if there can be a link between socialization and academic empowerment. The SMTs agree that they have no linkage if many even work against each other, but a strong argument is that professional trust is written down and put and held responsible for negligence of duty, but socialization promotes gossip and other familiarization which bridges professionalization.

The SMTs brainstormed on colleagues who betray their trust in managing disruptive learners behaviours that such people should not serve anymore in the team because they are disempowering to the entire group.

SMTs agreed that the emphasis of trust should be on laws and conditions that promote exemplary management. The example should be in all aspects of adult life, if we must be to handle our challenges, we must be examples ourselves. In these light sanctions should be meted out to managers who default from verbal dialogue, to verbal reprimands, to written queries, those who strive dismissal for all those who strive to bring down the management before the learners or other members of the public. The bans of this is that, we must be able to tell each other the truth on the fence, whether it hurts or not. Another aspect is that the individuals should be referred to see the counsellor of the college. An SMT said: "he left a laptop in the staff room amongst colleagues, and the machine disappeared after a short time". To say how can some colleagues become disruptive to one another?

The SMTs agreed that the running of their meetings needs a revolution. First all stocktaking meeting are supposed to be regular filled with formative evaluative staff on the successes (failure of each SMT- learners are to evaluate their SMTs and the SMTs evaluate each other weekly). The Principal and proprietors could summarize these evaluations and make strategic comments that during the meeting the interactive discretions would be filled with reflections, enlightened ideas, intersubjective agreement, mutual understanding and in the particular situation in which the team find themselves.

These communicative actions open up the communicative space between all SMTs. One of the outcomes of this space is that it builds solidarity between the people (as they open their understanding in this kind of communication). Secondly, the decisions taken at SMT meetings are those that people react their legitimacy.

These ideas are live with Hagerman's (1996) who says these are the ways that actual communications and utterances are to be judged, but are believed to be taken for granted during utterances, unless they are distorted or challenged.

Getting used to each other's communicative patterns could assist the SMTs to better share their ideas. To accept, know whether any particular utterance will be regarded as suspect or needing closer critical examination will depend on who is saying what about to whom in what context. The SMTs agree that if they are supported well, they will behave better. So how can we support each other more? "Some learners at the college confirmed that they were forced to come to school and so they disrupt at school. That they needed is that the SMTs should show that they care for these learners. Through organizing their activities, give them a communicative space, and form their attention on their main purpose at school, academic success."

It was acknowledged that this free society, no matter how SMTs are supported, we can never satisfy everybody, but the good news is that most of them will be assisted to reach their God-given goals. The SMTs recognized the limited financial resources at the college in order to foot all the support programmes that could empower the SMTs to maximize their output.

Budgeting on these issues was raised. It was left on the coordinating team to financially plan at the end of the year those events that need be spent to strengthen the team. This is based on the argument that education is aimed not just at filling the minds of the students but also helping them to take place in the democratic society in order to reconstruct and transform the world through action.

Talking on security systems that could assist SMTs handle any emergency disruptive activity, they said the college does not get alarms, panic buttons and CCTV cameras in the whole building. A security guard at the entrance is needed by the DoE to search learners, to remove weapons on them, sign in/out those who enter the college. This programme has to be considered in the priority budget of the school because it helps track down offenders at all corners of the campus. Acknowledging the importance of a security system was agreed that since they are exam centers and other documentation or certificates are offered, the college may pay a dear price for not having a good security system. Tell the learners we are being watched. This reduces fear and may also reduce disruptive learner behaviour. They also talked about arming the security that the school should use to curb down criminality. Pepper guns, batons, electric guns etc. will be used as part of the security system. On this, it was agreed that the school needs to contact security companies to do the work for them. The schools code of conduct should also highlight the security issues for both the support of the SMTs and the safety of other learners.