

**AN ASSESSMENT OF CURRICULUM MANAGEMENT PRACTICES OF AN
ACADEMICALLY WELL PERFORMING SCHOOL AND AN ACADEMICALLY
POORLY PERFORMING SCHOOL IN THE BUTTERWORTH DISTRICT OF THE
EASTERN CAPE PROVINCE**

By

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A thesis submitted in fulfillment of the requirements for the degree of

University of Fort Hare
Together in Excellence

Master of Education

In the Faculty of Education

At the

University of Fort Hare

Supervisor: Professor George Moyo

DECLARATION

I declare that this dissertation is my own original work and has never been submitted by me or anyone else at any university for any certificate, diploma or degree. All the sources that have been used have been indicated and acknowledged by a complete list of references.

Zandisile Christopher Ntshwanti

Signature 

January 2011



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DEDICATION

To the sons and daughters of Africa at the chalk face, I dedicate this thesis.



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I am grateful to my God for providing me with a heart of courage, determination and passion to succeed at all costs.

I would like to extend my sincere thanks and gratitude to my friends and colleagues for their invaluable support in the writing of this thesis; staff at the School of Postgraduate Studies (University of Fort Hare), Nambita Sibeko and Thelma Malima deserves a special mention. Were it not for their support, this project would have been impossible to complete. Dr Ntombozuko Duku, M.ED coordinator at SPGS's zeal to encourage her students to keep on reading has aided this project. Thank you to the staff and SGB at Ukhozi Junior Secondary School for keeping the candle lit whilst I was busy upgrading my career of seventeen years.



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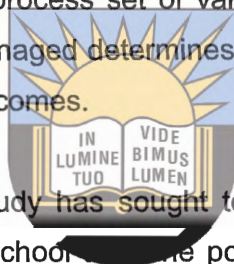
Lastly and in innumerable ways, I thank my supervisor Professor George Moyo. "It is all well that ends well, Prof". Thank you very much for that humility.



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ABSTRACT

School performance has been the focus of concern around the world. In South Africa schools are ranked according to the Matric results they produce in the annual league of tables. Why some schools perform well and others poorly, when measured by the learner performance criteria, is a question that has preoccupied researchers in the fields of school effectiveness and school improvement for a long time. Whereas the former research field has developed a model that seeks to explain how schooling input and processes interact to produce learning outcomes, the latter has focused on the process, the black box, of schooling. One process set of variables is *curriculum management*. The way a school curriculum is managed determines how it is delivered and its delivery is measured in terms of learner outcomes.



Using this line of thinking, this study has sought to assess curriculum management practices of one well performing school and one poorly performing school in order to learn what differences, if any, exist. Two schools in one district in the Eastern Cape Province were selected for a case study and qualitative research, informed by the interpretivist paradigm, was carried out.

There were three main findings. First, both schools exhibited practices in the technical curriculum management paradigm which emphasize accountability at the expense of improvement in teaching and learning. Second, the curriculum management challenge faced by the two schools was low levels of student discipline. However, school B additionally faced problems of shortage of mathematics educators, syllabus coverage, and unavailability of Learning Area Committees and curriculum management decisions that were not implemented. Third, the principal in School A managed by Walking Around (MBWA) and teams at classroom level controlled subject teachers' work. In School B, the SMT was solely responsible for supervision. Subject leaders were not involved.

The study concludes that curriculum management practices, on their own, cannot explain differences in school performance. There are other factors that need to be taken

into account. However, School A exhibited a greater capacity to protect instructional time than School B. This must have contributed towards maximizing the opportunity to learn and time on task, thus explaining the good performance in school A.

It is recommended that curriculum management practices must move beyond the technician orientation and strike a balance between accountability and the developmental requirements of curriculum delivery. Further research should be carried out on what models of curriculum management are associated with good learner performance.

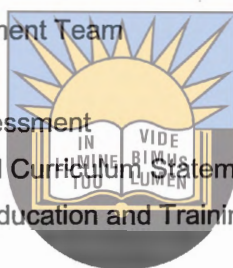
KEY WORDS: Curriculum Management, School Effectiveness, School Improvement, School Performance, Opportunity to Learn



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ACRONYMS

NCS	National Curriculum Statement
DoE	Department of Education
EDoE	Eastern Cape Department of Education
LACs	Learning Area Committees
LTSM	Learning and Teaching Support Materials
SGB	School Governing Body
SMT	School Management Team
HOD	Head of Division
CASS	Continuous Assessment
RNCS	Revised National Curriculum Statement
DET	Department of Education and Training
DD	District Director
C.M	Circuit Manager
OBE	Outcomes Based Education
EDOS	Education Development Officers
S.A	South Africa
SE	School Effectiveness
SI	School Improvement
SPGS	School of Post Graduate Studies
OTL	Opportunity To Learn
EC	Eastern Cape
MEC	Member of Executive Council
COLTS	Culture of Teaching and Learning
IQMS	Integrated Quality Management Systems
PL	Post Level
ELRC	Education Labour Relations Council
SASA	South African School's Act
MIP	Matric Intervention Programme
LAIS	Learner Attainment and Improvement Strategies
KM	Kilometer



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SADTU	South African Democratic Teachers' Union
FET	Further Education and Training
FDE	Further Diploma in Education
MED	Master of Education Degree
BED	Bachelor of Education
STD	Secondary Teacher's Diploma
HDE	Higher Diploma in Education
SIP	School Improvement Plan
LOLT	Language of teaching and learning
NQF	National Qualifications Framework
MBO	Managing By Walking Around
DSGs	Development Support Groups
IPET	Initial Professional Education of Teachers
NPFTED	National Policy Framework for Teacher Education and Development
REQV	Relative Education Qualification Value

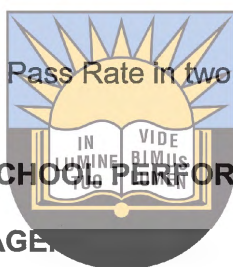


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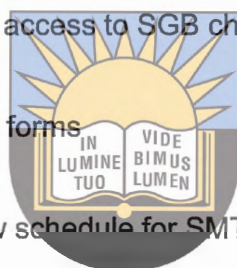
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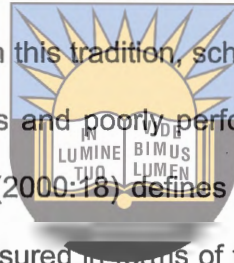
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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Differences in academic performance in schools have been the subject of numerous studies over the years (Harris and Bennet 2005; Scheerens 2000). These studies have sought to explain why some schools, on average, produce students who do well in achievement tests and examinations whilst other students from different schools do not do so well. According to research in this tradition, schools with good performance levels are referred to as effective schools and poorly performing schools are those deemed less effective schools. Scheerens (2000:18) defines school performance as the output of the school which is, in turn, measured in terms of the average achievement of pupils at the end of their formal schooling.



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Measures of school performance indicate how well a curriculum is being implemented, and curriculum implementation at school level has to be managed by school level leaders, the principal and members of the School Management Team (SMT), to give learners the Opportunity To Learn (OTL). This study focuses on how curriculum is managed in two different schools in one district in the Eastern Cape Province. The next section explores the notion of school performance.

1.2 UNDERSTANDING SCHOOL PERFORMANCE IN SOUTH AFRICA.

In South Africa, as is the case elsewhere in the world, education is an area with a high national priority in terms of the policy weight placed on the raising of educational

standards and performance, particularly in primary and secondary schools. School performance has received much attention over the years, with the focus of attention on the Senior Certificate results. Although there are contestations around the justification of using matric results as measures of student achievement, schools are still judged by their performance in the annual Grade 12 results. Every school in the country feels the pressure caused by the placing of a high premium on Matric results. In the Butterworth Education District, where I work, the debate about why some schools do well and others do poorly in matric results is a bone of contention. The Department of Education (DoE) adds to the pressure by publishing and inviting public opinion on Grade 12 learner results, yearly. It provides league tables by Province, Center and individual learners. As if that is not enough, the media (Daily Dispatch Newspaper in EC, specifically) provides a detailed list of all the schools and learners by achievement score on each of these. This arouses public concern regarding the performance of our schools. However, Hoyle and Robinson (2003:113) claim that publication of examination results allows parents to exercise informed choice over their children's schooling.



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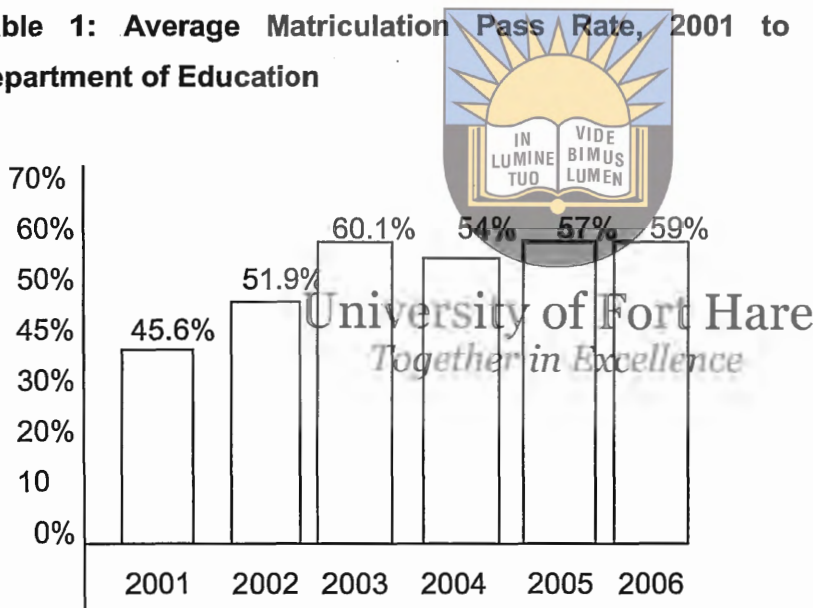
Milner and Khoza (2008:155) have argued that the low pass rate in Grade 12 is a result of the apartheid legacy which created grossly inequitable allocation of resources to schools. Calitz, in Milner and Khoza (2008), posits that matric results in South Africa have declined from 48% in 1985 to 41% in 1991 and 38% in 1993. With the dissolution of the Department of Education and Training after 1994, performance deteriorated even further (Milner and Khoza, 2008). For example, in 1997 the Gauteng Province recorded a pass rate of 52%, Kwa-Zulu Natal 54%, Free State 42% and Northern Province 32%. However, matric results in South Africa improved from 47% in 1997 to 73% in 2003, but the quality of the results is still poor (Khoza and Milner, 2008; Mji and Makgato, 2006).

The Eastern Cape Province of South Africa also shows fluctuations in its matriculation pass record.

1.2.1 Average Matriculation Pass rate in the Eastern Cape: 2001-2006

The same trend of low student performance happened again in 2001, 2004, 2005 and 2006 although 2003 proved beyond doubt that our schools do have the capacity to showcase excellent academic achievement. Table 1 below shows this information.

Table 1: Average Matriculation Pass Rate, 2001 to 2006: Eastern Cape Department of Education



Source: Eastern Cape Department of Education 2006


Table 1 shows the performance of the matric class over a six year period; from 2001 to 2006 peaked to 60.1% in 2003 and 2006. The 2003 pass mark symbolizes that our schools have the potential to do much better in terms of academic performance. The different districts of the Eastern Cape (EC) also show varied performance rates in terms of matric results, with the case in point being the Butterworth district.

1.2.2 Average Matriculation Pass rate in Butterworth District: 2003-2007

Low student achievement also features prominently in the Butterworth district. In 2001 the district achieved 38.5%, in 2002 47.6%, 2003 57.9%, 2004 45.7%, 2005 51.1%, 2006 58.6% and in 2007 54.3% (Eastern Cape Department of Education (EDoE), 2007). On average, upon viewing these statistics, it is evident that school performance in the district is deteriorating. Table 2 below provides this information.

Table 2: District Performance 2001-2007

Year	Pass rate %
2001	38.5
2002	47.6
2003	57.9
2004	45.7
2005	51.1
2006	58.6
2007	54.3



Source: Eastern Cape Department of Education, 2007:8

According to Table 2 above, there is little stability shown by school performances in the district. The district, on average, has a matric learner enrollment of 3300 yearly (EDoE, 2007). There is an ongoing high failure rate among the schools within the district. The ex-National Minister of Education, Mrs. Naledi Pandor, as cited in the City Press newspaper dated 30/12/2007, addressed this issue of poor performance in 2005 and again in 2007 when she said that poor academic performance is an ongoing problem. The student achievement of 38.5%, as shown in Table 2 above, makes one doubt whether the schools know what they are there for. One cannot place blame on other in-school factors rather than the leadership and management of the curriculum.

1.2.3 Average Matriculation Pass rate in two schools in the Butterworth district

Individual school performance varies within the Butterworth district. Table 3 below compares two schools whose performance differs remarkably (both are from within the same - district). One school is termed 'School A' and the other is called 'School B' to protect the identities of the two schools.

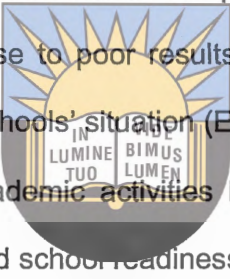
Table 3: Centre Performance Comparative 2001-2007 (Alphabetical)

YEAR	SCHOOL A		SCHOOL B	
	No. who wrote	% Pass	No. who wrote	% Pass
2001	31	67.7	160	26.3
2002	39	100.0	222	27.9
2003	39	97.4	180	40.0
2004	44	88.6	21	25.6
2005	44	90.9	228	32.5
2006	191	87.5	76	40.8
2007	111	99.1	46	41.3

Source: Eastern Cape Department of Education 2007:15, 37

It is evident from Table 3 above that the performance of Schools A and B, as measured by Matric pass rates, differs remarkably. School A has consistently performed well, with a pass rate of above 60% in the seven years depicted in the table. In one year, 2002, the school obtained a 100% pass rate. For the rest of the years, the school has had a pass rate of over 80%. In all these years, the school performance has remained above the provincial average. In contrast; School B, over the same period, has had a pass rate ranging between 26.3 to 41%. The average pass rate for School B over the seven years in question has been 33.5%. This means that close to 70 percent of the learners from this school fall by the way side.

The question that arises relates to why one school in the same district, facing similar circumstances, should perform so well and the other so badly. Regardless of the various intervention programmes by EDoE, there seems to be no significant changes in the improvement of academic achievement. The Department has launched 'Learner Attainment Improvement Strategies' twice in a row (one in 2009 and the other in 2010). In response to the expressed desire by the Member of Executive Council (MEC), of wanting to improve performance of schools in the province, there seems to be little improvement. The MEC, in response to poor results, suggested specific actions that should be taken to ameliorate our schools' situation (EDoE 2010: 3-5). These include:

- 
- Early commencement of academic activities like timetabling, lesson planning, and assessment planning and school readiness monitoring systems.
 - Fortnightly syllabus coverage reports.
 - Quarterly analysis of results and performance festivals.
 - Grade 3, 6 and 9 common examinations.

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The first two of these actions relate to curriculum management, which is the focus of this study.

The comparison of performances between Schools A and B is designed to seek a deeper understanding of school performance as it relates to how the curriculum is covered and managed. Over the years there has been a great deal of research that seeks to explain differences in school performance.

1.3 UNDERSTANDING SCHOOL PERFORMANCE

The issue of school performance has pre-occupied researchers and theorists for many years. The debate has been characterized by 'dialogue' between school effectiveness (SE) and school improvement (SI) perspectives. For instance, Sun, Creemers and Jong (2006) have strongly worked in favour of SE and SI to explain the manner in which schools perform. SE and SI are popularly known as twin fields by authorities like Harris and Bennet (2005). The details of these research traditions are discussed in more detail in Chapter 2 (2.5.1 and 2.5.2) of this study.

1.4 CURRICULUM MANAGEMENT

It can be argued that measures of school performance are also measures of how well the national curriculum is implemented. Pacey (1989: 167) argues that:

Curriculum management is held to be a contributory factor in ensuring that pupils receive a desirable, consistent and progressive educational experience. Good curriculum management is seen as a process where all professional staff participate actively in negotiating an agreed curriculum and contribute jointly to planning, implementing, and evaluating its delivery.

This study therefore focuses on how the curriculum of a well performing school and that of a poorly performing school is managed during the process of implementation. In researching curriculum management, it is important to recognise the paradigmatic frameworks that guide the practice of managing curriculum in a particular school.

1.4.1 Curriculum Management Paradigms

Coleman, Graham-Jolly and Middlewood (2003) have outlined three paradigms that guide curriculum management in schools. These are discussed in detail in Chapter 2 (2.2.2) but, for introductory purposes, it is useful in providing an idea of how curriculum management, under each paradigm, works.

1.4.1.1 The Technical Curriculum Management Paradigm

Technical paradigm tends to equate curriculum with its documents which can be easily studied. It focuses on those aspects which are observable, analyzable and measurable. Curriculum management in this paradigm will focus on understanding what is required by curriculum documents (policy documents, syllabuses, departmental directives) and ensuring that these are accurately communicated to staff and implemented as documents which will be seen by the curriculum manager as representing the true position that must be achieved. Managing the curriculum is about following rules. Managers must make sure that teachers are doing what they are supposed to be doing (Coleman, 2003:24).



1.4.1.2 The Practical Curriculum Management Paradigm

Curriculum and knowledge are seen as socially constructed rather than objectively discoverable. The work of a curriculum manager informed by the practical paradigm involves far more than rule –making; i.e. following and seeking out expert opinion. The manager's role is seen as more closely linked with managing people and processes than managing information only (Coleman, 2003: 24).

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1.4.1.3 The Critical Curriculum Management Paradigm

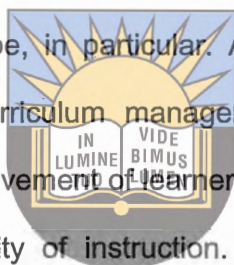
Curriculum is a political question; therefore curriculum goes beyond considering only issues directly related to education such as teaching, learning or assessment, it must be understood in its broader social, political and economic context. Knowledge regarding contestable issues of class; gender and race are of a significant standing. The curriculum manager, in this paradigm, works with teachers to understand the curriculum and develop processes of implementation with teachers raising questions which expose

the underlying assumptions and develop the curriculum in ways which promote social justice (Coleman, 2003:27).

Part of the interest of this research is to determine which of the paradigm(s), or whether a combination of them, prevails in each of the two schools.

1.5 MOTIVATION OF THE STUDY

The researcher has always wondered why schools differ in performance in South Africa, generally, and in the Eastern Cape, in particular. As seen in effective schools and school improvement research, curriculum management is one of the key factors associated with the academic achievement of learners. How the curriculum is managed determines the quality and quantity of instruction. It therefore warrants systematic investigation in order to understand the reasons for learner academic achievement.



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1.6 RESEARCH PROBLEM

School effectiveness research has traditionally concerned itself with the extent to which schools differ from one another in terms of performance, as measured by learner performance. Harris and Bennett (2005) have argued that one of the weaknesses of school effectiveness research is its obsession with performance which reduces educational success to factors that can be measured. It does not focus on process issues or conditions which foster effectiveness or improvement. The process issues include curriculum management. Not much research has been done on one such process set of variables of curriculum management as a possible explanatory differentiator between well performing and poorly performing schools; hence, the focus of this study.

1.6.1 Main Research Question

The research is framed around the core question: How do school leaders manage the curriculum in a school that is effective and a school that is not effective in the Butterworth district of the Eastern Cape?

1.6.1.1 Sub-Research Questions

Arising from the research problem above, the study seeks to answer the core question of this research by addressing the following sub-questions:

- What curriculum management practices take place in a well performing and a poorly performing school?
- What curriculum management paradigms are dominant in each of the schools?
- What similarities and differences in curriculum management practices are there in each of the schools?
- What can be learnt from the curriculum practices of each of the schools?



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1.7 PURPOSE OF THE STUDY

The purpose of this study is to investigate the curriculum management practices of academically well performing and academically poorly performing secondary schools in the Butterworth District, Eastern Cape Province.

1.8 SIGNIFICANCE OF THE STUDY

It is important to understand what happens in the black 'box' of the schooling system. There thus exists a need to focus on one of the process variables, which is, curriculum management. This study should also add to the understanding of how the process of schooling at classroom level works.

1.9 DELIMITATIONS OF THE STUDY

The study focuses on curriculum management practices of two types of schools (well-performing and poorly-performing schools). It does not consider other process variables or effects of input and context variables. The aim is to learn from curriculum management practices that are in place in the identified schools. The study is confined to two schools, two principals, one deputy principal, two HODs and three subject teachers within the Butterworth District of the Eastern Cape Province.

1.10 METHODOLOGY

Drawn from the research problem and research questions provided for in this project, I chose to seek answers for the main research question using the qualitative research approach within an interpretivist paradigm. According to Merriam (1998:6), qualitative researchers are interested in understanding the meaning that people have constructed; that is, how they make sense of their world and the experiences they have of the world. The research is based within the context of curriculum management. Answers are sought from identified principals, deputy principals, HODs and subject teachers on what they do to lead and manage formal curriculum within the school setting. The research is a comparative case study of an academically well-performing school and an academically poorly-performing school. Methods of collecting data on these curriculum management practices (interviews, field notes and document analyses) are discussed in detail in section 3.6 of Chapter three.



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1.11 ORGANISATION OF THE STUDY

The research is structured according to chapters (six in total).

Chapter 1: Introduction to the study.

Chapter 2: Literature Review.

Chapter 3: Methodology.

Chapter 4: Data Presentation and Analysis.

Chapter 5: Discussion of Findings.

Chapter 6: Summary, Conclusions and Recommendations.



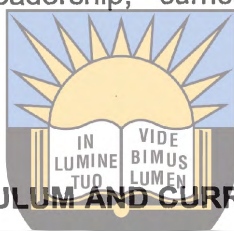
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CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides a conceptual and theoretical framework for the study of curriculum and curriculum management. The chapter is divided into five sections which are: the concept of curriculum and curriculum management; curriculum management paradigms; the history of curriculum management in South Africa; curriculum management and instructional leadership; curriculum management and school performance.



2.2 THE CONCEPTS OF CURRICULUM AND CURRICULUM MANAGEMENT

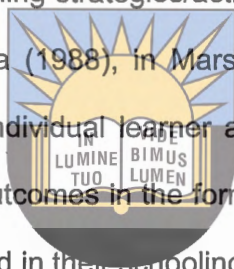
Definitions of curriculum are as numerous as the researchers engaged in this field. Beane, Toepfer and Alessi (1986:26) argue that, strangely enough, we have arrived at the present without a widely accepted definition of the term 'curriculum' itself. Given the lack of a consistent definition, one might ask what teachers teach school children, what school children learn from school, how teaching and learning is supported for quality instruction, what is evaluated to test whether learning has taken place and what mechanisms exist to implement the process of learning. It is against this background that the sub-section below focuses on the conceptions of curriculum that relate specifically to the point of argument for this research.

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2.2.1 Curriculum Concepts

There are two views of curriculum; narrow and broad views. The narrow view sees curriculum as a formal academic programme provided by a school, as reflected in subjects on the timetable. It refers to a particular course of instruction or syllabus

(Graham-Jolly in Coleman *et al* 2003:3). The broad view subscribes to the notion of curriculum as a collection of subjects/instructional offerings, their structuring and related requirements, with which provision is made for the pursuit of an aim with a particular target group (Graham-Jolly in Coleman *et al* 2003:4). Rohlehr (2006:1) corroborates the narrow view when she defines curriculum as an interrelated set of courses which guide the implementation of the teaching-learning activities in a planned and effective manner. Included in each course should be the major elements of content, stated goals, intended outcomes, suggested teaching/learning strategies/activities, assessment/evaluation and resources. Adding to the list; Oliva (1988), in Marsh and Morris (1991:212), relates curriculum to experiences of the individual learner as a result of schooling. Learning experiences translate to learning outcomes in the form of skills, knowledge, values and attitudes that students have acquired in their schooling.



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Regardless of different conceptions of curriculum; it is important to recognise that all curriculum delivery in school has to be managed. Curriculum that this study focuses on is what teachers teach the school children; that is the taught curriculum, what school children learn from school, the learned curriculum, what is evaluated as well as the frequency of such evaluations pertaining to what is taught and learnt, the tested curriculum and what measures are in place to ensure that what is contained in the policy as intended outcomes is implemented, that is; the intended and written curriculum.

From the above conceptions, it can be argued that the way the taught and learnt curriculum works at school level depends on the perspectives guiding curriculum

practice. Coleman et al (2003) have argued that curriculum is an activity that must be managed if it is to yield desired results. However, there is no one understanding of what curriculum management is. Coleman et al (*Ibid*) have put forward three paradigms that characterize curriculum management; these are discussed in more detail below.

2.2.2 Curriculum Management Paradigms

The concept of curriculum and curriculum management is centered on a basic set of ideas called 'paradigms'. Mackenzie and Knipe (2006: 1) describe a paradigm as the theoretical framework, distinct from a theory that influences the way knowledge is studied and interpreted. They also review other research by Bogdan and Biklen (1998) which describes a paradigm as a loose collection of logically related assumptions, concepts, or propositions that orient the research. The perceptions of teachers about teaching and learning and evidence that is displayed by learner experiences is all that is entrenched on these beliefs or the ontological, epistemological and methodological dispositions about taught curriculum. These dispositions are intended to address the character of the paradigm that is dominant in curriculum implementation in each of the schools. However, Frame in Coleman *et al* (2003:17) state that curriculum and curriculum management, like all other social phenomena, can be understood in fundamentally different ways as demonstrated by three paradigms, namely; technical, practical and critical paradigms.

2.2.2.1 Technical Curriculum Management Paradigm

Frame, in Coleman *et al* (2003:24), posits that the curriculum manager working within technical paradigm will most likely be dependent on understanding what is required by curriculum documents such as policy documents, syllabus statements, departmental

directives and ensuring that these documents are accurately communicated to staff and implemented in the particular curriculum for which he is responsible. What Coleman et al (Ibid) emphasize is the use of documents in monitoring instruction. The example of the practical use of documents views instructions as given by circulars, assessment instructions, and / or government gazettes. These curriculum management documents are intended to foster a Culture of Learning and Teaching (COLTS) for the improvement of quality of results at the end of the school year (output). Managing curriculum, therefore, is to monitor what is taught, learnt, tested, supported and intended by means of documents so as to adjust learner achievement in examinations.



The technical curriculum management paradigm stresses the idea of controlling the implementation of a broad statement of a rationale that supports the school curriculum, the general goals to be accomplished, the specific objectives to be mastered, the sequence in which those objectives should be studied and kinds of learning activities that should be used, as well as that which is embodied in approved state and district curriculum guides (written curriculum). Again, the implementations of these national goals of curriculum seek to judge if the education system in place is successful or not. One other point to note in this paradigm is that no consensus is made to deviate from the technical requirements of curriculum delivery. Policy prescripts have to be undertaken, that is; teachers teach, learners learn and curriculum managers manage curriculum delivery processes.

What curriculum managers do when in doubt about these formal requirements is to seek assistance from departmental officials such as subject advisors or Education Development Officers (EDOs) to assist with the technical issues of curriculum.

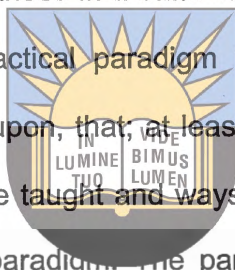
2.2.2.2 Practical Curriculum Management Paradigm

The practical paradigm views the nature of social reality as involving agreement between human agents about what constitutes reality (Frame in Coleman *et al* 2003:24, Cohen and Manion 1994:36, and Mertens 2005:12). Knowledge is not seen as free of the interests, beliefs and values of the human agents who create it; but rather the process for deciding what is true requires that these agents reach consensus. The premise of a consensus holds a view that curriculum delivery should be the product of debate by those whose mandate it is to educate the children (teachers), those whose responsibility it is to support teaching and learning (parents) and those with the responsibility to learn (learners) that is, their adjudication of knowledge. The manner in which knowledge is imparted and consumed is a matter of concern in this paradigm. There is collective decision-making of all stakeholders who are the principal, deputy head, HOD and subject teachers who are involved in the process of preparing curriculum issues that are advocated to prepare the ground for implementation of the formal curriculum. Schools receive the same material for delivering curriculum from the DoE, a symbol of the technical paradigm. School personnel analyse and interpret these materials in ways that facilitate implementation. The creativity of the curriculum leaders in terms of invented practices to implement what is suggested by policy becomes the centre of interest in the practical paradigm

Another important issue raised by the practical paradigm is that interpretations of the curriculum should involve reflections, deliberations, results in understanding and the ability to make sound judgments. The actions of curriculum leaders will show how they understand the provisions of the technical requirements of curriculum delivery. This is evident in the practices of individual teachers in order to show how they understand

policy requirements and what effect these practices have on learner performance. The art of curriculum implementation is essentially the management of these interpretations which define the substance of the basic unit of learning (school performance).

In light of the above, managing the curriculum means working in a collective effort to monitor taught, learned, tested, intended and supported curriculum so as to achieve that which is written down as policy (being the product of a consensus between stakeholders with an interest in the education of those in a state of becoming). Moreover, curriculum management according to the practical paradigm implies opening up a space for reflections on the itinerary agreed upon, that, at least, every stakeholder has a part to play in suggesting the content to be taught and ways of controlling curriculum delivery as provided for by the technical paradigm. The participative approach to curriculum delivery insures that education programmes are all coordinated for quality instruction.



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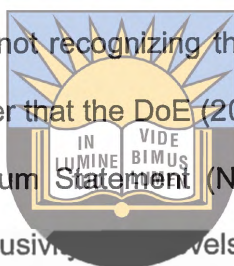
2.2.2.3 Critical Curriculum Management Paradigm

According to Frame, in Coleman *et al* (2003:27), the critical paradigm views curriculum as a political question. Curriculum becomes a debated issue by various stakeholders who are concerned with nature of knowledge to be imparted to a group of students and the means of managing such knowledge to free a man from his state of mind. Those working within the critical paradigm consolidate an agreement that curricular decisions should be a product of a collective, that is, between teachers, parents and students on the one hand and levels of government on the other; an idea of consensus shared by the practical paradigm. The critical element of this paradigm lies in the quality of the material crafted by the school itself to implement what has been supplied to schools by the state to deliver the formal curriculum. Curriculum managers, therefore, should

evaluate this material against the standards set; hence, the managing of school governance records (mentioned in the ensuing sections of this work) in order to achieve quality education for all the learners.

However, this scenario creates a space for the promotion of the values and interests of those who are dominant in the society, that is, those who are critical about the quality of education. The main objective behind the education system which employs the critical paradigm as a focal point is to change the existing social, political and economic conditions which are perceived as not recognizing the full emancipation of mankind in all the spheres of life. It is no wonder that the DoE (2006:27-28) provides the principles underpinning the National Curriculum Statement (NCS) to be social justice, healthy environment, human rights and inclusivity. The DoE also emphasizes the need for all as well as progression and integration. It can be argued that the way curriculum is managed and led should focus on the realization of the values and interests of society at large or of those who are critical about the nature of education for the country's future citizens. Equally significantly, Coleman *et al* (*Ibid*) posit that knowledge is emancipatory only if the recipients of such a knowledge area believe it is fulfilling their life obligations. Managing curriculum therefore implies inviting inputs on curriculum management strategies from the various stakeholders such as teachers, learners and the parent body meant to lead and manage the formal curriculum.

In light of the idea of paradigms in managing the formal curriculum, one of the key aims of this study is to seek the extent to which curriculum management practices can be linked to different paradigmatic orientations in the case of South African schools. It is also recognized that these practices have evolved over time and can be traced from the



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practices of managing the formal curriculum in South Africa during the pre-1994 period up to the current developments of the post-1994 period; a period marked by a paradigm shift in the way in which curriculum should be led and managed.

2.3 THE HISTORY OF CURRICULUM MANAGEMENT IN SOUTH AFRICA

Managing curriculum has always been on the spotlight in South Africa due to policies that were in place prior to 1994 and after 1994, with regard to education provision. According to Fannie and Lemmer (1998:1), education was the arena for the implementation of major apartheid policies. State schools were segregated according to race. Pupils attended separate schools according to the four main population groups namely: Blacks, Whites, Coloureds and Indians (Steyn, Steyn and de Waal, 2001:17). This had implications of discriminating one group from another in the provision of education within the Republic of South Africa. Differences in the nature of curriculum that were offered to different racial groups, in qualification categories, and in the distribution of resources meant to deliver formal curriculum as well as the manner in which curriculum was led and managed occurred as a result of this practice. The syllabus had variations in content and organization depending on whether it was offered to a White, Indian, Coloured or African school (Coleman *et al* 2003:50). In the next two sections, I reflect on the nature of curriculum management during the two historic periods; pre-1994 and post-1994.

2.3.1 Curriculum Management Practices during the Pre-1994 Period

The period before 1994 was characterized by a system which encouraged divisions of races in matters concerning education. Syllabus was dispatched from the head office, to districts, principals, HODs and then to subject teachers for implementation in the

classroom (Jansen and Middlewood in Coleman, 2003:48). The principal had the responsibility of ensuring that tools designed by the state to implement curriculum in his or her school were indeed used by command of the authority. Coleman again argues that managing curriculum at school level was chiefly concerned with the technical tasks of timetabling, determination of teachers' workloads, monitoring and assessment. Mostly, curriculum was facilitated through the use of documents designed specifically to implement formal curriculum which was the choice of the then Department of Education and Training (DET).

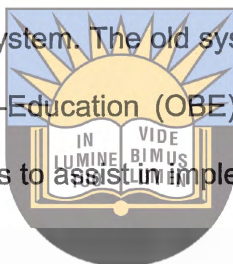


There is one document which educators at my school (those who were employed by this system during the 1980s) do not want to forget; the record book and its contents of daily lesson planning. These educators argue that it was the main tool that was used to manage formal curriculum. Authority was never questioned in relation to issues of curriculum management, no consensus or debates were open to stakeholders who were responsible for the implementation of the curriculum, that is, there was no accommodation of the practical paradigm. It even led to serious sanctions such as expulsion from employment and demotion. The premise was only to deliver curriculum which was designed by the chosen few for the majority of the S.A population. The syllabus which was viewed as an official document remained unchanged for a long time; an indifferent practice towards and after the 1994 period. What characterized this period was compliance to existing policy; that is, there was pressure imposed by the then DoE upon managers and teachers to individual districts and schools. The pressure came in the form of the inspectorate that had as its mission to ensure that curriculum implementation was not flouted. Principals had to lead and manage according to the

specifications of the system. I talk much of this pressure in the section where I discuss the School Improvement Perspective in relation to the support that should be given to teachers and learners. The point that I am making is that teachers operated within the parameters of the technical curriculum management paradigm because they were faced with the dominant use of documents in delivering the curriculum.

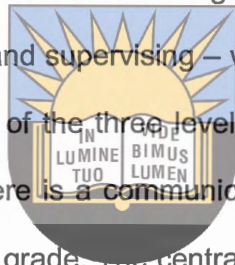
2.3.2 Curriculum Management Practices during the Post-1994 Period

The post-1994 era witnessed a plethora of programmes that were intended to address past imbalances in the education system. The old system was replaced by a new vision as enshrined in Outcomes Based Education (OBE), teacher development processes and the invention of statutory bodies to assist in implementing the taught curriculum.



Firstly, OBE focuses on learner outcomes and active learning, thus replacing teacher prominence in the learning process. Secondly, teacher development is facilitated by programmes and systems of Integrated Quality Management Systems (IQMS) and workshops organized to self-develop the teachers. Teachers are at the forefront of curriculum delivery. They are viewed as key participants in the Learning Area Committees (LACs) where the actual learning programmes and learning materials are developed. This gives them opportunity to debate and reach consensus on curricular issues and the many documents that are in place to monitor curriculum implementation; that is, the three curriculum management paradigms are observed. Teachers are key decision makers in introducing broad principles of teaching and learning. Teachers are responsible for curriculum planning in their schools and classrooms (Coleman, 2003). This viewpoint is also shared by EDoE (2005:71) when it states that curriculum management is performed at three levels namely: school, phase and classroom.

Therefore, managing curriculum on each of these levels depends on the interplay between the input and process variables of the schooling system, a point that leads to disparities in school performance. The source further claims that at each of these levels, there are five strands to consider, namely; planning, staffing, organizing, leading, supervising and communication. Planning implies those who should be involved in planning for curriculum management in the school, phase and grade. Staffing refers to staff who are to be selected, orientated and trained, as well as determining who will be responsible for organizing structures and monitoring management of the curriculum at school, phase and grade. Leading and supervising – which refers to those who will lead and guide the processes at each of the three levels. Communication refers to those systems in place to ensure that there is a communication flow between managing the curriculum in the school, phase and grade. The central point is to establish a school that is the nucleus around which teaching and learning revolves, that is, the interplay of the inputs, processes and output variables (see discussion on SE, 2.5.1 below).

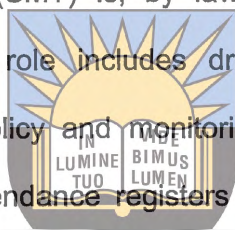


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Thirdly, there is significant recognition of the School Governing Body (SGB) that has lead responsibility in the provision of quality education. Adding to this recognition, there is a high volume of information on the role of SGB in school governance; that is, they are empowered in issues of education. The invaluable existence of SGB should be seen in functions allocated to them such as developing a range of school policies (admission policies, language policy, school constitution and drafting up vision and mission statements) for the sole purpose of creating an enabling environment for teaching and learning to take place. The SGBs see to it that the inputs (teachers and students) available at school have the ground prepared for the teaching and learning

process to take place. They also make the provision of resources, such as buildings and furniture, to support quality instruction in addition to the planning and organizing function. This presentation draws on the working relationships between components of the teaching-learning situation (teachers, parents and learners), such as the accommodation of technical, practical and critical paradigms to process the inputs, such as students, through quality instruction for better achievement in examinations; output.

The School Management Team (SMT) is, by law, made to drive the day-to-day functioning of the school. Their role includes drawing up the school timetable, assessment policy, moderation policy and monitoring the administrative documents such as educator and learner attendance registers that are meant to deliver formal curriculum; that is, communicating, leading and supervising. It should be observed once more that these are the technical instruments of managing the curriculum. What this means is that their employability implies the effect of a technical paradigm in the school, phase and classroom to manage the process variable of the schooling system.



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The SMTs further set up a range of committees such as assessment, LTSM and LACs, finance (for financial matters), and sport (for sporting activities) for improving the quality of teaching and learning in a school, phase and classroom. This is related to staffing and organizing. Curriculum management decisions are taken collectively between the SMTs and phase heads and, in turn, the entire teaching staff. Curriculum managers negotiate curricular issues, reflect on them and then consult with the parent community (reporting) on the progress made by their learners. There is an official collaboration between the various stakeholders in curriculum management. Meanwhile, for the

purposes of this research it is worthwhile to show the interaction between various groups of people in curriculum management as mapped out in the above description.

The school is an open entity for dialogue to resume. The different stakeholders such as SMT, educators, students and SGBs debate openly about an aspect of learning to improve the performance of their schools. Each member of the system has a valuable role to play in delivering school curriculum. For instance, Ward (2004:51) sees parent involvement in education as a means to provide the school with the support required to overcome the challenges faced by low-performing schools. SMT has to maintain these relations so that teacher-learner contact time is utilized effectively. The cause of the reduction in teacher-learner contact is a disregard for the learners' opportunity to learn.



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It is important for the school to invite support from the different teams so that a positive and interactive atmosphere conducive to curriculum implementation is maintained. What should be seen is that, during this period predominant use is made of both the technical and practical curriculum management paradigms. Teachers, as prominent figures at the chalk face, are engaged in robust debates around teaching and learning processes. The documents that are used to lead and manage curriculum are the product of information sharing between top echelons of the department and teachers of the different subjects at schools. Given the major changes that have occurred in the education system of South Africa towards 1994 and post-1994, leading and managing curriculum implies that the SMT, as managers at school level, should assume their instructional leadership responsibilities. Nonetheless, they should include parental input to raise the performance of their schools.

2.4 CURRICULUM MANAGEMENT AS INSTRUCTIONAL LEADERSHIP

Eastern Cape Department of Education (2005:75) states that instructional leadership is the most important function of the SMT. Instructional leadership, according to this research, is viewed as an aspect of curriculum management in the sense that it is a set of activities which incorporate leadership functions such as guiding, motivating, inspiring, vision building and others (Sterling and Davidoff 2000). Conley and Goldman (1994), in Lee and Dimmock (1999:458), assert the importance of creating an environment for school restructuring and building staff-instructional and leadership capabilities. In this regard, the ensuing discussion begins by exploring instructional leadership as a conceptual framework and move on to discussing the roles of instructional leaders in curriculum management.

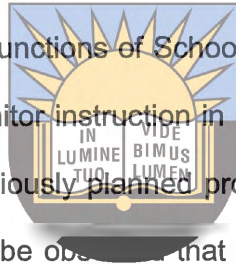


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2.4.1 The conceptual framework of Instructional Leadership

According to Hoy and Hoy (2003:262), instructional leadership is framed by the theory that schools are about teaching and learning. Wright (1991:114), on the other hand, describes instructional leadership as the principal's role in providing direction, resources and support to teachers and students for the improvement of teaching and learning in the school. The principal, as the head of the school, should challenge people concerned with students' learning according to the vision held for the school, distribute resources equitably among staff members and students and provide support where there is a need in order to improve school or learner performance.

The research evidence, by Coleman and Earley (2005:49), purports that instructional leadership assumes that the key focus for leaders in education is the learning of their students; so the influence of leaders tends to be based upon their expected knowledge and intentions to improve the effectiveness of their teachers in the classroom. However, if the instructional leader fails to provide direction, resources and support, the instructional objectives will not be achieved. Wright (1991:114) further explains that principals engage in particular behaviors in carrying out their functions of goal-setting, coordination, supervision and evaluation, staff development, school climate and school community relations. Supervisory functions of School Management Teams (SMTs) and subject heads are intended to monitor instruction in schools. Supervision, as explained by Mussazi (1982:225), is a consciously planned programme for the improvement and consolidation of instruction. It can be observed that the instructional leader's task is to develop the teachers to enhance their performance.



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If we look at the scenario of the Butterworth district schools, in particular where vast differences in learner achievements are shown, one is optimistic to find out whether curriculum leaders do develop their teachers (developmental aspect of supervision), run schools with a focus on goals of learner achievement and growth, supervise the work of their colleagues and create a positive environment in which teaching and learning is able to take place. Instructional leadership places the school principal at the centre of the schooling system wherein he/she sets the tone for the core business of the school (teaching and learning) to take place; an authority vested upon him or her by the Head of the Provincial Department of Education. Hallinger (2003: 331) adds view that instructional leadership focuses, predominantly, on the role of the school principal in coordinating, controlling, supervising and developing curriculum and instruction in the

school. According to this viewpoint, it is the principal's responsibility to see to it that use is made of documents (technical paradigm) that are meant to manage the curriculum in relation to controlling the inputs of the schooling environment (accountability aspect).

It is the curriculum manager's obligation to adjust his/her way of relating to each of the academic staff members in his/her school to ensure maximum influence for better school performance. It is evident that the trend of curriculum management in schools places a high premium on the roles of principals, deputy heads, HODs and subject teachers as they embrace instructional leadership in education.

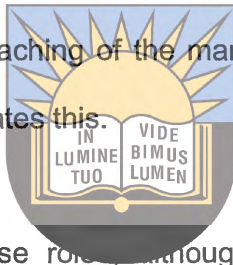


2.4.2 The Role of the different categories of Instructional Leaders in Curriculum Management

Different categories of instructional leaders have various responsibilities in favour of student learning. The roles vary according to post levels (PLS) and the needs of the school. PLs are distributed in terms of post level ratio norms and the weighted number of learners in the school. The weighted number of learners refers to total learner enrollment of the schools in the Province (Education Labour Relations Council (ELRC), 2005: C-53) in relation to learner enrollment.

First, principals are placed in four categories: PL 3, PL 4, PL5 and PL6 depending on student enrollment in that particular school. Again, ELRC highlights that the rank or PL of the head of an institution is determined in terms of the grading of the institution which is done in accordance with the number of learners in the institution. The roles of instructional leaders are informed by DoE policy which tabulates the workload for each rank or post level. PL or rank denotes the roles or functions expected of an incumbent

of that particular position. The policy issue is that all teachers are appointed to teach and perform other duties in support of learning. First, principals or heads of institutions engage in class teaching, supervise the work of staff members and coordinate all aspects of school life. Second, Deputy-Principals are placed in PL3 and are chiefly concerned with curriculum matters in the school. Third, HODs are in PL2 to assist in supervising the academic life of the various departments. Fourth, subject teachers are placed in PL1. In a similar manner to the curriculum leaders and managers mentioned above, they also play a prominent role in managing the curriculum. Subject teachers take a lead responsibility in the teaching of the many school subjects entrusted upon them. Table 4.5 in Chapter 4 illustrates this.



Nonetheless, it is noted that these roles, although specified for each category of instructional leadership, should be performed in collaboration with one another in order to guarantee the performance of the core school business (teaching and learning). Harmonious collaboration between the SMT and academic staff is important.

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According to EDoE (2005:80) sub-structures of curriculum management include; an assessment committee and a Learning and Teaching Support Material (LTSM) committee. An assessment committee manages assessment related matters. The composition involves a principal or deputy principal as chairperson, phase heads and if possible a remedial teacher. The LTSM committee moves from the premise that curriculum implementation is best facilitated through the school's ability to identify suitable LTSM for quality instruction. LTSM has to be provided, maintained and distributed equitably between teachers and students. The principal, the SGB member, the LTSM coordinator, the LA teacher and the representative for each phase form the

composition of this body. It was highlighted earlier that curriculum management is an aspect of instructional leadership (see Chapter one). Managing and leading the curriculum occurs in the black box of the systems model, which is explained later in this chapter. It should be observed that instructional leaders also make use of documentation in managing curriculum.

2.4.3 The role of documentation in curriculum management

Since the school is viewed as a centre of learning and teaching, there are documents/records that are basic in delivering curriculum. Bubb and Earley (2004:7) posit that teachers spend their time teaching, preparing lessons, marking, contacting pupils and parents as well as exercising administrative tasks. However, this study focuses on two forms of documents, namely curriculum management documents such as curriculum timetable, portfolios and assessment records on the one hand, and school governance records like school policy/constitution, the vision and mission statements and the codes of conduct, on the other. These records are included to assess their impact on teaching and learning. The curriculum documents outlined above are produced by SMT together with other staff members.

2.4.3.1 Role of the Timetable in Curriculum Management

According to Percival and Tranter (2004:107) the timetable is described as a document that deploys staff to teach classes and subjects that are designated to them. The controversial point that Percival and Tranter (2004:108) make is that scheduling of classes and subjects in the timetable should be organized in line with the interests of the students at the fore rather than those of the teaching staff. This point is deemed controversial because the scenario in our schools in relation to timetabling issues is

imposed upon schools by departmental policies. Chances of either students or teachers questioning the provisions of timetabling are limited in South Africa. The timetable is a type of curriculum management document as its provisions have to be observed and implemented as required by policy.

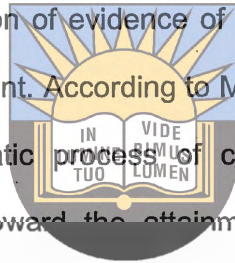
The curriculum timetable is a comprehensive timetable indicating the utilization of all educators for the different learning programmes required by the curriculum. It is the duty of the SMT to compile the timetable, to provide an overall indication of each educator's workload and the educator's allocation per subject and grade (DoE 2005:45). This opinion matches with Postlethwaite and Tuijnman's (1994:24-31) statement which says that teaching time, opportunity for learners to learn and time allocation in the form of a timetable in each grade and school should be considered when monitoring the inputs, processes and outputs of schooling. SMT has to draw up a timetable accordingly as it is the most important tool in managing the curriculum. On the other hand, Ruding (2000:70) holds the opinion that rather than being in a handbook, the timetable is better displayed permanently and prominently. This idea forwards the notion of accessibility of the timetable to every curriculum leader in the school. For instance; in the schools pertaining to this research the timetables were found to be on staffroom and office walls. Each academic staff member also had his/her personal timetable.

According to the EDoE (2005:75) a timetable should be constructed in line with the policy requirements of the Revised National Curriculum Statement (RNCS). The policy prescripts draw on matters related to the minimum teaching hours and weighting of the individual subject areas, an advocacy of utilizing teaching and learning time efficiently. SMT should provide enough time for teaching tasks to be accommodated in the

timetable. DOE (2001:50) further identifies class and personal timetables. These forms of timetable reflect the optimum utilization of each teacher's teaching time. They also provide an analysis of the movement of each class on a daily basis. The curriculum timetable should be observed and implemented so as to stimulate student performance.

2.4.3.2 Role of Portfolios in Curriculum Management

In this study, the term 'portfolio' refers to a master portfolio, which contains the teacher's lesson plans, modes of assessment and frequency of the assessment as well as a learner portfolio which is a collection of evidence of learner's learning experiences as they relate to curriculum management. According to Macmillan (2004:235), a portfolio is defined as a purposeful, systematic process of collecting and evaluating student products to document progress toward the attainment of learning targets or show evidence that a learning target has been achieved.



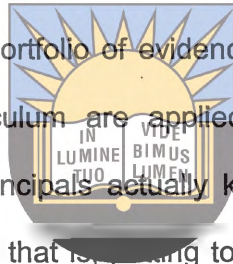
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The master portfolio is the teacher's curriculum delivery tool. The issues of importance in this portfolio are the three levels of planning which are; the learning programme, work schedule and lesson planning, assessment tasks and rubrics, subject learning area statements and timetables. Teachers also include records such as subject improvement frameworks which are also important in their portfolios. The researcher believes that a master portfolio without these documents is failing curriculum management in schools. Do teachers keep documentation of their teaching activity in the portfolios meant for this, who monitors the portfolio, how often is it monitored and where is kept?

The essence of the two documents is that they should work together in guaranteeing learning activity. These portfolios should be monitored so that they do not lose value in

the implementation of curriculum. DOE (2005:67) contends that portfolios should be kept in the classroom at all times, a regular time can be set aside for portfolio management, for example, once a fortnight on Monday morning. This will give both learners and teachers the opportunity to check on the progress of the portfolio and plan ahead. The curriculum manager's responsibility is to adhere to the demands of the policy regarding the management of teacher and learner portfolios.

A portfolio of evidence contains the collective work of the school in relation to curriculum management (EDoE, 2005:7). A portfolio of evidence will have to show that the skills required for managing the curriculum are applied in schools. This research was motivated to discover whether principals actually keep records that show a broader picture of curriculum management that is, putting together the various papers that are meant to control academic proceedings in the whole school. According to EDoE (2005:71), the portfolio of evidence contains a plan to manage the curriculum at the school, phase and grade, the minutes of meetings setting up these teams (school assessment team, phase/learning area team, LTSM team and curriculum planning team), the assessment policy for the school and the copy of the timetable that complies with the requirements of the RNCS. The portfolio of evidence provides a picture of circumstances in as far as curriculum management is concerned in all the schools.



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2.4.3.3 Role of Assessment Records in Curriculum Management

Assessment is another aspect of curriculum management and is the focus of this study. According to DoE (2005:49), assessment is planned and managed at different levels; the macro level (school), the meso-level (phase) and the micro level (class). SMT manages assessment and good demonstration is the practice shown by the two schools

to monitor learner assessment (refer to Chapter 4). What do the schools, phases and grades do to manage assessment? How do they do this? Who are the main players that coordinate assessment management at the school and what are the tools that are in place to manage assessment as well as the forms of evidence which prove that assessment is indeed managed? More significantly, schools have assessment policies that are pivotal in curriculum management. DoE (2006:49) provides key principles of assessment to include that assessment should be transparent and clearly focused, should vary in terms of method and context and should be valid, reliable, fair and flexible enough to allow for expanded opportunities. Schools regard assessment as a top priority for academic excellence.



2.4.3.4 Role of School Governance Resources in Curriculum Management

It is by no means pivotal in schools to manage all correspondence that supports the delivery of the taught, learned, tested, supported, intended and written curriculum to engage the inputs of schooling in a structured and orderly way so as to enhance learner performance. The function of the SGB in the school setting has been highlighted to include developing a range of policies, like school constitution, in the discussion of the history of curriculum management in S.A. All such policies must be designed to create a conducive environment for learning and teaching to protect instructional time.

2.4.3.5 The School Constitution/ Policy in Curriculum Management

According to DoE (2001:5), it is the duty of the SGB to develop a constitution that is in line with the guidelines tabled in the SASA. Since the school is concerned with teaching and learning, the SGB should include clauses that talk to issues of curriculum delivery by all the teachers and learners in the school. Furthermore, the constitution should be

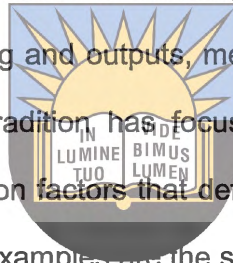
designed in such a way that any breach of regulation by the culprit leads to a drop in the quality of education that the school is predestined to uphold and that it cannot be tolerated. Management rests with the SMT to network its contents with other school components such as teachers, students and community members in order to lay the foundation for the smooth delivery of the curriculum. The document addresses codes of conduct for both academic staff and learners. The code of conduct aims to promote a school environment dedicated to the improvement of the quality of the learning process (DOE, 2006:17).

2.5 CURRICULUM MANAGEMENT AND SCHOOL PERFORMANCE

Chapter one has shown that the academic performance of schools differs although schools are from the same geographical environment. School A has since registered a pass mark above the national average. School B has a projected pass rate that has been below 50% for many years now. The question here is; what makes school A perform well whilst school B performs as badly as it does? The link between curriculum management and school performance is not clear, and it remains a point of contestation. Most of the empirical literature dealing with school performance has been concerned exclusively with academic achievement. However, by focusing solely on this factor, some other factors that could explain whether the school is effective or less effective are ignored. The analysis of effectiveness translates into the possibility of producing a certain level of output when all the resources are utilized.

2.5.1 School Effectiveness Perspective

School effectiveness (SE), as understood by many studies like that of Scheerens (2000); Sergiovanni (1991), relates to the issue of non-performing and well-performing schools. Why some schools do well and others do badly in terms of learner performance has been the subject of numerous studies like that of Scheerens (2000) and Sergiovanni (1991). Such research is often informed by a framework which depicts teaching and learning in schools as influenced by a number of variables categorized in terms of the context in which the school is located, inputs that go into the school; actual process teaching and learning and outputs, measured, for example, in terms of Matric passes. Research in this tradition has focused on quantitative measures of school performance, concentrating on factors that define an effective school and those that define a less effective school. Examples are the statistics given in Tables 1, 2 and 3 in Chapter 1, which depict a comparison of schools in terms of the percentages they got in examinations. It does not pay much attention to understanding why one school does well and another less so, thus giving a partial version of the phenomenon.

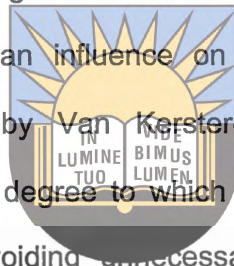


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School Effectiveness research focuses upon the outcomes of schooling and the characteristics of effective schools (Harris and Bennet, 2005:7). Again, Scheerens (2000:18) claims that SE is the performance of the organizational unit called school. She further explains that the performance of the school can be expressed as the output of the school which, in turn, is measured in terms of the average achievement of the pupils at the end of their formal schooling. Harris and Bennet (2005:10) have subsequently reviewed other work by Thomas (1994) which classified some of the factors that have an effect on school performance, namely; size of the school,

characteristics of differentially effective departments and teachers in addition to the consistency of school effects on different outcomes (a point which suggests that there are other variables that have to be controlled for the school to be effective).

Moreover, Southworth (2002:78) argues that the broad approach implicitly recognizes how social organizations operate. Van der Westhuizen (1996:106) moves from the premise that schools exist primarily to accomplish established goals. The ultimate goal of the school is teaching and learning. The school is effective only if it begins to admire all the circumstances that have an influence on school performance. Scheerens (2000:33) reviewed other work by Van Kersteren (1994) which revealed that organizational effectiveness is the degree to which the organization, on the basis of competent management while avoiding unnecessary exertion, in a more or less complex environment in which it operates, manages to control internal organizational and environmental conditions in order to provide (by means of its own characteristics transformation process) the outputs expected by external constituencies. Out of all this theory on the school effectiveness research tradition, Van Kersteren (1994), in Scheerens (2000:33), posits another important point which is the inclusion of a management perspective, (curriculum management) which is the subject of this investigation.



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Harris and Bennet (2005:8) claim that school effectiveness research poses judgment on whether resources, processes and organizational arrangements affect pupils' outcomes and, if so, in what way. It attempts to disentangle the links between what the student brings to the school and educational experiences that the student has at the school and

to see how the two strands influence the student's attainment, progress and development. In other words, the main argument of SE is that schools can make a difference in terms of learner attainment, regardless of the background from which the learner comes. Put differently, through effective curriculum management that leads to effective teaching school can compensate for a poor home background. Figure 1 below attempts to capture the argument in its summarized form.

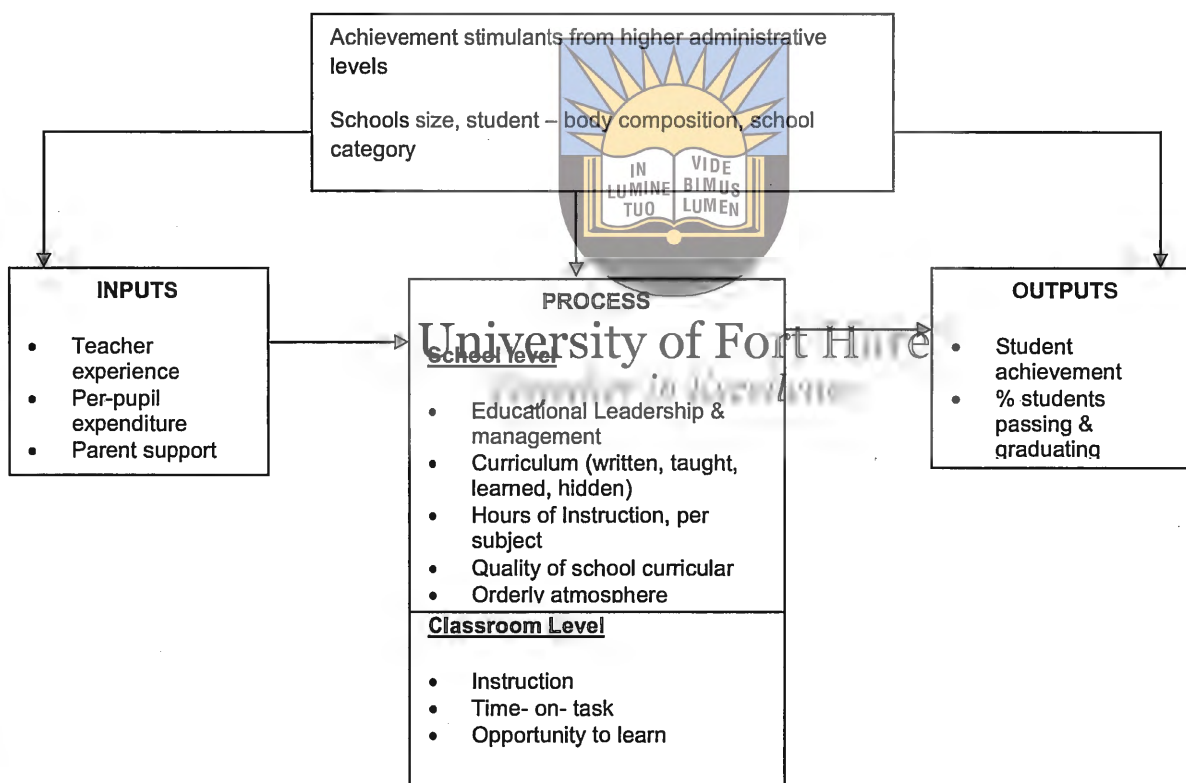
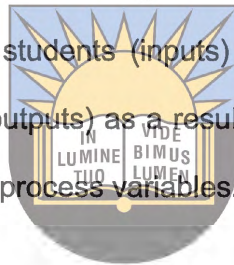


Figure 1: SYSTEMS MODEL OF SCHOOL EFFECTIVENESS

Source: Adapted from Scheerens (2000); Postlethwaite (1994)

It is evident, from Figure 1 above, that the school receives inputs in the form of students, school buildings and school furniture, to mention but a few, from the

environment. It transforms these inputs into outputs through the learning process. In this regard, Hoy and Miskel (2005), Goodman and Pennings (1997) and Tuijnman and Postlethwaite (1994) view schools as social systems which obtain resources such as labour, funds from parents and students from the neighborhood. These inputs are subjected to the transformation process to produce students with knowledge, skills, good moral values and marketable future citizens. It should also be observed that there are also teachers who have different qualifications and work experience (refer to Chapter 4), school principals who hold managerial expertise and students who are the main clients of education. These students (inputs) leave the school with new skills, values, attitudes and knowledge (outputs) as a result of the interrogation processes by the united voices and efforts of the process variables.




Edmond (1979), as cited in Farley and Weindling (2005), suggests that factors like strong leadership, high expectations for children's achievement, orderly atmosphere conducive to learning and emphasis on basic skills acquisition are said to play a role in creating an effective school. On the same issue, other authorities such as Owen (1980: 203), see an effective school as characterized by good classroom management practices, high academic engagement, effective monitoring of student progress and instructional improvement as the school's priority.

As a research paradigm, school effectiveness is premised upon the measurement of outcomes and quantifying differences in schools. What remains largely under-research is what is actually happening in these schools causing them to have different learner achievement profiles. There is a need to understand what happens in the black box, that is; the actual teaching and learning process. Schmoker (2006:7) argues that:

...The single greatest determinant of learning is not socio-economic factors or funding levels. It is instruction that takes place in the black box.

This study seeks to take the curriculum management practices, a variable of the black box, as an angle through which to understand why there are differences in school performance. The tendency of the school effectiveness research tradition is to judge the organizational and management criteria which schools adopt as norms and values by which to improve their performance. Another theoretical framework that has a bearing on school performance (school improvement) is discussed below.

2.5.2 School Improvement Perspective



The main thrust of the school improvement movement (SI) is towards the qualitative understandings of school performance. The focus of the research is on how to strengthen the capacity of schools in order to manage their improvement initiatives so that they are sustainable over the years (Collins, 2007). Recent research by Sun et al (2007) and Prew (2009), on school improvement, has suggested that instead of placing emphasis on quantifying school performance by producing a 'league' table of well performing and poorly performing schools, as in Tables 1 and 2, support must be provided to schools so that they improve their performance. Support should be both external and internal. In the Eastern Cape, for example, external support has been provided in the form of special intervention strategies such as the Matric Intervention Programme (MIP) and Learner Attainment and Improvement Strategies (LAIS). The internal support, on the other hand, rests mainly on school leadership and management. This study focuses on one aspect of school leadership, that is, curriculum management.

According to Harris and Bennet (2005), SI seeks to answer the 'how question', which wishes to know how schools improve and become more effective? One may think of the

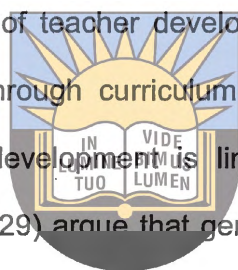
strategies in place to monitor curriculum which is the yardstick for improving school performance. SI is chiefly concerned with the processes of schooling and ways in which the quality of schooling can be enhanced. Hopkins (1994), in Coleman (2003:125), argues that SI is about raising student achievement through enhancing the teaching-learning process and conditions which support it. It is about strategies for improving the school's capacity to provide quality education. This ideology takes into account the mechanisms that schools employ to engage the inputs (teachers and learners) into instructional activities for quality results.



School Improvement is described by Hopkins (1996), in Harris and Bennet (2005: 13), as a strategy for educational change that enhances student outcomes and strengthens schools' capacity to manage that change. Although some of the research subjects in the schools selected for this research instituted institutional changes meant to raise learner performance, it remained unclear what managers do to facilitate change. In this regard, it is not clear what schools that show a lack of improvement in their performance and learner achievement are doing to adjust said performance. Clarke (2005:1) asserts the importance of improving schools in difficulty as principle and process. In simple language, schools in difficulty are non-performing academically; see the example of school B in Table 1 above. An explanation of why some schools institute changes in raising academic performance whereas others do not can be linked to the culture of teaching and learning entrenched in such schools. According to Ward (2004), school culture implies the traditions, beliefs, policies and norms within a school that can be shaped, enhanced and maintained through the school's principal and teacher leaders. Coleman et al (2003:128) recently reviewed the work of Hopkins (1994) which argues

that SI can only take place in a context where there are strategies that directly address the culture of the school. What remains under-researched are “the well defined possible ways that are in place within schools to lead and manage curriculum.”

On the matter of SI, the DoE (2004:6) purports that “school improvement is about growth and development and like a seed, requires nurturing and time as well as commitment, planning diverse inputs to ensure its success”. SI contributes to a better understanding of how change is initiated, implemented and institutionalized in schools and has demonstrated the vital importance of teacher development in school level change; a process which can come about through curriculum management processes. It has consistently shown that teacher development is linked to school improvement. In support of this view; Clarke (2005:29) argue that genuine school improvement should encompass aspects such as teaching and learning, curriculum, school ethos, wider community, leadership and development processes. Hopkins et al (1997), in Harris and Bennet (2005:16), claim that there is no one blueprint for action towards improvement in every type of school. These statements hold the management elements of planning, leading, delegation, organizing and controlling. SMTs should plan the development and growth of their school, teachers should plan for the teaching and learning activities delegated to them and managers should control and supervise all school processes that have an impact on learner performance. This claim is borne of the opinion that curriculum leaders use a variety of strategies to improve and maintain the performance of their schools. In a nutshell, SI advocates long term strategies meant to improve the performance of schools.



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2.6 CONCLUSION

This chapter covered concepts of curriculum and curriculum management. It also briefly explored the history of curriculum management practices in South Africa. For a theoretical explanation of the relationship between curriculum management and school performance, the chapter drew from the insights of school effectiveness and school improvement.



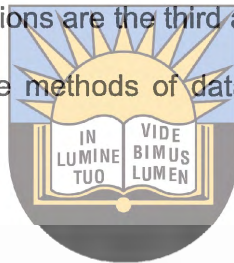
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CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter provides a description of the research methodology and its appropriateness for this study. It is divided into five sections. The first section addresses research orientation. The second section deals about research design. Case descriptions and ethical considerations are the third and fourth matters to be discussed. Lastly, there is a reflection on the methods of data collection. The chapter ends by providing conclusion.



3.2 RESEARCH ORIENTATION

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All research is guided by ~~Together we create excellence~~. Van Reinsburg (2001:4) addresses three philosophical assumptions about knowledge namely; epistemology, ontology and methodology. Epistemology relates to philosophical reasoning about knowledge and the grounds for knowledge. Tomal (2003:3) claims that the process of seeking truth is defined as epistemology. Ontology is a philosophical discourse about understandings of reality, and methodology refers to the theory of producing knowledge through research and provides a rationale for the way a researcher proceeds in relation to the kind of knowledge or understanding the researcher is seeking. As a result of different ontological and epistemological positions, different research paradigms have emerged over time. One of those paradigms, which have informed this research, is the interpretivist paradigm.

3.2.1 The Interpretivist Paradigm

Based on its primary research question, this study has adopted the interpretivist paradigm. The choice of the interpretive paradigm has been informed by the need to interpret and understand human action in the management of curriculum. The purpose of interpretive research is to clarify how interpretation and understandings are formulated, implemented and given meaning in lived situations (Radnor 2002: 4). According to Lowe (2007:11), interpretivists view the social world as created or constructed by people with shared cultural understandings.

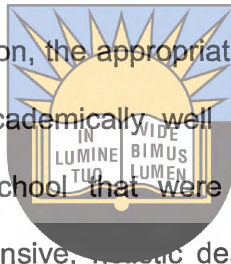


Schwandt (1996:193) considers understanding to be an intellectual process whereby knower gains knowledge about an object. Interpretive research is used interchangeably as naturalistic inquiry, field study, participant observation, inductive research, case study and ethnography (Merriam 1998:5). Reviews by Tesch (1990) and Clancy (1993), in Merriam (1998), refer to these terms as types of qualitative research. According to Merriam (1998:6), qualitative researchers are interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have of the world. In this study, this refers to the practices of the main actors such as principals, deputy-principals, HODs, and subject teachers in curriculum management as they operate within instructional leadership theory; hence, the choice of the interpretive paradigm. The focus of this research is to produce knowledge on how curriculum is managed in two schools which called for a particular design.

3.3 RESEARCH DESIGN

Mouton (2001:55) describes research design as a plan or blueprint of how you intend to conduct the research. According to Bogdan et al (2003:49), design in research refers to the plan of how to proceed. I thought over the route that this study should take and decided on the logic that I had to follow to undertake the research journey, using questions as a point of departure.

Based on the main research question, the appropriate design for this study was a case study of two schools; one, an academically well performing school and the other academically poorly performing school that were selected. According to Merriam (1998:27), a case study is an intensive, detailed description and analysis of a single instance, phenomenon or social unit. Nisbet and Watt (1984), in Cohen et al (2000:181), also observe that a case study is a specific instance that is frequently designed to illustrate a more general principle. The instance could be a school, class, community or a child. Yin (1994), in Merriam (1998:27), describes the notion of a case study in terms of the research process. He claims that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clearly evident. The boundaries should be classified as part of the case study. Merriam further advances the notion that the single most defining characteristic of case study research lies in delimiting the object of the study, that is, the case (see 3.3.4.1). The delimitation to Butterworth district, coupled with the criteria used for sampling (purposive sampling)



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sought to guarantee that the selected participants were by no means suitable for this research.

3.3.1 Features of Case Studies

According to Merriam (1998:29), a case study can be further explained by its special features such as its particularistic, descriptive and heuristic nature. Particularistic implies that case studies focus on a particular situation, event, program or phenomenon. This study looks at the performance of schools and how they manage curriculum in order to raise student achievement. Furthermore, Merriam claims that case studies concentrate attention on the ways in which particular groups of people confront specific problems, taking a holistic view of the situation. They are problem-centered, small scale and entrepreneurial endeavors (Shaw 1978), according to Merriam (1998:29). This study has opted for the holistic view of the two schools in the district of Butterworth.



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Case studies can bring about the discovery of new meaning, extend the reader's experience or confirm what is known. The study has helped me to recognize curriculum management practices executed by instructional leaders, other variables that have an influence on school performance thus alerting principals when exercising curriculum management duties at school.

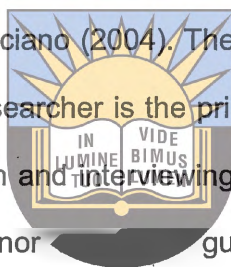
3.3.2 Merits of Case Studies

In light of the foregoing presentation on the nature of case study research, Nisbet and Watt (1984), in Cohen et al (2000:184), provide a list of some of the strengths of a case study to include; results that are more easily understood by a wide audience (including

non-academics) as they are frequently written in everyday, non-professional language, are immediately intelligible, they speak for themselves, catch unique features that may otherwise be lost in larger scale data (e.g. surveys); these unique features might hold the key to understanding the situation, are strong on reality and provide insights into similar situations and cases, thereby assisting the interpretation of similar cases.

3.3.3 Demerits of Case Studies

I was aware of the limitations of case studies as voiced by authorities such as Merriam (1998), Cohen et al (2000), and Picciano (2004). These are the sensitivity and integrity of the investigator. Although the researcher is the primary instrument of data collection and analysis, training in observation and interviewing is not always readily available to aspiring case study researchers (nor are there guidelines in constructing the final report). Unusual problems or situations (for both readers of case studies and authors themselves might not be aware of biases that can affect the final product) also arise together with issues of reliability, validity, and generalizability (Merriam, 1998:48). This study minimized these problems by seeking permission from authorities prior to conducting the research. The purpose of the study was explained to all the respondents. All ethical issues in undertaking a study of this nature were observed and the researcher was rewarded with respect by all the participants (see section 3.9: ethical considerations). In the case of inadequate training in interviewing, pilot study was conducted to assist me with the technicalities of asking questions (refer to section 3.6.1 for detailed description).

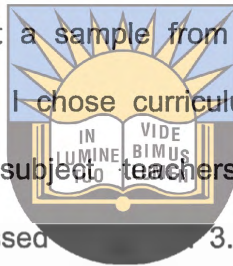


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3.3.4 Selection of Cases

Two schools were chosen for this research. One was a well-performing school and the other was a non-performing school. The schools were selected because of the vast differences in their academic performances. The aim was to understand the curriculum management practices of the two schools.

Purposive sampling within the school was used in this research. Purposive sampling is based on the assumption that the investigator wants to discover, understand and gain insight and must therefore select a sample from which the most can be learned (Merriam, 1998:61). In this study I chose curriculum managers such as principals, deputy principals, HODs and subject teachers for questioning in curriculum management practices. As discussed in 3.5 of this chapter, permission was sought to use these schools for this study.



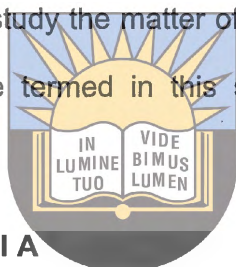
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Again since there are other schools in the same district with similar performance profiles, the choice of the two schools was influenced, to a large degree, by their geographical proximity to the researcher and therefore accessibility. School A is in the town of Butterworth next to the district office. I, (as one of principals within the same district, I visit the office frequently). School B is in circuit 8 of the same district approximately 6 km from my school. Contrasting learner achievement profiles which enabled the researcher to explore curriculum management practices of two different school contexts had played a pivotal role in the research design followed by this study (refer to Chapter One for league tables). One can argue that these schools portray disparities in learner achievements and therefore yield a relevant scenario for investigation within the framework of curriculum management. Although the choice of

each site is explained below, the focus of this study remains the understanding of curriculum management practices in one well performing school and one poorly performing school.

3.3.4.1 Case descriptions

It has already been shown, from the above discussion, that this is a comparative study. Two types of schools (academically well-performing and academically poorly-performing secondary) have been selected to study the matter of “curriculum management”. They are both public schools. They are termed in this study ‘school A’ and ‘school B’, respectively.



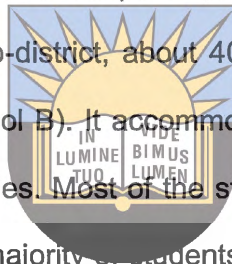
3.3.4.2 Case description of School A

School A is located in the town of Butterworth, Fort Hare from Education District Offices of the district. It came into being in the 1820's as a whites-only school (School Improvement Plan: School A). It starts from grade R to grade 12; which makes it a combined school since it offers grades across the primary and secondary levels (EDoE, 2006: 34 and SADTU 2008: 2). At present, the school serves a middle class socio-economic catchment area. It combines student groups from native Xhosa speakers and non-Xhosa speakers. Staff enrollment includes a principal, deputy principal, two full time HODs and an acting HOD for the foundation phase. There are thirty five subject teachers, two administrative clerks and four general workers. Student enrollment is 1175 (R 1). The school was chosen because of its ongoing good academic record (see league tables in Chapter 1). The school is within reach as it is located in town next to the district office. On the first visit, which was on 14 August 2009, I arrived at 08h30 although appointment time was 10H00. I was afforded ample chances of studying the

school, in terms of its climate and to look at the interview schedules so that I could jump at every opportunity to suck first hand information. The school is a former model C school and has the best educational facilities in terms of classrooms, learning aids and school grounds.

3.3.4.3 Case description of School B

This is a rural school; its geographical location is outside an established urban area and is several kilometres away from Butterworth (EDoE, 2006:39). School B is located in the rural areas of the Ngqamakwe sub-district, about 40km from Butterworth. The school came into being in 1995 (R4: School B). It accommodates students from grades 10 to 12. It serves lower class communities. Most of the students struggle to pay the annual school fees of R150.00. The vast majority of students depend on old age pensions and disability grants paid by the state to members of their families. Students travel long distances to school with some not benefitting from scholar transport due to the inaccessibility of their places of residence.



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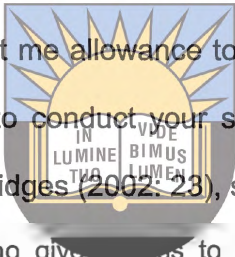
The student population is constituted entirely of Xhosa speakers; they are 680 in total enrollment. There are 21 academic staff members (a principal, deputy principal, three HODs). There is one administration clerk and one general worker. Education facilities for school B are poor compared to its counterpart. Nonetheless, there is enough accommodation for every grade in the school. The school is a no-fee school. EDoE (2006:14) explains a no-fee school as a school that has been placed in a quintile that the Minister has identified as being in need of a total prohibition on compulsory school fees. The school has been chosen for four reasons. One; it is in circuit 8 close to my

point of work and residence. I never missed out appointment time for conducting the research. Two, the principal and HOD reside in my local surrounding. HOD is my acquaintance. Three; deputy principal is a former colleague in another district. Four; SMT composition is complete and it would assist in the undertakings of this study. Learners passing grade 9 from my school enroll in this school for their FET.

3.4 GAINING ACCESS TO THE RESEARCH SITES

Since this study involved using schools within the District, I was compelled to seek permission from authorities to grant me allowance to visit and use these sites. Gaining access means to get permission to conduct your study (Bogdan & Biklen, 2003: 75). Roger Homan, in McNamee and Bridges (2002: 23), support this view when they say

...Gate keepers are those who give access to a research field. Their role may be allowing investigators into a given physical space, or it may go further in granting permission for research to be conducted in a particular way.



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Permission was sought by means of correspondence (letters). The letters are attached to the back of the thesis as Appendix 1a and 1b.

The first letter was directed to the District Director (DD). From the DD, I requested access to the two schools falling within his jurisdiction. The reason for this was that the study was intended for normal school hours and teachers were to be used as sources of information for the topic under investigation. The other letter was forwarded to principals of the two schools. Permission was sought to visit the schools to undertake this research. I wanted the school principals to assist by mobilizing their staff for this study since they have influential powers over them. Lastly, there was a letter for SGB chairpersons (parent component) that informed them of my intentions to use their

schools. I could not bypass the SGB since they are accorded the responsibility to guard schools for teaching and learning by South African Schools' Act. These authorities were the gatekeepers in these institutions because they had the authority to give me permission to conduct my study (Bogdan & Biklen, 2003: 259).

3.5 DATA COLLECTION METHODS USED

Merriam (1998:69) posits that data collection is about asking, watching and reviewing. She claims, further, that data is not 'out there' awaiting collection, but has to be noticed by the researcher first and treated as data solely for the purposes of research. According to Mouton (2001:104), data may be gathered by a variety of data collection methods. Picciano (2004:19) shares this view when he posits the notion of many tools available to the researcher for collecting data. Research writers like Mouton (2001), Picciano (2004), Merriam (1998) and Cohen et al (2000) agree on a pool of data collection methods/techniques that an aspiring researcher could choose from. These include interviews, observations, questionnaires, content analysis, focus groups, tests and personal constructs. This study has generated data by means of interviews and document analysis.

3.5.1 Interviews as a research technique

Interviews are used in research as a way of obtaining detailed information about a topic or subject (Wilkinson and Birmingham, 2003:43). In this regard, Tomal (2003:34) claims that interviewing consists of asking questions of an individual or a group of individuals and obtaining their verbal responses. In this study, interviews were conducted with curriculum leaders in the two schools to obtain information on how they lead and manage curriculum. Dexter (1970), in Merriam (1998:71), describes interviews as

conversation - but conversation with a purpose. The main purpose of any interview is to get information on a particular subject. According to Kirtwood (1977), in Cohen et al (2000:267), interviews are explained as a potential means of pure information transfer and collection, a transaction which inevitably has a bias; which is to be recognized and controlled. The models of interviews are presented below. Wilkinson and Birmingham (2003:44) as well as Merriam (1998:74) identify three models for interviews namely; unstructured interviews, semi-structured interviews and structured interviews.

The unstructured interview is very flexible because the areas of interest are established by the researcher but the discussion of issues is guided by the interviewee. However, unstructured interviews are difficult to plan as the discussion can easily move away from the main subject and can prove extremely difficult to analyze. The semi-structured interview directs the interview more strongly. More questions are predetermined than in the case of the unstructured interview, even though there is sufficient flexibility to allow the interviewee an opportunity to shape the flow of information. The structured Interview allows the interviewer to have control over the order of the questions; all of which are predetermined. There is an element of predictability to the structured interview which allows the event to be timetabled with some precision. An interview schedule is used.

During the interviewing exercise, I made use of interview guides for SMT and subject teachers. The schedule was drawn according to existing data as explained in the literature review. It was divided into three parts (A, B and C). Section A focused demographic characteristics of the respondents in terms of gender, rank, years of experience and subjects being taught. Section B drew strongly on participation in curriculum management. It covers the nature of official gatherings (meetings) for the

staff, challenges encountered and how these are resolved. The nature of collaborations has also featured in this section. The last part of the interview schedule focused on training and professional development. Respondents were asked whether they had received any training in their curriculum management work. The interview schedule was used primarily as a checklist for topics to be covered by the research. This practice is supported by Wilkison and Birmingham (2003:43) who argue that, in any interview, it is important for the interviewer to prepare a list of key questions to be covered so that important issues are not overlooked and the interview follows a logical progression.



Since the interviews are trusted to yield sufficient information for the topic under investigation, the chosen subjects were viewed to draw rich information on curriculum delivery. The SMT was expected to be resourceful in the management and administration of the curriculum whereas subject teachers were to be resourceful in facilitating teaching and learning in various grades. The schedule was also designed to allow respondents to expose their feelings about the nature of their duties. The respondents took turns sitting for interviews as only one respondent was interviewed at a time. This ensured confidentiality as no one except the interviewer listened to their responses. Again, I started by one category; such as SMT and would finish it before the next set of questions. This helped maintain consistency in the questioning of the respondents. It also assisted to retaining the reliability of the inferences. I also had to probe the respondents on certain issues so that their feelings were not misrepresented. At times, the questions were re-phrased for clarity and flow of information between myself and the respondent.

A total of 8 respondents were interviewed. The questions used during the pilot study were repeated for the main research to guarantee validity and reliability issues (see section 3.9 below, where the pilot study is discussed). A tape recorder and note-taking were used so that the opinions of the interviewees were captured as accurately as possible. Notes enabled me to remember information when the tape recorder failed to capture the conversation. I wrote down key words on each of the answered questions. At the end of each interview session, I played the recorder again or read out my notes so that what was captured was a true version of what the respondent had said. I also allowed the participants to add whatever they thought was not sufficiently covered in the study or what they had failed to mention during the questioning.



3.5.2 Document analysis

Documents are a ready made source of data easily accessible to the imaginative and resourceful investigator (Merriam, 1998:112). Merriam (1998) further identifies types of records such as public records, personal documents and physical material. A checklist of documents that were in existence which relate to curriculum management in the selected schools was provided. The checklist encompassed two forms of documents, namely; those on school governance and curriculum management. There was a remark column in the checklist where the inputs of the respondents were recorded. There were two forms of checklists; one was for SMT and the other for subject teachers. The checklist was divided into two; section A and B, for both categories (SMT and subject teachers). Documents that were analysed included; minute books, timetables, supervision plans, control books, school policies, assessment policies, portfolios, School Improvement Plans and year plans. The analysis of these records was

accompanied by verbal conversation which sought clarity from the interviewees on certain matters.

3.5.3 Field Notes

Bogdan and Biklen (2003:110) define field notes as a written account of what the researcher hears, sees, experiences and thinks in the course of collecting and reflecting on the data in a qualitative study. Since I wanted to gather as much information as possible, I decided to record notes to complement the tape recorder. I first took notes whilst the respondent was talking. I wrote these on the interview schedule next to each question for each of the 8 respondents. I recorded key words that enabled me to recall the conversations with ease later on. The proceedings for note recording went as follows:

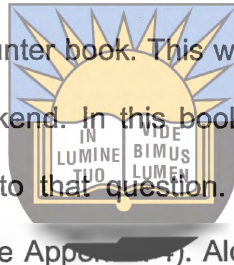


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On arrival, I reflected on the mood of the school day, in terms of what was happening in one of the schools. It was easy for me to do this because as I was waiting for the security official to open the gate for me to enter and by the time I awaited for an SMT member to allow me time, I quickly studied the circumstances within the school. I then recorded what I saw and thought of the school. This assisted in probing for more information during the interviews and the checking in of documents. Upon entering the principal's office, I looked around to make meaning of what was pasted against the walls. I would ask permission to look around when I was interested in something. I would record the most important points in a diary or simply what is called 'memos'. The writings that the qualitative researchers do while collecting data which they reflect on in their research are called memos (Bogdan and Biklen, 2003: 260). These become the starting points for analysis and the interpretation of data.

On meeting the respondent, I quickly wrote down the date, school code (school A or B) and that of the respondents on the interview schedule. I started with introductory remarks which, at times, differed from individual to individual depending on how I perceived his/her attitude on entering the interview room/natural settings. To put it simply, I tried to arouse sense of humour out of the respondents.. I would switch the tape recorder on and put key words on the interview schedule whilst the dialogue proceeded so that I recorded verbal responses. Afterwards, I would translate these key words into complete notes in a counter book. This was after the interviews, probably at home, during the evening or weekend. In this book, I would first start by writing the question and then the response to that question. I then typed these responses to compile an interview transcript (see Appendix 4). Along with the notes, I organized the data into segments like collaborative encounters, challenges and issues on capacity building. Collaborative encounters refer to site meetings and consultations (see questions 2.1, 2.2, 2.3, 2.6 and 2.7 from Appendix 4). Field notes enabled me to accurately remember what was discussed regarding each of the topics during the interviews and checking in of documents.



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3.6 STAGES OF DATA COLLECTION

The research was conducted in two stages. There was first the pilot study which was followed by the actual research. A pilot study is a small scale study conducted prior to the actual research (Anderson and Asernault, 1998: 11). Details of these are provided hereunder.

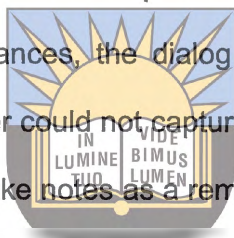
3.6.1 Stage 1: Pilot Study

A pilot study was conducted in order to pre-test the research instruments so that mistakes would be detected and minimized during the actual study. Leedy et al (2005:110) define a pilot study as a brief exploratory investigation to try out particular procedures, measurement instruments or methods of data collection. The pilot was conducted in circuit 8 of the Butterworth district in a Junior Secondary School of 350 learners and 12 educators. The school was chosen because of its geographical location and ease of access. Piloting was scheduled for 05-15 July 2009.



I first met the school principal and introduced the purpose of the study. There were three participants that became available for pre-testing. I met Mr X (principal), Miss Y (teacher) and Mr Z (also a teacher). During the pilot study, the three research subjects were called X, Y and Z to protect their identity. Two separate interview schedules were administered. One was for Mr X (SMT) and the other was for Y and Z (subject teachers). The schedule was divided into 3 parts/sections. There was section A (biographical information), section B (involvement in curriculum management) and section C (training and professional development). Section A disclosed that X falls between 50-56 years old, Y between 30-40 years and Z between 40-45 years of age. In terms of teaching experience, X has 29 years, Y 14 years and Z 19 years. They also hold different academic and professional qualifications. X holds a Junior Secondary Teacher's Certificate, University Education Diploma and Further Diploma in Education (FDE). Y and Z hold Secondary Teacher's Diplomas and FDEs, respectively. The three pilot respondents are qualified teachers and have been in the teaching service for more than ten years.

However, the venue for the pilot differed from one respondent to another. Mr X was interviewed at his home, on arrangement, since he could not avail himself at his school. Miss Y was interviewed in town (Idutywa) and I had to use my car as a venue. Mr. Z was interviewed at his school. It should be noted that the pilot study was flawed since different venues meant flexibility on my part to relieve the respondents of imminent pressures and travel expenses that I was forced to endure. Some other information was unavailable on request especially that in relation to the document checklist. Some of the interview questions were not clear for the respondents and I had to rephrase them for easy understanding. In some instances, the dialog moved out of the intended topic under discussion. The tape recorder could not capture most parts of the sessions which meant that the researcher had to take notes as a reminder of what was discussed. Note taking was done consistently throughout stage two so as to complement the tape recorder in cases where the latter jammed.



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3.6.2 Stage 2: Actual Research

Most of the details for conducting this research have been discussed in the above section; here I am summarizing what was done during the main study. Research was done in school A and B (see a description of cases above). There were 8 respondents (for details see Chapter 4). School A was scheduled for the 14-08-2009 whereas B was booked for 13 August 2009. However, the study could not proceed according to the initial planning due to a number of reasons, for example, school A's principal left early on the scheduled time for a departmental meeting. We agreed to use 27 August 2009. His deputy negotiated another date, which was 17 August 2009. Unfortunately, I never got hold of him since he transferred to another school outside the district whilst the study was still in progress. So, on the 14th August 2009, I met R2 (HOD) and R3

(subject teacher). I was also unable to scrutinize all the documents since I was told that they were kept electronically. Each teacher had to retrieve these during the time of need from the computers. School B principal was also not at school on the day of appointment. I had to ring him to confirm my presence and he referred me to the deputy principal whom he instructed to take care of the visit. On this date (13th August 2009), I met the deputy head, HOD and subject teachers. However, I could not finish as I became exhausted and set the interview for another date for analysis of documents. I did not want fatigue to compromise the quality of this research.

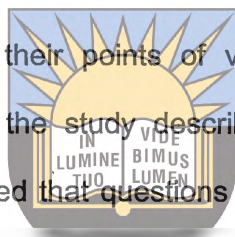
3.7 RESEARCH QUALITY

Dixon-Woods, Shaw, Argawal and Smith (2004), have argued that the criteria for appraising qualitative research has attracted a great deal of debate around issues of validity in order to enhance the quality of research. These issues rotate around the question of whether there are *Criteria for validity for qualitative research* which are different from those of quantitative research. The discussion below shows the relevance of this in terms of qualitative research.

3.7.1 Validity

Cohen et al (2000:105) argue that validity is an important key to effective research. They further advance the belief that, if a piece of research is invalid then it is worthless. In this study, I tried every effort to apply authenticity to validate the research findings. The study maintained validity by first conducting a pilot study, of which the details are explained in the following sections. The pilot study enabled me to detect errors prior to embarking on the main study/stage two of the research. Again, Cohen et al (2000:105) claim that qualitative data validity must be addressed through the honesty, depth,

richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. Although the same authorities engage in an element of controversy when they claim that no research is 100% valid, the research instruments used in this study have been manipulated so that they measured exactly what they were meant to measure. Permission was sought from the District Director where the schools are located, as well as the principals of the schools and the chairpersons of their SGBs. The research participants were allowed an opportunity to voice their concerns about the research and their responses were read or played back to them to confirm their points of view. This is a signpost for the trustworthiness of the findings of the study described in Chapter 5. Again, in the discussion of interviews it was stated that questions were schemed so that bias could be detected and eliminated. This, on its own, is a means of minimizing the invalidity of the inferences of this research work. Leedy et al (2005:97) also address a form of validity called internal validity.



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3.7.1.1 Internal validity

Merriam (1998:201) talks of internal validity as dealing with the question of how research findings match reality, how congruent the findings are with reality, whether the findings really capture what is there and/or whether the investigators observe or measure what they think they are measuring? However, Ratcliffe (1983), in Merriam (1998:202), is of the opinion that validity must be assessed in terms of something other than reality itself (which can never be grasped). This viewpoint is centered around the assumption (underlying qualitative research) that reality is holistic, multidimensional and ever-changing; it is not a single, fixed objective phenomenon waiting to be discovered, observed and measured as in quantitative research. Internal validity is enhanced by

triangulation, member checks, long term observation and peer examination. Triangulation involves using multiple investigators, multiple sources of data and multiple methods to confirm the emerging findings. Member checks imply taking data and tentative interpretations back to the people from whom they were derived and asking if the results are plausible. Long term observation is the gathering of data over a period of time in order to increase the validity of the findings. Peer examination relates to asking colleagues to comment on the findings as they emerge.

Although validity and reliability are used in qualitative research, trustworthiness seems to be more relevant in this research.



3.7.2 Trustworthiness

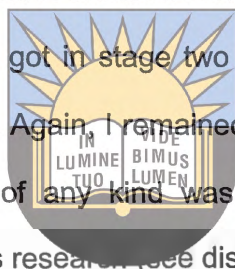
Qualitative research is primarily concerned with the trustworthiness of the data collected in the field. Trustworthiness addresses the issues of credibility and transferability. Koch (1993:92) explains the distinction between these terms. Credibility is enhanced when researchers describe and interpret their experience as researchers. In this study, I ensured the credibility of data by using a tape recorder to capture dialogue accurately. The cassette was replayed to respondents so that we both agreed that what we heard was what had transpired during the interviews (3.6.1 explains these details). Field notes also assisted in retaining credibility (refer to 3.6.4). Transferability is dependent upon the degree of similarity between two contexts.

3.7.3 Reliability

Terre Blanche, Durrheim and Painter (2006:151) define reliability as the dependability of a measurement instrument, that is, the extent to which the instrument yields the same

results on repeated trials. Cohen et al (2000:117) argue that reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. Reliability is concerned with precision and accuracy. In this study, the same research instruments were used for all the respondents in the selected schools. The tape recorder was used to capture the respondents' responses so that what is document as findings is really what transpired during the data collection stages.

The pilot study conducted on X, Y and Z ensured consistency in the research; that what I got during the pilot is what I also got in stage two of the research. The instruments were reliable in measuring the data. Again, I remained the sole person who interviewed all the respondents (no cheating of any kind was allowed). Simply put, I did not compromise reliability issues for this research (see discussion below).



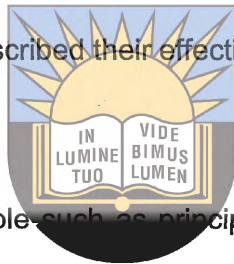
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3.8 METHODS OF DATA ANALYSIS

I transcribed interview responses on my own. I played the tape, read notes and typed whilst inserting my memory stick to my laptop. As I said before, a tape recorder was used in conjunction with the field notes. I compiled interview transcripts (see Appendix 4) which assisted in the data analysis. According to Bogdan and Biklen (2003:147), data analysis involves working with the data, organizing it, breaking it into manageable units, coding it, synthesizing the data and searching for patterns. Anderson (1998:158) suggests that there are two approaches to analyzing data. There is an analytical strategy which takes the literature and theoretical background of the case and uses it as an organizational framework. Then there is the qualitative research approach which organizes the data into descriptive themes that emerged during the collection of data and the preliminary analysis.

While I was writing on the field notes in 3.6.4 above, I made an indication of the different segments that categorized the data prior to the final stages of analyzing and interpreting data. The different themes enabled me to detect common features, to look at disjointed patterns of information and arrange the information accordingly. I focused on theoretical framework of this research, wrote words 'SE, SI and Curriculum Management' on top of the paper. Afterwards, I sifted through the information according to these columns. The purpose of this action was to consider data that talked to how the two schools managed instruction in ways that uniquely described their effectiveness or ineffectiveness.

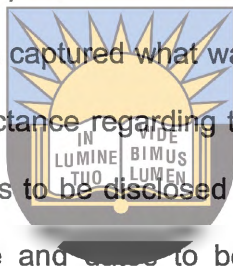


3.9 ETHICAL CONSIDERATIONS

In this study, I interacted with people such as principals of SMT and subject teachers which forced the researcher to abide by the principles of anonymity, confidentiality and informed consent. I tried to avoid unethical behavior that could tarnish the image of the research participants and the findings of this study. Mouton (2001:240) warns that researchers at all times should strive to maintain objectivity, and integrity in their conduct of scientific research; this involves adhering to the highest possible technical standards in their research, teaching and practice, as well as the practice of caution in re-reading the responses of the respondents so that information is not misinterpreted.

The practical part of the study resumed as follows. Permission was first sought by means of letters. One was obtained from the M.ED coordinator (Dr. Ntombozuko Duku) from the University of Fort Hare. The letter introduced me and the field of study to the district office. I wrote three letters seeking permission to conduct this research to the DD, principals and SGB chairpersons of the selected schools. The principle of

anonymity was also applied because research sites are referred to as school A and B and participants are called respondents (R). The purpose of the study was explained beforehand and participants were free to choose non-participation although this was not condoned. Since the study made use of a tape recorder, I first informed the respondents of its use and purpose and were asked to vote for its non-use as well. This practice reveals the principle of informed consent. Informed consent is intended to ensure that human subjects are aware that they are taking part in research with all its hazards (Homan in McNamee et al, 2002: 25). At the end of interviews, I replayed the cassettes to assure the respondent that it has captured what was said. I experienced no problem with any respondents showing reluctance regarding the use of this machine. I told the respondents that no information was to be disclosed to a second person. Again, some of the respondents asked for time and dates to be re-scheduled. Dates were re-scheduled when the respondents were not available for data collection or were simply ill-prepared for the dialogue. The case in point was R1, R2 and R4 who were not available at the first opportunity.

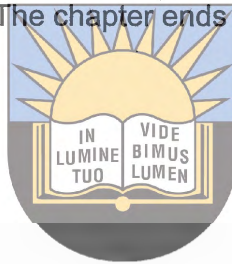


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It can be claimed, based on this discussion, that I observed the legal code of ethics in undertaking this research. Participating in the study was voluntary. There was no breach of the code whatsoever. Refer to sections 3.6.1, 3.6.2, 3.6.4 and 3.7 above as they provide a detailed explanation of ethics for this study.

3.10 CONCLUSION

This chapter has discussed, in detail, the research methodology of this study. It has addressed research issues such as orientation and design, as well as the methods of data collection. Issues of research quality such as validity, reliability, trustworthiness and credibility have been explored. The chapter ends by discussing ethical issues.



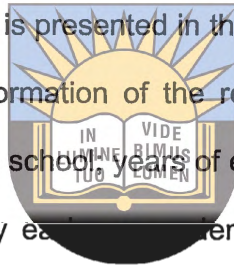
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CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

In this chapter, data is presented and analysed considering Mouton's (2001) notion that data analysis involves breaking up data into manageable themes, patterns, trends and relationships. For this reason, data is presented in three sections (A, B, and C). Section A consists of the biographical information of the respondents according to gender; academic qualifications; rank in the school, years of experience in the rank and learning areas or subjects being taught by each respondent. Section B presents information gathered about the curriculum management practices in schools. Section C presents data on the challenges of SMP and subject leaders in performing their curriculum management tasks.



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4.2 DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

4.2.1 Distribution of Respondents by Gender

A total number of eight people were interviewed, that is, three from school A and five from school B (refer to data set B in the appendices). Originally the proposed number of participants was ten (five from each site) but due to the migration of targeted participants from school to school, the number dropped to eight (see Chapter 3). The eight respondents represent the achieved sample for main research. Table 4.1 below tabulates statistics by gender in each of the sites:

Table 4.1: Gender distribution of respondents

School	Gender		Total
	Female	Male	
A	1	2	3
B	1	4	5
Totals	2	6	8

Statistics in Table 4.1 reflect a total of six males and two females who were interviewed.

There were two males in school A and four in school B. There were two females; one from each of the schools. These became the main subjects for the study.



4.2.2 Distribution of Respondents According to Academic Qualifications.

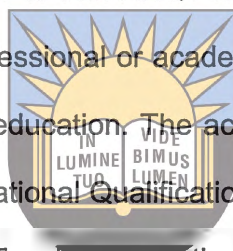
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The respondents were asked questions related to the academic qualifications they held. The purpose was to ascertain whether they complied with the requirements for appointment as educators in the first place as provided by the Education Labour Relations Council (ELRC) (2003: C-24) which states that an approved qualification means a degree, diploma, certificate or another qualification recognized by the Minister as a qualification for appointment as an educator. Table 4.2, below, illustrates the data as presented by the respondents.

Table 4.2: Distribution of Respondents According to Academic Qualifications.

SCHOOL	BA	BSC	BA (HONS)	TOTAL
A	1	0	2	3
B	3	2	0	5
Totals	4	2	2	8

From Table 4.2, it can be seen that the sample held the minimum academic qualifications as the entry requirement for employment as educators. Four of the respondents held a BA degree (one from school A and three from school B); two held a BSC degree (both from school B) and two had held a BA (Hons), both from school A. Moreover, the respondents had qualifications rated at Relative Education Qualification Value (REQV) 13 or 14. REQV 13, which refers to a matriculation certificate plus three years of training as an educator, is a minimum entry requirement for the teaching profession. ELRC (2003: C-73) asserts that REQV is based primarily on the number of recognized prescribed full time professional or academic years of study at an approved university, technikon or college of education. The academic qualifications as shown in the table have 360 credits on the National Qualifications Framework (NQF) according to the National Policy Framework for Teacher Education and Development in South Africa (NPFTED) (2003). The main participants for this research were qualified to teach the subjects entrusted upon them, a circumstance that made them valuable as choices for questioning in order to validate the findings of the study.



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4.2.3 Distribution of respondents according to professional qualifications.

I asked respondents if they had professional qualifications. The purpose of this was to discover whether they were qualified for the teaching job as is required of the teaching profession. Table 4.3 below supplies this information.

Table 4.3: Distribution of Respondents According to Professional Qualifications.

SCHOOL	B.ED	STD	FDE	HDE	TOTAL
A	2	1	0	0	3
B	3	1	0	1	5
Totals	5	2	0	1	8

From Table 4.3, it is evident that all the respondents held professional qualifications. Five of them had B.ED, two of which were from school A and three from school B; two had STD, one from each of the schools; and one respondent from school B had HDE. The professional profile of educators in the table corresponds with Ward's (2004) point that students require qualified teachers and support staff each day to facilitate optimal learning. It should also be noted that the conclusions to be drawn against this background are that the qualifications of the research participants match the Initial Professional Education of Teachers (IPET) pathways as set out by the NPFTED (2003:13-14). Similarly; Rohlehr (2006) posits that professional preparation is a critical component as it encompasses all arrangements for the preparation of teachers and administrators for the task of facilitating the educational process in schools.



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4.2.4 Distribution of Respondents According to years of experience in the rank.

In this section I interviewed respondents with reference to years of experience in their rank. Table 4.4 below depicts this information:

Table 4.4: Respondents by years of experience in the rank.

School	More than 20 years	Between 10-19 years	Less than 9 years	Total
A	1	0	2	3
B	0	3	2	5
Totals	1	3	4	8

As is evident in Table 4.4, differences in the years of experience both within and between the research sites were observed. In comparison, only one of the eight respondents (school A) had more than twenty years of experience; none of them fell between ten and nineteen years (school A) in comparison to three from school B who fall into this range and two in each of the schools had two years of experience. The

overall majority (three) of the respondents (both schools included) was found to be in the bracket of ten to nineteen years of rank experience (see Table 4.4).

The respondent (R3 subject teacher in school A) with more than twenty years in the rank said during interviews “...I have been teaching for more than thirty years...” (Refer to Appendix 4). During the interview session, he used his long service in the position as a point of defiance in not showing me the tools he used for teaching and learning nor easily offering any opinion that would validate his actions in curriculum implementation. One can say this teacher refuses to change at the expense of experience and rank. Long years of service do not translate to experience and therefore this educator should not use this as a means of not showcasing his actions regarding teaching and learning. However, the DoE reinforces teaching personnel with twenty years and more of uninterrupted service in the employment of the department



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4.2.5 Distribution of respondents by learning areas or subjects being taught.

Participants were also asked if they had specific subjects or learning areas to teach in their schools. The purpose was to determine the extent of their involvement in curriculum management which is the focus of this project. Responses to this matter are plotted in Table 4.5 below:

Table 4.5: Distribution of respondents by learning areas or subjects taught

School	Educator	Subjects Qualified to teach	Subjects Taught	Grade Teaching
A	Principal	English History	English	12
	HOD	Geography	Geography	11 and 12
	Teacher 1	IsiXhosa Accounting Business studies Economics	Accounting Business studies	12 10
B	Principal	Mathematics Physical science	Life sciences Physical science	10 10 and 11
	Deputy Principal	Geography	Geography Life orientation	10 12
	HOD	Geography History	Geography History	12 12
	Teacher 1	Mathematics Physical science	Mathematics Physical science	10 12
	Teacher 2	History IsiXhosa	History	12

From table 4.5, it can be concluded that the respondents chosen for the study from both schools teach the subjects or learning areas they were qualified to teach. This is despite the differences in the performance of their schools as shown by the quality of results in grade the 12 examinations (see Chapter one). The data is also in line with the Norms and Standards for educators (2000) as provided in the NPFTED (2007) that describes the role of the educator as that of a specialist in a particular learning area or subject. According to SADTU (2008:4), the front office for service delivery in education is the classroom and the role of the educator is key in quality curriculum delivery as well as teaching and learning. Chapter two relates this to the role of an instructional leader in education.

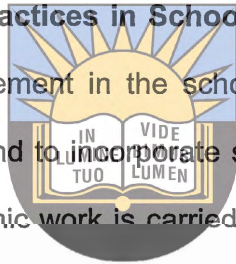
4.3 CURRICULUM MANAGEMENT PRACTICES IN THE TWO SCHOOLS.

In this section, respondents were asked questions on the nature of the various curriculum management tasks that they performed in their workstations. The purpose

was to discover the nature of the curriculum management paradigm (as described in 2.2.2 above) that informed their actions in curriculum implementation. The questions were framed around the supervision of academic work which is perceived to be central to curriculum delivery. I was looking at the data that related to how instruction was monitored to improve learner/school performance. Basically, the data was generated by means of interviews and the scrutiny of documents that the two sites had in order to supervise the formal curriculum (see 3.6) above.

4.3.1 Curriculum Management Practices in School A and School B: Supervision.

The position of curriculum management in the schools revolved around the area of supervision. In essence, it was found to incorporate supervising assessment and time-on-task. The supervision of academic work is carried out by members of the SMT and Subject Leaders.



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4.3.1.1 The role of SMTs and Subject Leaders in Supervision.

It emerged from the two schools that SMTs and subject leaders played a pivotal role in supervising teaching and learning, which is core school business (refer to 2.4.1 above). The SMTs from both schools (A and B) were seen to display almost identical supervisory duties such as fostering teaching and learning, outsourcing curriculum delivery documents, facilitating communication and work relationships, resolving work related challenges and handling financial resources. In practice, there was evidence of strict supervisory measures regarding the movement of teachers from class to class and assessment (see 4.3.1.2). Teachers showed that they prepared for the day's work as a result of strict supervision by their school heads. Both school principals were seen to monitor the academic work of the school and all that supported teaching and learning.

Deputy Principals and HODs were seen to provide the administration on subjects being taught and fostered the compliance of staff to the rules in place.

In school A there was evidence of an introspective session wherein subject teachers, in the presence of HODs and subject leaders, debated the performance of pupils in each subject. R2 (School A HOD) said:

...We discuss issues related to subjects we teach, programme of improvement, work to be covered and matters related to matric dance **(R2: School A)**.

The HODs were at the forefront of curriculum delivery. There were subject heads who were part of the curriculum management decisions. Curriculum management was a shared responsibility of the SMT and subject leaders. Deputy heads and HODs interrogated the plans of teachers as a means of justifying their actions for improved output. There was no evidence that the principal paid any class visits for inspection except that he was indirectly observing the teaching taking place through his movements around the school. The principal closely managed the work of HODs through formal settings organized for this exercise.

In contrast, in school B, HODs supervised teachers' work within their departments. They were heading two departments, namely; Languages and Humanities combined and one for commercial subjects. HODs, in turn, submitted reports to the Deputy Principal, who was heading academic aspects of the school. There was no HOD for Mathematics and Physical Science. R7 testified that:

... There are no scheduled meetings for Maths and Science. There is no HOD, no subject committee, so there is nothing to meet about for the two subjects. I just work on my own with no one showing interest in what I'm doing **(R7: School B)**.

There was no evidence found that subject leaders had any role in supervision. Supervision was the responsibility of the SMT. From the foregoing discussion, it should be noted that supervision was carried out promptly in the two schools. However, the roles of SMTs and subject leaders regarding supervision differed from one school to another.

4.3.1.2 Curriculum Management Practices in School A and School B: Evidence from Documents.

It was found that in both schools A and B there was a great deal of evidence in various curriculum management documents. These documents included:



- Minute books
- Timetables
- Supervision Plans
- Control books
- Constitution/policies
- Assessment policies
- Portfolios
- School Improvement Plans
- Year plans

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Data pertaining to the use of each of these documents for curriculum management is presented below.

4.3.1.2.1 Curriculum Management Practices as reflected in: Minute Books

I asked to see minute books for every gathering that schools had. The purpose was to ascertain whether curriculum management documents had the informed consent of all members of the academic staff. Secondly, the extent of the respondent's involvement and participation in managing curriculum delivery in schools needed to be established.

From the minute books, there was evidence that meetings were held at both schools. Minutes are a record of what was discussed at a meeting and what decisions were taken (DoE, 2001). Viewing this definition, it is seen that the minuted decisions are binding and staff members are therefore obliged to attend that which would control their actions regarding curriculum delivery. It is noticeable from SMT and staff meetings that issues for discussion included internal school results, improvement plans, supervision plans and year plans. Other items that formed part of the motions discussed were syllabus coverage, revision strategies, study timetables, academic reports and Integrated Quality Management Systems (IQMS). These are examples of curriculum management practices.

From the minute books of school A, there were five SGB meetings; twelve SMT meetings and fourteen staff meetings in 2009. Meetings in school A were scheduled for after school hours (after 15H00). This is a symbol of dedication to the teaching task by all members of the staff. School A also talked about the formation of Learning Area Committees (LACs) in one of the SMT meetings. Subject leaders brought the problem areas in their phases to the attention of the SMT in these meetings so that corrective measures could be affected. It is also seen that subject committees existed in school A

and were in action (refer to Appendix 4). Meetings in school A were highly recognized to facilitate communication. R1 said:

... Monthly meetings with phase heads are held to keep all interested parties abreast with all the challenges and developments in a phase, that of finding an everlasting and progressive solution **(R1: School A)**.

In school B, there were seven meetings for the SGB; seven for SMT and eight for the staff in year 2009. The meetings were scheduled during teaching and learning hours (10 0'clock in the morning and 13:00 0'clock in the afternoon). The school acted beyond the principles of school effectiveness and defeated the grounds for improvement as shown by school improvement movement (see 2.5.2 above). In one of the SMT meetings, R4 of school B reported that he once visited one of the best performing schools in another district within the Eastern Cape Province which continuously achieved above 80% in matric results. The purpose for the visit was to find out how a curriculum that demonstrated a good learner performance was managed and led. He commented that there was a timetable for extra-classes, during the week, weekends and public school holidays and that all the teachers were committed to working extra time. The SGB recommended a sum of R150 to each teacher towards fuel to and from the school. It is commendable for school B's principal to visit one of these first class schools as he will, in turn, influence the SGB (because of his position) to ensure that adequate teaching and learning is provided.

Although the two schools had shown that there were meetings intended to discuss critical issues of curriculum management, these schools differed on two dimensions. The first one relates to a greater opportunity to learn. The second translates to increased time-on-task. As evident from the above discussion, school A is strict in

recognizing time-on-task whilst school B compromised the time allocated for teaching and learning.

4.3.1.2.2 Curriculum Management Practices as reflected in: Timetables

Department of Education (2004) describes the timetable as a definitive plan for the implementation of curriculum and the starting point for teaching and learning (2.4.4.1 above). SMTs of the two schools held similar opinions on timetabling practices as an instrument used to control teaching and learning time in their schools. It was also discovered from the timetable documents of the two schools that the first period started at 08H00 and school ended at 15H00. This meant that the contact teaching and learning time, that is; time-on-task was 7 hours in total. Kramer (2006) supports this practice when he states that classroom based teachers are required to teach for 7 hours per day. Both schools scheduled extra-mural activities for a time outside the normal teaching hours, that is, after 15H00. At the In-Being House were provided a space in the timetable. Regarding this, R1 said:

....All the subjects appear in the timetable the way suggested by DoE in the guidelines, I mean in terms of weight each subject is prescribed for (refer to Appendix 4).

This statement can be linked to departmental policies and procedures. Both schools were found not to compromise the supervision of the movement of teachers and learners to and from teaching venues during the specified times. Principals assumed responsibility in controlling this movement. Regarding this opinion, both school heads disclosed that they personally traced the whereabouts of their staff members to establish if they were in classrooms doing what they are employed to do (refer to

Appendix 4). Punctuality in arriving at classrooms was encouraged. The principle of punctuality enabled teachers to set an example that learners would emulate.

Teachers from both schools had records of personal/individual timetables. I found these to be kept in their files. The personal timetable only showed class periods of the teacher concerned in relation to his/her subjects within the approved time period. It was a pedagogical crime for any teacher in the two schools not to report promptly to his or her official duties at the appropriate time. With reference to teacher movement from grade to grade, emphasis was placed on the aspect of the punctuality, in arriving to class periods, of each subject teacher.



In school A, time for each period was 45 minutes. The school began at 07H00, in the morning for grades 10-12 only. Saturday classes were compulsory for grade 12. The school was strict on conforming to the rules of the timetable where normal teaching and learning time was documented. It was also noticed that school A's principal aligned the quality of his school's results with the control of teachers' movements between classes (see Appendix 4 for further details). The cardinal point that the respondent is making is that it is unhealthy behavior to have a school timetable that is not managed so as to benefit the school in the context of learner output (pass rate).

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In school B, a period was 60 minutes. There were morning classes for grade 12 in addition to non-compulsory Saturday classes. The deputy principal was reported to control the academic programme of the school including the timetable.

There is no contradiction that can be made regarding varying times in the timetable because Kramer (2006) claims that time allocations can never be mathematically accurate. What matters most is whether all the subjects offered in a particular school are taught and are provided adequate time allocation in this document.

From the foregoing presentation, it can be argued that the availability of timetables in schools influence the cause of schooling, that is teaching and learning. It can also be seen as signpost for good curriculum management.

4.3.1.2.3 Curriculum Management Practices as reflected in: Supervision Plans

Schools also reported on the importance of supervision plans. It was also discovered that the supervision plans of the two schools contained dates for supervision, activities/events to be supervised and head responsible for controlling said activities/events. The supervision plans of both schools focused on assessment.

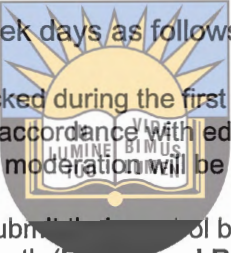
In school A, the plan detailed some other books that should be made available to control the work of subject teachers to include; preparation books, teachers' portfolios, class registers and inventory registers. Regarding supervision plans, school A's principal (R1) said that they distribute supervision plans in their official gatherings (meetings) to control the academic concerns of the school (see Appendix 4).

In school B, there was a supervision timetable. School B used a supervision plan to try to overcome problems associated with lack of performance. On this issue, R4 (principal) commented:

... Having realized the challenges that face us as a school, we are an underachieving struggling school; therefore we undertook to supervise work of teachers by means of supervision plans **(R4: School B)**.

The respondent contributes another term for an academically poorly performing school which is a 'struggling school'. A study conducted by Stoll and Fink (1996), in Coleman et al (2003:130), revealed that a struggling school is ineffective in terms of results but trying to improve. According to SADTU (2007: 15), poorly performing schools thwart the life opportunities of their learners. However, the use of the document on supervision in school B seeks to alleviate the existing situation of academic incompetence.

Supervision was distributed over week days as follows:

- 
- Written work will be checked during the first week of the month.
 - Tests will be checked in accordance with educator's schedule of tests.
 - Work sampled for CASS moderation will be moderated a week before the moderation.
 - HODs are expected to submit their school books to the Principal's office on the second week of each month **(R4: School B)**

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However, the testimony showed that the schools are keeping to this strictly enough when putting the programme into practice. When asked about this, R5 said:

....No, it is impossible to follow the programme as detailed because of unforeseen events such as sport, trade union meetings, strikes and other activities organized by the district. At times teachers especially those who are ill prepared for inspection tend to absent themselves from work without providing the school with any valid reason. They are not being intimidated by the signing of leave forms timeously **(R5: School B)**.

The statement indicates that school B is performing poorly academically. R8 also commented on the nature of the school's results which continue to deteriorate (see Appendix 4). School B had shown that supervising the work of teachers is the sole responsibility of SMTs, which is the traditional way of managing the curriculum (this is discussed in section 2.3 above).

It can be seen that there is an element of depersonalization of the students in schools, especially school B. Supervision was flawed thus reducing teacher-pupil contact time. The arrogance shown by the staff towards teaching and learning is a disregard towards the cause of learning. Schmoker (2006) is against this practice when he claims that you cannot guarantee what you do not monitor.

4.3.1.2.4 Curriculum Management Practices as reflected in: Control Books

Both schools had control books. Control books were used for inspection of teaching and learning especially the area of assessment and subject content. There was no evidence that the two schools used class visits for inspection. The books recorded findings on subject teachers' work, suggestions/recommendations for improvement by the HOD and dates for the resubmission of work as a follow-up on the areas identified as posing challenges regarding teachers' work. Both schools used Subject Improvement Frameworks in conjunction with control books. Regarding the programme of improvement, R2 highlighted that:

...Programme of improvement is a strategic way by which each teacher hopes to overcome failure rate in his or her subject (**R2: School A**).

In school A, subject leaders, phase heads and HODs used their control books. They controlled academic work jointly. In school B, control books were the responsibility of the SMT only. Regarding this issue, the HODs in school B assisted their teachers in compiling subject improvement frameworks (based on the previous year's results on each subject) detailing the amount of work to be done, when it is to be completed and the mark allocation for each assessment type shown in the framework.

4.3.1.2.5 Curriculum Management Practices as reflected in: School Constitution/Policy

The schools also supervise the environment where teaching and learning takes place by documents. These records sets the tone for teaching and learning and place a high premium on the availability of teaching personnel (teachers and learners) at venues designed for teaching and learning. A document which is important in this regard is the school policy. The school policy contained these contents: name of school, logo, motto, vision and mission, core-values, SGB composition and duties, as well as the code of conduct for staff and learners.



School A's principal (R1) confirmed the role of the school policy document. During the interviews, he said "In any case, there should be a law that sets out dos and don'ts in a school". When probed further on the role of these documents, he remarked:

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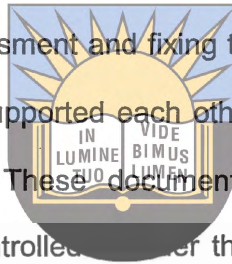
...It helps *Mtshokhwe* because as you see there, all what is expected of both the academic staff and learners is provided. Like for instance, the opening line in the learner's code of conduct states, it is a condition of enrollment that learners agree to abide by the school code of conduct and *yona le yestaff ithi*, educators should acquaint themselves with legislation (Employment of Educator's Act, SACE, Labour relations Act) Teachers cannot teach when they are not exposed to the rule of the law. They will think that they do learners a favour by teaching them and not teach if they so wish. Legislation is clear on the rights and responsibilities of educators **(R1: School A)**.

It emerged from the contents of these records that they are predestined to create an orderly climate for teaching and learning so that teachers can diligently and passionately discharge their official duties. Both teachers and learners should act within the ambit of the law to successfully deliver the intended curriculum.

The code of conduct of educators in school A drew on aspects of punctuality, compulsory school attendance, school work and disciplinary measures. A similar opinion was disclosed by R2 (school A's HOD) when she remarked that:

...We use policies to instill a culture of teaching and learning among teachers and our learners **(R2: School A)**.

School A had evidence that both teachers and students are exposed to educational legislation that is intended to govern their professional and learning endeavors. The document titled Additions, Clarities and Guidelines, as found in school A, also drew on the importance of monitoring assessment and fixing the dates for control in the form of moderation. The two documents supported each other regarding the manner in which assessment should be handled. These documents move from the premise that assessment is what should be controlled rather than the schools yield good results.



The wording in the documents suggests that it would be a futile exercise to fix dates for formal assessment whilst these are not observed for implementation as agreed upon by the different parties. The same document for school A comments that learners must commit themselves to do their school work during classes, complete assigned homework, class work and tests.

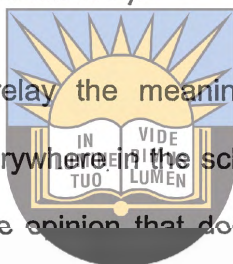
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In School B the code of conduct for educators talks to the supervision of work that has to be allocated sufficient time in the school's programme of action. It also urged educators to minimize frequent absenteeism from school. The Code of Conduct for Educators in school B highlighted that:

...All due dates for assessment as specified must always be adhered to and that all lawful instructions must be carried out... School work must be given the priority it deserves e.g. class works, homework, projects. One will lose marks for the late submission of assessment tasks, untidy work and incomplete work **(Code of Conduct: School B)**.

However, school B had no serious concerns about the value of this document. R6 of school B, for example, exposed the neglect in the story he told concerning the role played by his school's constitution. The story went as follows:

The wife and husband had quarreled over a family affair. To avoid noise and unnecessary arguments the woman decided not to talk to her husband but to write down whatever the man wanted to know. One day, the woman asked the husband to wake her up the next morning at 5 O' clock. At 5 O' clock the man took a paper and pen and wrote, wake up it is 5 O'clock and dumped the message under her pillow without uttering a word. The woman did not wake, she overslept. At 07:30, she woke up and shouted the man who did not keep the promise. The man pointed at the message and the woman was voiceless (R6: School B).



When I probed him further to relay the meaning of the story, the respondent commented that placing papers everywhere in the school is valueless; that is, it has no meaning. The respondent holds the opinion that documents have to be taken to the people, read and interpreted for all to understand. R4, 5, 7 and 8, all from school B, shared this sentiment (refer to Appendix).

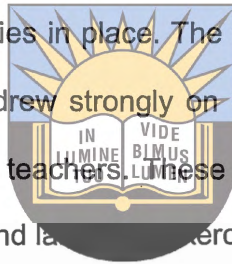
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In light of the above, it is clear that the two schools do not associate the same levels of importance with the school policy document. School A uses the document to create an environment that is conducive to teaching and learning. School B has no regard for the school policy. Schmoker (2006) argues that no one can lead in an environment where differences in practice and learning outcomes are ignored. Schools should prepare ground for teaching and learning to take place. One can say that no learning can take place if schools do not establish clear borders between which behaviors are or are not good for schooling. Teachers and learners cannot be left to do things by their own free will; there should be rules guarding their actions.

4.3.1.2.6 Curriculum Management Practices as reflected in: Assessment Policy

Curriculum management involves monitoring assessment in a consistent and fair fashion (see section 2.4.4.3 for a detailed description). This viewpoint is also shared by Glatthorn, Boschee and Whitehead (2006) who argue that one of the most important aspects of quality supervision is the area of assessment. Sierborger and Macintosh (1998) claim that assessment involves tasks, exercises, tests and examinations set and marked for learners by educators.

Both schools had assessment policies in place. The two schools had a high regard for assessment. Assessment policies drew strongly on various forms of assessment that should be implemented by subject teachers. These forms included tests, class work, homework, projects, assignments and laboratory exercises.



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The assessment policy of school A was derived from the National protocol for assessment by the DoE. R1 of School A said "...HODs, L A heads and phase heads monitor the policy".

There is evidence that the assessment policy of school A was implemented as agreed upon by all parties; that is, SMT and teachers).

In school B, the policy for assessment reflected previous academic achievements using the results for 2006, 2007 and 2008. The school compared the pass rates of these years in preparation towards increasing the number of assessments. The assessment policy for school B read as follows, in its opening sentence:

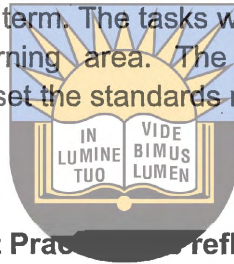
... Our school therefore adopts assessment that not only focuses on finding out whether learners have memorized content, but explores learner's understanding,

reasoning and utilization of knowledge. CASS will be used as one of the means of assessment at this school (**Assessment Policy: School B**).

Again, the document remarked that:

...As a school we have assessment policy containing number of assessment tasks and activities that go beyond the minimum number in the subject guidelines. Our focus is to ensure that all students can learn to the best of their abilities and that all assessments tasks and activities should be informed by learning outcomes and assessment standards (**Assessment Policy: School B**).

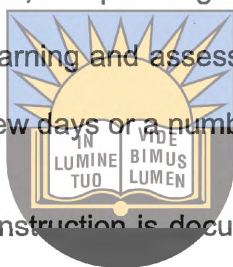
It can be seen that in school B it is incumbent upon every subject teacher to teach according to the standards set to achieve the outcomes of schooling and that the covered work is assessed authentically. The policy also specified tests being conducted fortnightly, class work and homework on a daily basis, creative writing fortnightly and, at least, one assignment exercise in a term. The tasks were modeled on previous question papers for each subject or learning area. The notion of referencing previous examination test questions seek to set the standards required to improve performance



4.3.1.2.7 Curriculum Management Practices reflected in: Portfolios

In this sub-section, I looked at how the portfolios were managed in the two schools. Kramer (2006) claims that portfolios can be a powerful instrument for teaching, learning and assessment. The purpose of a portfolio is to document pieces of learners' work, be it assignments or tests set against predetermined standards. From both schools all the respondents had their portfolios prepared according to departmental guidelines for each subject area. The portfolios detailed, among other things; index, levels of planning, personal timetable, class lists, assessment plans, forms of assessment, assessment tools, supporting documents and policies, record of marks and meeting interventions. There was evidence that portfolios were controlled by HODs, at specified times, as according to supervision plans scrutinized. Portfolio management in the schools dealt quite significantly with issues of planning for teaching and learning. As Kramer (2006) puts it, planning for curriculum delivery is a requirement for professional practice. He

further consolidates that the secret to effective teaching lies in careful and complete planning. Planning for teaching in both schools was seen in teachers' portfolios (mainly the respondents' portfolios). When scrutinizing portfolios, I discovered that planning took place at three levels, namely: learning programme, work schedule and lesson plan. This was in line with departmental guidelines which assert that there are three levels of planning as mentioned above. Kramer (2006) provides a description of these planning levels. A learning programme is a plan for what learners will learn in the phase, whilst a work schedule shows, in more detail, the planning for each grade and a lesson plan describes, in detail, the teaching, learning and assessment plans for a single activity or a series of activities spread over a few days or a number of weeks (EDoE, 2005:28).



School A's HOD remarked that "...instruction is documented in the portfolio". In school A, there was a document called 'Portfolio Policy'. The Portfolio Policy highlighted that:

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It is useful to issue all students at the start of the year with a portfolio policy document which sets out their responsibilities with regards to their portfolios. Students should be asked to sign the policy as confirmation that they have read it and understood their implications. In principle, it is essential for every subject teacher to provide students with instructions about how the portfolios for their subjects should be managed (**Portfolio Policy: School A**).

It was found to be of interest to school A to document the responsibilities of the learners regarding their schoolwork. I think this was the backbone of its success as an institution. One other important case to observe is that managing a curriculum is a joint venture by everybody in the schooling system (students not exempted). The document further remarked that

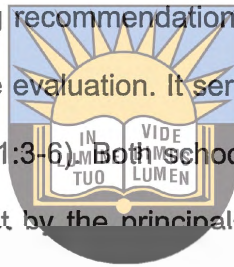
... Students will not be permitted to choose a 0 score rather than manage and maintain their portfolios and with all that goes with them (**Portfolio Policy: School A**).

The impression was that all the students were encouraged to initiate their learning.

There was no portfolio policy in school B. HODs controlled the portfolios of their teachers. It was the duty of subject teachers to see to it that learner portfolios were in order. However, the portfolio for R7 of school B was haphazardly arranged because he was from district moderation (refer to Appendix 4).

4.3.1.2.8 Curriculum Management Practices as reflected in: School Improvement Plan

The School Improvement Plan (SIP) refers to the strategic external evaluation of the school with a view of implementing recommendations and interventions to address the gaps that were identified during the evaluation. It serves to inform and guide the school towards improving itself (DoE, 2001:3-6). Both schools had School Improvement Plans (SIP). These documents were kept by the principals. However, I discovered that SIP had no real meaning in the schools. Subject teachers in the two schools remarked that they knew nothing about SIP. *Together in Excellence*



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4.3.1.2.9 Curriculum Management as reflected in: Year Plans

A year programme is described by the DoE (2001) as an overview of all the teaching, learning, management and extramural activities of the school for the year. The source also tabulates the purposes of the year programme to include the provision of a summarized version of all activities for the year, ensuring that planned activities do not clash and the facilitation of logistical planning for the year's events. Featuring in the yearly plans of the two schools were academic programmes (examinations), guidance programmes (vocational guidance) and extra curricular programmes (sport).

In school A, as was shown by a staff meeting minute book scheduled for 12 November 2008, the year plan was first drawn up by individual sub-committees like sports, arts and

culture, finance and LTSM committees. In turn, delegated members of the SMT consolidated these into a school plan.

In school B, drawing up the year plan was the responsibility of HODs. The HOD for humanities presided over the drawing up of a year plan. R6 (School B) disclosed that

....Year plan was a joke to implement due to departmental commitments which tended to target the dates as specified in the school's year plan (**R6 : School B**).

This statement has symbolized a crisis within the DoE, wherein schools are forced to draw and keep year plans that are difficult to realize.



4.5 CHALLENGES ENCOUNTERED BY RESPONDENTS IN CARRYING OUT THEIR CURRICULUM MANAGEMENT DUTIES.

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This section presents the challenges faced by respondents in carrying out curriculum management functions as drawn from section 2.4 of Appendix 4. The challenges have been streamlined into a group of six: low levels of educator – learner discipline, shortage of Mathematics educators, inability to implement curriculum management decisions, incomplete syllabus coverage, poor commitment of the parent component of the SGB in the school and unavailability of LACs.

4.5.1 Low levels of educator and learner discipline

Respondents from both schools complained of a high degree of ill-discipline. School A, encountered disciplinary problems on the part of the learners. R2 highlighted that:

...There is a sharp decline in student discipline. Our classrooms are full to capacity such that you cannot move between desk rows. You are placed in front only (**R2: School A**).

According to this statement, problems of discipline were caused by a high learner intake in school A. R1 also remarked that:

...Teachers are not taking extra mural activities seriously and then the school has to hire services of an outsider to carry out the work of people who are paid by the state (**R1: School A**).

This had financial implications for School A and impacted negatively on its administration. It can be seen that the refusal to perform official duties constitutes serious misconduct which is punishable by law.



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School A also complained of the school size as another factor that contributed towards the limited implementation of decisions. School A is a combined school from pre-school to grade 12. With respect to this R1 said:

...Constant interaction with the entire staff is a challenge. We agree in many things but it is not easy to monitor due to size of the school (**R1: School A**).

When I probed the respondent telephonically on the 2nd of April 2010 to ask him to explain, convincingly, the challenge of the size of his school in managing the curriculum, he said that decisions are hard to implement due to numerous phases being lumped together in one school. The size of the school is regarded as exposing the institution to the possibility of malpractice because of decisions that are impossible to apply. It should

be noticed that the recurring inability to implement decisions by schools should be seen as a serious cause for poor learner results.

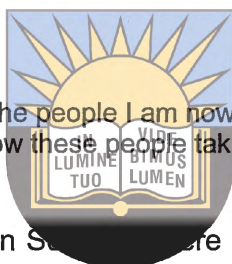
In School B, disciplinary problems were evident around both staff and learner matters.

R5 confirmed this when he commented that:

...My authority is undermined due to poor relations between my office and that of the principal. Staff discipline and continuous absenteeism is a regular practice in this school **(R5: School A)**.

A similar comment was made by R6 who said:

...I was in the very same staffroom gossiping with the people I am now made to head, criticizing the SMTs way of managing the school. Now these people take the authority accorded to me as a joke **(R6: School B)**.



In summary, disciplinary problems in Schools A and B were caused by poor relations between the two school heads (principal and deputy principal) and high student densities in the classrooms. So, classroom densities hinder the progress of learning in schools. In light of this, R8 of school B disclosed that in her classrooms there was no class that was less than 94 learners (refer to Appendix 4).

During my last visit to collect data from school B; it was a week scheduled for school holidays but I found some of the teachers at school. R4, whom I had an appointment with, informed me that they took a joint decision as members of the academic staff to attend school during the holidays to assist grade 12 learners, however, there was a poor turn out by most teachers; SMTs included.

4.5.2 Shortage of Educators for Mathematics and Physical Science

School B faced the problem of an undersupply of educators for Mathematics (see Table 4.5 above). There was one teacher reported to be teaching Mathematics from grade 10-12. The situation is in grade 12 where learners require the maximum concentration of all subjects.

4.5.3 Incomplete syllabus coverage

With respect to syllabus coverage, two of the respondents raised concerns over the non-completion of the work prescribed for the year. Both respondents were from school B and had differing views on the causes of non-completion of the syllabus. R8 complained of the increasing number of students who could neither read nor write. This challenge is a point that school B had to seek an everlasting solution to; however, performance could not be improved if learner's proficiency in reading and writing were not enhanced.

About this, R6 had allegations against English, which is the language of teaching and learning (LOLT), since students do not understand the questions set because they are asked in the language they do not understand. He said it is difficult to complete the syllabus since the pace of learning and teaching is low because of the language barrier. Regarding this view, it should be recognized that the problem was not only about reading and writing but also about understanding the language. The majority of the learners were barely conversant in the English language. Although the students started learning English as a subject as early as grade 4, they still displayed a questionable and lamentable proficiency of English upon entry into the FET phase.

It was school B that had problems of not completing the prescribed work for the year. There were no cases of this that were raised in School A.

4.5.4 Inability to implement Curriculum Management decisions.

Williford and Williford (2006) argue that the inability to implement decisions paralyzes an organization and discourages other staff members. This argument was supported by respondents who confirmed that their institution's poor academic performance was caused by decisions that were not implemented. Regarding this, R4 said:

...I am frustrated by decisions that are not implemented by the HODs who are heading the various academic departments. At times HODs said things that were not part of the decision and that lead to misinterpretation of informed decisions thus bringing the school into disrepute. (See section 2.4 of Appendix 4).

The respondents had differing views to R4 on their incompetence to practice what they preached. School A tabled a scenario of the staff that lost focus on certain times of the day. In support of this, R1 said,

Opportunity to learn of learners is disturbed especially during the afternoons, no matter how hard you try (R1: School A).

Instructional time was mismanaged during the afternoons. School B associated its poor performance with decisions that were hard to monitor due to poor staff commitment.

Secondly, School B showed poor relations among the staff. R5 commented about this by stating that:

...My non-consideration for the position of a principal when it became vacant is my greatest challenge ever that has handicapped my reputation as the member of the SMT in this school. I am now feeling defeated and devastated to even instill a culture of teaching and learning among members of the staff whom I associate with plotting against my career path to a top position (promotion). I was the best candidate for the position since I had served as the school's deputy head for more than 15 years. A junior colleague had been flown to the top position as a school principal. Junior staff

members are now using this frustration as a leathery weapon to undermine my authority as the deputy principal. They do not take up instructions from my office seriously although they are departmental and the principal seems to ignore the unprofessional conduct (R5: School B).

There was a sign of resistance in school B by colleagues choosing affiliation with each of the camps. Meanwhile, the school was dysfunctional as a result of staff divisions. Management decisions were hard to implement. What can also be learnt is that the filling in of a vacancy in a school can be detrimental if correct procedures for appointment are not taken followed. However, there were no cases of malpractice that were reported in this regard (in School B).

The home grown status of R6 (HOD) in school B was seen as another contributing factor towards the non-implementation of decisions. For example, R6 claims:



...I am home-grown in the position. I used to gossip with the same people I am now made to head. They laugh at me when I send instructions out to be implemented citing that I did so to others in the past (R6: School B).

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The incumbent (HOD) was promoted from within the same school so there were challenges that were associated with inside promotions. The same respondent cited remuneration as one other cause of incompetence in the implementation of decisions. He remarked that although he received the letter of appointment from the employer, the DoE, there was no change in terms of remuneration. In the payroll register his name appeared as a post level one (PL1) educator at salary range 7 instead of PL2 educator at salary range 8. This caused him to lose confidence in himself as an SMT member responsible for carrying out curriculum leadership duties. Against this backdrop, it can be concluded that it was unfortunate that the employer did not abide with the provision of ELRC (2003: C-79) which places PL2 educators on salary range 8 in accordance with the PL and REQV. 'Salary range' refers to the salaries applicable to a specific level

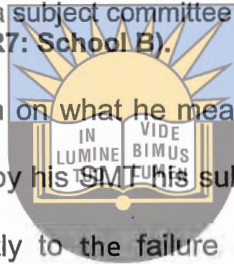
within the salary grading system of the public service (ELRC 2003: C-26). For some time there has been a misunderstanding about the role of the SMT member in managing the curriculum.

4.5.5 Unavailability of learning area committees in schools

The lack of LACs was also noted in school B. Regarding this, R7 was captured as saying:

The fact that I am not part of a subject committee for subjects rated as most critical in the country was a down fall (R7: School B).

When asked for further clarification on what he meant by “downfall” he said that when results statements were analysed by his SMT his subjects were identified as those that were contributing most significantly to the failure rate of the school. In School B, teachers worked in isolation. According to Schiraldi (2006: 25), isolation is the enemy of improvement. However, School A had LACs across all the learning areas.



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4.5.6 Poor commitment of the parent component of the SGB in the school.

R1 complained about the lack of involvement of the SGB in the affairs of the school.

During the interviews, he lamented that the

Parent component of the SGB is the greatest challenge because instead of becoming the drivers of school transformation, they are part of the problem. They are absorbed by the apartheid agencies inside and outside the school (R1: School A).

The SGB was not working harmoniously with the SMT. People pay attention to their personal interests rather than the interests of the child, which is his/her education.

4.6 CONCLUSION

This chapter has dealt with the presentation and analysis of data. It addressed the demographic characteristics of research participants and the curriculum management practices of the two schools (A and B), as evident in the role of SMTs and subject leaders, in addition to the documents that were used at both schools. Lastly, the chapter described the challenges faced by the SMT and subject teachers in implementing the curriculum.



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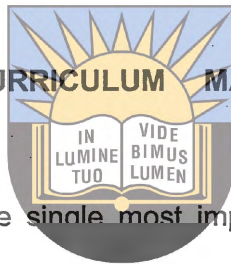
CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter presents a discussion of the key findings of the study. It is divided into two main themes. The first theme is the Implications of Curriculum Management for school performance and the second is School Performance as a Function of Instructional Leadership.

5.1.1 IMPLICATIONS OF CURRICULUM MANAGEMENT FOR SCHOOL PERFORMANCE



Schmoker (2006:7) argues that the single most important determinant of learning is instruction. It has been seen (see 2.3.2 and Chapter 4) that curriculum management practices which protect instructional time go a long way in maximizing the opportunity for students to learn. School heads and teachers are the ultimate arbiters of classroom practice. They should work towards increasing the opportunity for all learners to learn irrespective of their home background. Nevertheless, schools as places of student learning should control all the variables that could negatively impact the opportunity to learn. Schools should increase the expected time on task so that learners are afforded ample chances to succeed.

5.1.2 Curriculum Management and the Opportunity to Learn

Gillies and Quijada (2008: 2) address eight crucial elements that amount to the total instructional time. These elements are: hours in the school year, number of days the school is open, teacher attendance and punctuality, student attendance and punctuality,

teacher-student ratio, instructional materials per student, time spent on task in the classroom and reading skills. All these elements are important features of curriculum management practices. SMTs and subject leaders must play a lead role in ensuring that these elements are effectively utilized. Hallinger (2003) entrusts principals with the role of managing instructional programs and student progress (see section 2.4.1 above). In the two schools, School A proved beyond doubt that it afforded the students more opportunities to learn than school B (see section 4.3 above). School A showed a commitment to student learning through strategies that were used to facilitate teaching and learning.



5.1.3 Curriculum Management and Time on Task

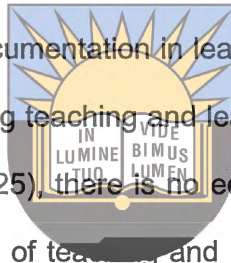
Curriculum management practices that afford opportunities to learn are a necessary, but insufficient, condition for learning to take place. Students may be in class on time, spend the required number of hours in school, yet they may be silently excluded from learning tasks (Motala et al 2007). It has been argued that it is for this reason that school effectiveness research in the 1970s identified time on task as one of the variables that explain differences in learner performance. Stallings (1980: 11) shows that this research was able to establish that

...While keeping students on task seems like a simplistic notion, it is rather a complex undertaking to make this construct useful in the classroom. Teachers need to be told more than just to allocate additional time to academic activities and keep students on tasks... (Stallings, 1980:11).

How school leadership does this is a challenge for curriculum management. In the two schools selected for this study, there was extensive use of documentation such as timetables, control books, and supervision plans in order to monitor instructional time as

well as, by proxy, time on task. However, the use of documents and instruments and management structures can be problematic as Sergiovanni (2001) has warned that there is danger of these instrumentalities becoming over technician and failing to build a culture of work. What ultimately changes the way learners and educators do things is whether what they do has meaning and creates values which will change a culture of teaching and learning. It is through culture building that a school has the potential to improve (see section 2.5.2).

Although the over-production of documentation in leading and managing the curriculum reduces the importance of facilitating teaching and learning as claimed by West (1995), in Field, Holden and Lawlor (2000:25), there is no education that can take place if the policies meant to govern the cause of teaching and learning are non-existent. Policies play a pivotal role in driving curriculum implementation in schools.



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5.2 SCHOOL PERFORMANCES AS A FUNCTION OF INSTRUCTIONAL LEADERSHIP

5.2.1 Role of Instructional leadership in teaching and learning

Instructional leaders play a prominent part in promoting an environment that supports the core business of the school (teaching and learning). They control the instructional program by rules and documents (see section 4.3 above). The SMT and SGB design policies which drive curriculum implementation. School A's principal viewed his role as influential in retaining COLTS in the school (refer to Appendix 4). The principal of school A showed trust in the role played by legislation in creating an environment that supports

learning. School B was ignorant of the significance of education legislation (refer to section 4.3 above).

The principal attempts to protect the opportunity to learn. EDoE (2007: B-2) claims that the principal, in collaboration with the SMT, usually holds the responsibility of implementing procedures in the school. He/she ensures the functionality of the school system through his/her influence and power as accorded to his/her official position. The principal engages in the management functions of planning, communicating, organizing and controlling all the variables that have a bearing on school performance.



The principal in school A is believed to inspect the work of teachers by means of informal observations or walkthroughs. ~~Informal~~ class visits have the reputation of making the principal's presence felt in the school, by both teacher and learner. Instructional problems are easily detected when managing by wandering around or what is termed 'Management by Walking around' (MBO). The principal's extent of tracing the whereabouts of teachers during teaching hours corroborates this practice (see section 4.3).

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Again, the arrogance shown by the teachers of school B towards the deputy principal, as reported, accounts for the depersonalization of learners; in this process they miss out on teacher-learner contact time. There is evidence that the principal fails to provide direction in order to control in-school factors which impede student learning. Field, Holden and Lawlor (2000:2) argue that, in order to make necessary decisions regarding teaching and learning, it is crucial to plan, develop policies, implement good practice

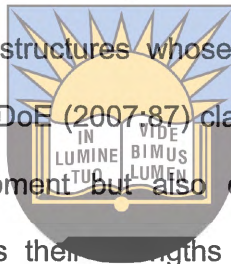
and monitor the provision and understanding of the framework within which schools are compelled to operate. The instructional leader should provide direct leadership that can influence curriculum implementation by all means. R1 supports this opinion when he remarks:

...I always insist that teachers improvise and find a time to teach learners. The purpose is to motivate everybody to teach to the fullest for the benefit of all the learners (R1: School A).

5.2.2 Supervision as a Developmental and Accountability Imperative.

Supervision as an aspect of curriculum management is important for effective curriculum delivery. SMT has authority accorded to it by DoE to exercise school supervision duties. Supervision in schools draws strongly on the use of documents in leading and managing teaching and learning. More specifically, schools use curriculum management documents designed and supplied by DoE to ensure that formal curriculum is successfully implemented. Data that was obtained proved that supervision in the two schools focuses on the accountability aspect rather than the developmental aspect. Teaching and learning activities are documented in portfolios and other papers meant to control the school setting. It can be seen that supervisors want subject teachers to comply with what is set in the papers as rules and regulations for direction. EDoE (2007: B-38) highlights that accountability refers to the principal's role in ensuring that the business of schooling is taking place. However, the development of the teacher at the chalk face is ignored to the extent that accountability is emphasized at the expense of development of educators; the supervision aspect of curriculum management also exhibits technicist tendencies.

In developmental supervision, principals offer direct assistance and in-service education by working with individual teachers. The purpose is to develop the teacher pedagogically. Glatthorn et al (2006:235) term this clinical supervision or intensive development. It is regrettable that this area of supervision is not taken seriously by SMTs in schools. Although the department has introduced Integrated Quality Management Systems (IQMS) as a measuring tool for performance, there is an indication that schools have a continued tendency of using traditional structures in managing curriculum rather than facilitating the system by Development Support Groups (DSGs) and other IQMS structures whose prerogative it is to self-develop teachers in their field of practice. EDoE (2007:87) claims that it is not only the learners who need feedback and development but also educators. Regular feedback on performance helps staff to assess their strengths and weaknesses and make the necessary adjustments to their performances. Supervision has to take a pattern of self-developing all subject teachers to discharge their instructional duties diligently.

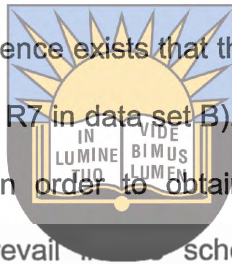


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5.2.3 Supervision as collaborative undertaking

Schmoker (2006:23) argues that isolation is the enemy of improvement. Teachers cannot be left alone, that is; supervision should be a collaborative process between SMT and teachers (refer to section 2.3.2 of Chapter 2). Collaboration is the fundamental function of any organization including the school. Buchman (1985), in Glatthorn et al, terms collaborative supervision as conversation about teaching or dialogue encounter of peers. Data has shown that supervisors get together in a meeting where they discuss issues that pertain to the development of learners with more conviction (refer to section 4.3 and Appendix 4). They organize, implement and evaluate curriculum at each level of the school.

Data illustrates that almost all the respondents (R1, 2, 3,4,5,6 and 8) agree that they collectively take decisions that relate to curriculum supervision. Teachers are accustomed to higher levels of responsibility and participation as they are part of the decisions taken. Although schools do provide face-to-face conversations, some schools do this with much dedication and zealousness. School A, for example, complements collegial relations by establishing structures inclusive of SMT, Phase heads and LAs. School B, where student achievement is lower than that of school A, only makes use of SMTs to supervise curriculum. Evidence exists that there are no subject committees for other subjects in school B (Refer to R7 in data set B). School A encourages teachers to invest themselves in their work in order to obtain the desired results or student outcomes. Team spirit should prevail in school and the principal should be instrumental in creating it. Good communication embraces the decision-making process in schools and is influenced by the leadership role of the principal. Furthermore, the culture of wanting to stimulate student achievement is entrenched in the research traditions described in section 2.5 above.



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5.3 CONCLUSION

This chapter presented a discussion of the key findings of the study. The findings were categorized into themes, that is: Implications of Curriculum Management for School Performance and School Performance as a function of Instructional leadership. The argument was based on two dimensions: one, the opportunity to learn and, two, time-on-task. Issues of accountability and teacher development have also been addressed.

CHAPTER 6

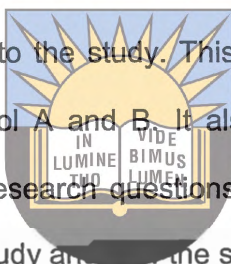
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents a summary of the entire study. It is divided into three sections, namely; summary of key ideas from each chapter; summary of the main findings and recommendations.

6.2 SUMMARY OF MAIN IDEAS

Chapter one provided background to the study. This chapter compared the academic performance of two schools, School A and B. It also provided the statement of the problem, motivation of the study, research questions, purpose and significance of the study and the delimitations of the study and the study is organized.

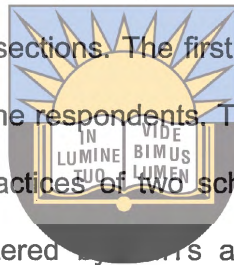


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Chapter two provided the literature review of work pertaining to curriculum and curriculum management, instructional leadership and school performance. The chapter covered the curriculum management practices of two periods (before 1994 and after 1994); drawing from the three curriculum management paradigms (technical, practical and critical paradigms). The chapter also paid attention to two theoretical frameworks, school effectiveness and school improvement, to arrive at the actual curriculum management practices that identify an effective school from a less effective school. The conception of instructional leadership and the roles of instructional leaders have also been described here.

Chapter three covered the research methodology used in the study. This chapter addressed research quality issues such as validity, reliability, trustworthiness, credibility and transferability. The methods of collecting data, as used in this study, have also been focused on. Issues of validity and reliability have been explored during the pilot study and the main research. Finally, the ethical considerations of the study were explained.

Chapter four covered the presentation, analysis and interpretation of the data. The chapter was subdivided into three sections. The first section presented data related to the biographical characteristics of the respondents. The second section presented data on the curriculum management practices of two schools (A and B). The last section presented the challenges encountered by principals and subject leaders in curriculum management.



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Chapter five focused on a discussion of the key findings of the study. The findings drew strongly on curriculum management practices between a well performing school (A) and poorly performing school (B). It ended by suggesting recommendations for the practice of curriculum management and for further research.

6.3 SUMMARY OF MAIN FINDINGS

Summary of the key findings for this study are divided into those related to curriculum management practices for School A and those for school B.

6.3.1 Curriculum Management Practices in School A

6.3.1.1 There was a significant use of documentation in managing the curriculum; the Technical paradigm was predominantly used in School A. Timetables, supervision plans, and school policies were used to monitor the opportunity to learn and time on task.

6.3.1.2 To protect instructional time, SMT and subject leaders supervised teaching and learning by rules and procedures. The principal also managed by walking around (MBWA). Teams controlled subject teachers' work at classroom level.



6.3.1.3 The challenges encountered in performing curriculum management duties in

School A were: **University of Fort Hare**
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- Low levels of student discipline
- Poor commitment of SGB

6.3.2 Curriculum Management Practices in School B

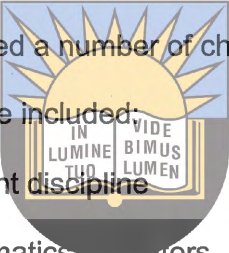
6.3.2.1 Curriculum management practices were dominated by the technical paradigm in the sense that there was heavy reliance on documents such as timetables and control books in managing the curriculum.

6.3.2.2 Curriculum management practices reflected a technician approach which emphasized accountability at the expense of educator development.

6.3.2.3 There were no clear and viable strategies to improve learner performance. Time on task was compromised in favour of other in-school commitments such as holding meetings during teaching hours. There were no well established LACs for all the subjects.

6.3.2.4 In school B, the SMT was solely responsible for supervision. Subject leaders were not involved.

6.3.2.5 The SMT for School B faced a number of challenges in performing curriculum management duties. These included:

- 
- Low levels of student discipline
 - Shortage of Mathematics educators
 - Incomplete syllabus coverage
 - Inability to implement curriculum management decisions
 - Unavailability of LACs

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6.4 CONCLUSIONS

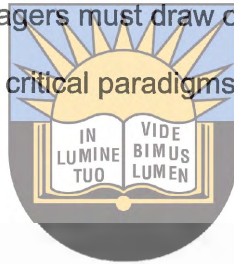
- Curriculum management practices on their own cannot explain the differences in school performance. There are other factors that need to be taken into account.
- There were no identifiable, deliberate strategies to improve performance in both schools. However, School A exhibited a greater capacity to protect instructional time than School B. This must have gone some way in maximizing the opportunity to learn and time on task, as well as explaining the good performance of School A.

6.5 RECOMMENDATIONS

Recommendations for this research are twofold; there are recommendations for the practice of curriculum management and recommendations for further research to be carried out:

6.5.1 Recommendations for the Practice of Curriculum Management

- School level curriculum managers must draw on insights from other curriculum paradigms, the practical and critical paradigms, and move beyond technicist management practices.



- Curriculum management practices must strike a balance between accountability and the developmental requirements of excellence delivery.


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6.5.2 Recommendations for Further Research

This study proposes the following questions as recommendations for further research:

- What proportion of school performance is explained by curriculum management?
- What models of curriculum management are associated with high school performance?

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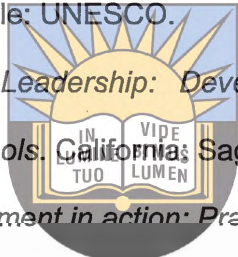
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APPENDICES

APPENDIX 1a: LETTER OF ACCESS TO RESEARCH SITES

From: Z. Ntshwanti (Student Number: 200804234)

To: The Principal (**School A &B**)

Butterworth

4960

Subject: Research Studies

Dear Sir/Madam

I, Mr Zandisile Christopher Ntshwanti, an M.Ed student at the University of Fort HARE seeks permission to conduct research in your school on the 13-08-2009. My research topic is 'An Assessment of Curriculum Management Practices of an Academically Well-Performing School and an Academically Poorly-Performing School in the Butterworth District, Eastern Cape Province'.



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I intend to spend about three hours interviewing and analyzing curriculum management documents of the SMT members and at least two subject teachers. Kindly grant me permission to conduct this research.

**APPENDIX 1b:
Letter of access to DoE**

From: Z. Ntshwanti (student no.2008234)

To: The District Director

Department of Education

Private Bag x 3019

Butterworth

4960

Subject: Research studies



Dear Sir/Madam

I, Mr Zandisile Christopher Ntshwanti, an M.Ed student at the University of Fort Hare seeks permission to conduct research in some of the selected schools within the Butterworth district. My research topic is "An Assessment of Curriculum Management Practices of an Academically Well-Performing School and an Academically Poorly-Performing School in the Butterworth District, Eastern Cape Province.

I will use principals, deputy-principals, HODs and subject teachers as research participants. Kindly grant me permission to undertake this research on the 13th and 14th August 2009.

APPENDIX 1c:

Letter of access to SGB chairpersons

From: Z. Ntshwanti

To: The SGB chairperson (school A &B)

Butterworth

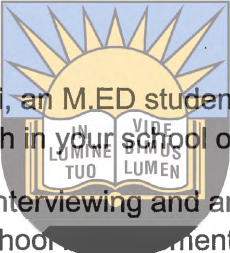
4960

Dear Sir/Madam

Subject: Research Studies

I, Mr Zandisile Christopher Ntshwanti, an M.ED student at the University of Fort Hare seeks permission to conduct research in your school on the 13th/ 14th- 08- 2009.

I intend to spend about three hours interviewing and analyzing curriculum management documents of the members of the school management team and at least two subject teachers. Kindly grant me permission to conduct this research.



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APPENDIX 2

Consent form: Interview with SMT and Subject Teachers

Dear Mr/s.....

I thank you for allowing me permission to interview you. I want to assure you that strict confidentiality and anonymity will rule our interview sessions. My research topic is 'An Assessment of Curriculum Management Practices of an Academically Well Performing School and an Academically Poorly Performing School in the Butterworth District of the Eastern Cape Province'.

Comment honestly please.

Details of interviewee

Name: _____
Position: _____
School: _____



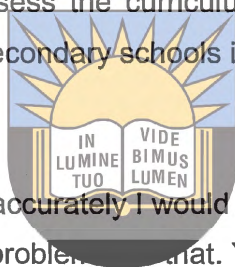
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APPENDIX 3a

INTERVIEW SCHEDULE FOR SMT

I, Mr ZANDISILE Christopher Ntshwanti, am an M.ED student at the University of Fort Hare. As part of my studies I have to undertake research project in the selected schools of the Butterworth district. My research topic is 'Assessment of curriculum management practices of an academically well-performing school and an academically poorly-performing school in the Butterworth district of the Eastern Cape Province'.

The purpose of the study is to assess the curriculum management practices of well performing and poorly performing secondary schools in the Butterworth district.



In order to capture our discussions accurately I would like to use a tape recorder. But will only do so if you do not have a problem with that. You have a right to ask for transcription to review before any use or to totally cancel it. Do you have any problem with a tape recorder being used?

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Please be assured that whatever you say or do or show will be treated with complete confidentiality.

Do you have any concerns that you want to raise about the purpose and use of the interview, confidentiality and anonymity or any other concern?

1. Section A: Biographical Information

1.1 Name of school

1.2 Gender of interviewee

1.3 What is your highest academic/professional qualification?

1.4 What position do you hold in the SMT?



1.5 For how many years have you been in this position?

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2. Section B: Participation in *Together in Excellence* in your department tasks

2.1 How often do you meet as SMT in a year?

2.2 When was your last meeting?

2.3 What issues do you most discuss in your meetings?

2.4 What challenges do you most encounter in performing your duties?

2.5 How have you tried to resolve these challenges?

2.6 Whom do you consult when making curriculum management decisions?

2.7 Briefly describe how these consultations assist you in management work.

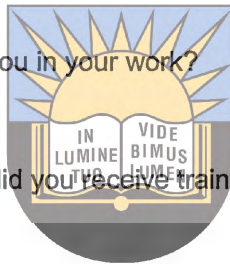
3. Section C :Training and Professional Development

3.1 Have you received training since you assumed this position?

3.2 If yes, when was your last training?

3.3 How the training has assisted you in your work?

3.4 In which of the following areas did you receive training?



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Area of training	Yes	No	Remarks
	Curriculum management		
Portfolio management			
Assessment monitoring			
Recording and record keeping			

3.5 Explain briefly how the training on each of the areas named above have assisted you in management work.

Thank you for your time

APPENDIX 3b

INTERVIEW SCHEDULE FOR SUBJECT TEACHERS

I, Mr ZANDISILE Christopher Ntshwanti, am an M.ED student at the University of Fort Hare. As part of my studies I have to undertake research project in the selected schools of the Butterworth district. My research topic is 'Assessment of curriculum management practices of an academically well-performing school and an academically poorly-performing school in the Butterworth district of the Eastern Cape Province'.

Kindly grant me authority to interview you using a tape in fulfillment of this research exercise. I assure you that strict confidentiality will rule our interview sessions.



1. Section A : Biographical Information

1.1 Name of school

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1.2 Gender of interviewee

1.3 What is your highest academic/professional qualification?

1.4 What subject/learning area do you teach?

1.5 For how long have you been teaching this subject/learning area?

2. Section B : Participation in curriculum management tasks

2.1 How often do you meet as a subject/learning area committee?

2.2 When was your last meeting?

2.3 What issues do you most discuss in these meetings?

2.4 What challenges do you most encounter in carrying out your duties?

2.5 Describe briefly how you handle these challenges



2.6 Are you consulted by SMT when curriculum management decisions are made?

2.6 If yes, explain briefly how these consultations assist your teaching task.

3. Section C: Training and Professional Development

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3.1 Have you received training in NCS?

3.2 If yes, when was your last training?

3.3 How the training has assisted you in your work?

3.4 In which of the following areas did you receive training?

AREA OF TRAINING	YES	NO	REMARKS
Planning			
Assessment			
Port folio management			

Recording of learner performance			
Reporting learner performance			

3.5 Explain briefly how the training on each of the above areas has assisted you in teaching activity.

Thank you for your time.



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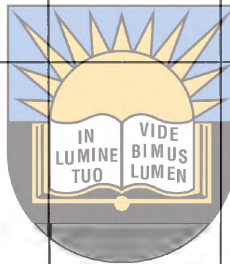
APPENDIX 3c

CHECKLIST OF DOCUMENTS FOR SMT

Section A : School Governance Records

Name of school _____

DOCUMENTS: School has	YES	NO	REMARKS
A constitution			
A code of conduct for learners			
Vision and mission statements			
Minute Books: SGB SMT Staff Parent			
Portfolio of evidence			
School improvement plan			



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Section B: Curriculum Management Records

DOES THE SCHOOL HAVE:	YES	NO	REMARKS
Central school time table			
Assessment policy			
Moderation policy			
Assessment committee minute book			
Record of assessment			

instructions			
Control books			
Policy documents			
Other please specify			

2.2 Explain briefly how these documents assist you in your work.

Thank you for your time.



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APPENDIX 3d

CHECKLIST OF DOCUMENTS FOR SUBJECT TEACHERS

1. Section A: Records of School Governance

Name of School: _____

DOCUMENTS : DO YOU HAVE COPY OF?	YES	NO	REMARKS
School constitution			
Code of conduct for teachers and learners			
Vision and mission statement			
School Improvement plan			



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2. Section B : Curriculum Management Records

DO YOU HAVE:	YES	NO	REMARKS
Personal timetable			
Teacher portfolio			
Preparation books			
Planning			
Assessments			

Recording of learner performance			
Assessment policy			
Moderation policy			
Learning area statements			
Subject improvement framework			
Other please specify			



2.2 Explain briefly how these curriculum management documents assist you in teaching task.

Thank you so much for your time
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APPENDIX 4: INTERVIEW TRANSCRIPTS

SECTION B: PARTICIPATION IN CURRICULUM MANAGEMENT TASKS

2.1: HOW OFTEN DO YOU MEET AS SMT?

R1

I hold meetings whenever there is a need. I cannot say how much we meet. It depends on the nature of the circumstances in hand.

R2

Yes, we meet although I do not know as we speak how many times.

R3

I cannot say how often we meet since we discuss curriculum issues informally through the phase head, who normally is the HOD.

R4

We meet almost monthly.

R5

At least four times a year, that is on



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R6

I am not sure because there is no itinerary in place for SMT meetings. The principal only calls meetings when there is something to report about. There is no priority for SMT meetings in the school.

R7

There are no scheduled meetings for Maths and Science. There is no HOD, no subject committee, so there is nothing to meet about for the two subjects. I just work on my own with no one showing any interest in what I'm doing.

R8

We meet at least four times as language teachers. Meetings are convened by the HOD.

2.2. WHEN WAS YOUR LAST MEETING?

R1

This morning, I gathered all members of the academic staff at tea room. There was an issue to talk about.

R2

Last week Wednesday. I can't remember the date, but normally every third day of the week we meet to talk about the phase issues.

R3

July

Probe: Can't you remember the date in July?

I am not sure Mfundisi, may it was on the 20th.

R4

We had a meeting in September. I'm not sure of the date.

R5

The last meeting was on the 24th August 2009.

R6

It was on the 27 August if I can remember.

R7

None for my subjects.

R8

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It was during the first week of opening for the third term. It was about setting tone for trial examinations in September.



2.3: WHAT ISSUES DO YOU MOST DISCUSS IN YOUR MEETINGS?

R1

Mostly, we talk about circulars from the education department, administration and curriculum related matters such as the timetable to be followed. You know, it is my belief that results depend on the way we as managers of schools manage movement of teachers from class to class and from time to time. There is a lot that we discuss but over a number of meetings.

Probe: How actually do you control this movement? I am interested.

Next to each subject teacher in the timetable, the name of the teacher is provided. Writing the name of the teacher is assisting in supervision. You assume a position that enables you to locate every movement that takes place in the school. I personally go to the staffroom to check if everybody is where he/she is supposed to be.

Probe: What else can you say of your meetings?

Monthly meetings Mtshokwe are held to keep all interested parties abreast with all the challenges and developments in a phase, that of finding everlasting and progressive solution. We also discuss the progress of LACs and DSGs. It is in the meetings that we distribute

supervision plans meant to control academic part of the school by learning area heads, phase heads and HODs.

Probe: at what time of the day do you hold these meetings?

Hayi mfondini, are you doing detective work? We took a strong decision here to hold meetings after tuition time, that is, after 15H00. That is not a problem because it is the policy of the school. Of course there are certain issues that do not warrant a formal sitting but which are important to be transferred over to academic staff; in that case we meet at tea room immediately after prayers strictly for 5 minutes. We do not waste learner's time to learn in whatever we do.

R2

We discuss issues related to the subjects or learning areas we teach, programme of improvement, work to be covered per subject area and matters related to matric dance.

Probe: programme of improvement, what do you mean?

I mean strategic ways by which each teacher hopes to overcome failure rate in his or her subjects. We design these after we have analysed results statement for each subject after the release of grade 12 results. As SMTs and subject heads we use control books to supervise progress made in favour of effective teaching and learning

R3

We talk of what should be done by us as teachers in specific subjects. It is everyday business to talk of how learners achieve in assessments. You know what, you have this student who normally scores high marks in tests or projects but suddenly drops in performance. These are the topics we discuss everywhere in the school. I mean in the meetings of our committee or a staff meeting and even during lunch time in the tea room. But also you must know that all FET teachers are mature enough to know what to do, when and how. Holding unnecessary meetings all the time could be a futile exercise for us. We are very busy with the grade 12s.

R4

Among other things, we talk about the results, supervision, syllabus coverage and governance issues and circulars. We also talk about timetable.

Probe: why do you always discuss about timetable in your meetings

Hee, people are problematic mfokabawo. They know that they have to attend classes but you find them begoxe estaffroom. It is only about reminding them of their role. Kunzima because you talk things time and again before they get implemented.

Probe: anything to say about meetings?

The principal is not always at school due to DoE commitments. He is not delegating to these meetings. We also do not discuss curriculum issues that much in our meetings. One other thing I want to say is that results here were better before the municipal demarcation from Idutywa to Butterworth.

Probe: Do you want to align your school's poor academic performance to present demarcation?

Yes, because Idutywa district is very close to our school, its plus minus 5 kilometers, so we got support all the time. Butterworth is 36 kilometers away from the school and we are not getting

that much support.

Probe: what do you mean by not getting much support?

I mean in terms of distance it is not always easy for us to go to Butterworth for workshops. We also have to try new relationships with the people we do not know. It is difficult really.

R5

We discuss issues of governance such as finance matters, infrastructure in the form of buildings. We also talk about administrative issues, assessment and dates for supervision.

R6

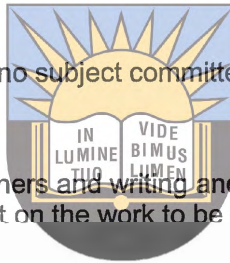
We discuss departmental circulars, reports from workshops convened by the DOE for principals. We also talk about our school's underperformance and monitoring of the work of subjects teachers.

R7

Nothing to discuss about since there is no subject committee for Maths and Science.

R 8

We talk about poor performance of learners and writing and how we can as language teachers overcome this handicap. We also reflect on the work to be covered by each individual educator.



2.4: WHAT CHALLENGES DO YOU MOST ENCOUNTER IN PERFORMING YOUR DUTIES?
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R1

- Constant interaction with the entire staff is a challenge. We agree in many things but it is not easy to monitor due to size of the school.
- Opportunity to learn of learners is disturbed especially during the afternoons no matters how hard you try. This goes beyond decision taken to protect learning time.
- I am not an old member in that community so adjusting to its culture in terms of what people do to sabotage the management is a problem.
- Teachers are not taking extra mural activities seriously, then the school has to hire services of an outsider to carry out the work of people who are paid by the state. This has financial implications and impacts negatively to my administration.
- Parent component of the SGB is a greatest challenge because instead of becoming the drivers of school transformation, they are part of the problem. They are absorbed by apartheid agencies inside and outside the school.
- Learner population size is also a problem and leads to drop in the quality of education we always preach in the school with other members of the school. There is no free movement in the classes and disciplinary challenges are rooted in these classes.

R2

There is a sharp decline in student discipline .Our classrooms are overpopulated because we

have a tendency of admitting more students than we can accommodate.

Probe: Why do you admit more students than you can handle?

The SMT and SGB tend to admit more students than agreed upon in a staff meeting because of the pressure from local politicians. Originally the school accommodated a total of 300 students from sub- standard A to standard 10. Come 1994, numbers increased alarmingly. Now we have more than 1000 learner enrollment. More than that wena bhuti the school used to be a model C. It only admitted a few whites and coloureds. There were no black students. It is well resourced than other schools in the district .Now everybody is targeting the institution and refusing a child admission is many court appearances nowadays.

R3

There is a general drop in student discipline. Classrooms are full to capacity such that you cannot move even between the desk rows. You are placed in front only. How then can you identify learners with challenging behaviors in a situation like this? It is hard to believe how we cope with the situation. The young black principal is admitting as many children as he can.

R4

I am frustrated by management decisions that are not implemented by other members of the SMT who are heading the various departments. It is common for other HODs to misrepresent my office in the staffroom. The second complaint is leveled against growth of two centers of power in the school. There are camps here, one for myself as principal and the other for the deputy principal. The school is ungovernable because of this. Teachers affiliating to the either camp resist change and I find it hard to let them obey instructions. Furthermore, that the school has been placed under matrix intervention programme (MIP) for five years in a row is my problem. This programme assists poorly performing Senior Secondary Schools improve their results. To be in the programme, you cannot be happy because failing to improve is many threats from the department.

Probing: Why camps in the school? What do you think is the problem?

I and the deputy principal contested the post of a principal when the ex-principal retired. I was then the HOD. We both applied for the post. I won the position. Since then, relations became sour between the two of us and our supporters.

R5

My non-consideration for the position of principalship when it became vacant has handicapped my reputation as the SMT of 16 years. I cannot instill discipline in junior colleagues whom I believe had plotted against my promotion. I feel defeated and devastated to even continue with the job of teaching. I am really doing it for income now, no interest, no sacrifices nothing I can offer the black child in this situation. My authority has been undermined. Staff discipline and continuous absenteeism is also a frustration in this school.

Probe: Tell me further about your problems.

Eish, I was qualified for the post. I had served as deputy principal in this department for the past 16 years. I am now made to surrender the influence that in the years had benefited the school. Teachers from the other camp do not take instructions from my office seriously. It is laughter and ignorance all the way. This is the most devastating moment in my career of 25 years as a teacher really.

R6

Mkaya, I started teaching at this school in 1997. I got promoted here. I was in the very same staffroom gossiping with the people I am now made to head, criticizing the SMT's way of managing the school. Now, these people take the authority accorded to me as a joke. It hits back negatively to my work now.

The other problem I had was my unsure status of being an HOD for sometime. Although I received the appointment letter from the employer, but in terms of remuneration there was no change. I appeared as post level one educator in the payroll register or salary level 7 instead of being placed at salary level 8. I doubted my position.

Probe: Anything you want to say?

Yes, teachers lose focus during examinations. They relax. All what I can say is that the start is good, but we lack the finishing techniques .We miss opportunity of learners to learn. One other thing is that students are not committed to their school work .There is problem with English which is a language for teaching and learning so student do not understand questions set since they are asked in the language they don't understand it is difficult to complete the syllabus . There is also a missing link between phases that is GET and FET. Feeder schools do their own things and high schools do theirs. No one knows what the other party does or what it needs to improve its performance.

R7

Working alone without assistance of any kind from those who are experienced in Maths and Science in the school is my greatest challenge. There is no subject committee for subjects rated as most critical in the country. *Unity is strength, together we can do anything*

Probe: Then how do you cope with the challenge? *Together in Excellence*

I am using what I was told whilst a student at the university. I also use subject guideline and consult with fellow math teachers during cluster gatherings. There is no HOD for the two subjects here .Teachers, just in their capacities do not want to assist one another , I don't know the problem really.

R8

I'm disturbed by the fact that our school is considered to be among the poorest performing schools in the district regarding grade12 results. We always perform below 50% . I feel we are not capable of the job of teaching .Most students cannot even read or write. Finishing the syllabus is a joke in my school. There are large classes as well. No class is less than 94 students .Marking is both boring and tiresome.

Probe: What percentage did the school get last year?

27%.

Probing: Anything to comment about?

I am paid for the work I do although it is frustrating. But let me be honest, God... I sometimes fake marks due to fatigue and pressure of time constraints. The SMT is one other nerve. I am not consulted when decisions are taken concerning my work.

2.5: HOW HAVE YOU TRIED TO RESOLVE THE CHALLENGES?

R1

I always insist that teachers have to improvise and find time to teach learners. That would protect time for learning of the learners. In sport we hire the services of an outsider to engage learners in the various sporting codes but we don't do this out of free will, we are forced to for it to develop the young talent. Parent involvement helps minimize some of the challenges because teachers become engaged in their work since they do not want to be spotted by parents as problematic. We issue awards to deserving personnel just to motivate them to work even harder. These awards are circulated so that they are even obtained by those who have set off the mark. The main aim of *Mtshokhwe* is to motivate everybody to teach to the fullest for the benefit of all the learners.

Anything Ndlovu?

Yaa, as a school we undertook to form a partnership with Oban high school in Scotland to practically address management issues. Don't forget *Mtshokhwe* that the key element of importance is the transformation of the school so partnering with first class schools like this one helps us address these backlogs. The culture entrenched here is that of a white school so we need to bring new ideas to address imbalances of the part. Going there personally is one way of resolving my challenges as a manager of a bigger school in the district.

R2

I can say the culture of the school is one of corrective measure. If teachers are committed in their work that school overcomes its problems. Every work place has problems; in fact my principal does not even refer to this school as a work place but our project. Class teachers monitor student discipline in classrooms, grounds and in the assembly. They always report behavioral problems to me as their head. The policy then is clear, it says, *As the condition of admission to this school that all the learners abide with the code of conduct. We stick to the code.* The other strength we have as a phase is that we work as team; we discuss our challenges and come up with the corrective measures.

R3

You talk, talk and talk until you are exhausted. Kids don't care about education at all. The SMT and SGB help by organizing motivational speakers on different topical issues that are much in favour of attention in our institution.

R4

Having realized the challenges that face us as a school, we are an underachieving struggling school; therefore we undertook to supervise work of teachers by means of supervision plans. I do not use my position to fight back my opponents. I treat every staff member diligently and professionally. However, I do not compromise the policy of the department. I don't buy faces because I discovered that decisions are not implemented. To ease tensions. I recommended one of the teachers, the IQMS co-coordinator for HOD post, at least to know that there is someone who share my feelings. However, this could not help eradicate all the problems.

Probing: Why did you recommend this teacher in a school of so many teachers?

Honestly, the guy was on my side during the campaign for the post I am now occupying. He is also hardworking, intelligent and ambitious about the school. He coordinates IQMS here and knows very well the strengths and weaknesses of the staff regarding IQMS performance

standards.

R5

I approached the principal about lack of respect shown by the staff towards me. He addressed my concern in a meeting of staff. He also asked them to observe protocol and carry out instructions as required. Regarding continuous absence from work, it is within the rule of law that if an employee is absent, he/she signs the leave form. Signing the leave forms seem not to bother these people, they continue being away from classes.

R6

We have itinerary that we drafted as a school. Written work is checked on Mondays, tests are checked in accordance with the provisions of DOE guidelines and we check on CASS. Thina zi HODs we submit our control books to the principal and deputy principal at the end of each month.

Probe: is this your plan of supervising the academic work?

Yes, it is the one we use to monitor if assessments are written

Do you observe your supervision plan strictly?

Hayi, inobunzima. There are unforeseen events such as sport, union meetings, go slows and district activities. There are also teachers who are always absent. These make supervision difficult.

Any other comment?

Heyi let me say I was happy with salary adjustment from salary level 7 to 8. I was now an HOD. I started doing my job without nursing tears from general comments that would begin to say you are not paid for it, you are like us, why bother. I am winning problematic teachers one by one. I even advised the principal to invite the circuit manager to come and pay the school a support visit. With these visits, I am now exposed to significance of the administrative, management and governance records such as attendance register, log book, instruction book, control books, IQMS and finance issues. During these visits, officials always urge the SMTs to take their roles seriously as they represent DoE in the school. We are encouraged to work as a team, to instill discipline in junior staff and to bring along strategies to increase learner performance. On one occasion, the C.M. told us that there is no better way to improve our work than to observe and implement what is written down as policy. Again, I asked the SGB to phase out Consumer studies as a subject because this subject is the most failed in the school. Junior secondary schools feeding us don't offer it so why do we keep it. There is no pressing need for it really.

Probing: Can you say that support visits by departmental officials do assist in improving work performance of the teachers?

Yes, definitely Mkaya, they do assist us as SMTs a lot. Personally I am having a clear format of the tools used to control the work of teachers in my department. I am able to interpret the policies for implementation, an opportunity that I missed whilst I was still a post level educator. By now, I am able to check quality of work to be included in learner portfolios. I can also devote some of my time to revision sessions by teachers in my department.

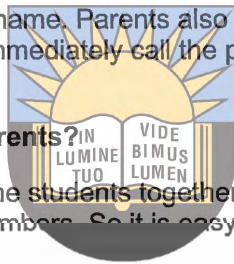
Intervention also by Provincial department task team on assisting schools rated as under performing is one other stride towards the resolution of the challenges. I sometimes use threats thrown by the MEC against teachers whose subjects are most failed during examinations to instill a culture of improvement in them. I always insist that teachers must not let the students know that they have completed the syllabus because students tend to run away during revision time. I once talked to the principal to seek vacant post for the HOD for mathematics and physical science .he took the matter up with Doe but was told that learner enrollment doesn't warrant an additional post. In the meantime I work extra time. There are now frequent interventions by subject advisors, so some of the challenges are addressed. I also consult teachers from other schools to assist me with problem areas.

R8

Let me first say to you that I am a Christian. I believe in God .That alone helps me overcome my work problems. I always approach things the Christian way. You know, once students discover your inner feelings, they tend to respect you. I talk to my students and convince them that passing an exam is not that much difficult. What one must do is to have a focus in whatever he or she does. He will succeed in Jesus' name. Parents also assist in minimizing my problems because once I identify the problem I immediately call the parent to come to school to talk about the matter.

Probe: How do you contact these parents?

For every class I teach I keep a list of the students together with the names of their parents or guardians. I also include the contact numbers. So it is easy to contact the parents.



2.6: WHOM DO YOU CONSULT WHEN MAKING CURRICULUM MANAGEMENT DECISIONS?

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R1

I have an idea first as a person and then share it with the closest person to me, who is my deputy. After we have shared the common view, I go and present the idea to the entire SMT community .Jointly we take the issues to members of the staff, academic and non- academic

Probe: Why do you also consult non academic staff when making decisions?

It is my belief that every staff member is capable of bringing about difference in the school, which I sour project so if the premises are untidy that environment is not conducive to learning. Do you see now the importance of bringing along that general worker in decisions?

R2

Fortunately I am in control of the phase, so I consult the phase teachers. I make sure that I do not leave them behind. Here, there is a reward for the best organized phase. That merit goes to the HOD, so I collect most of the awards.

R3

The HOD is very much supportive. She is like a parent to us. But Mfo, don't forget that we are human beings, we have likes and dislikes. It is therefore difficult to satisfy everybody with your style of leading. I mean that although she strives for the best in the phase kodwa akahambi lula. People always argue decisions.

R4

I first consult deputy head as he is the head of academic affairs of the school. Then it's the entire SMT for implementation of decisions. As a united voice, we take issues to the staffroom for open debates and implementation.

R5

HODs whose job is to supervise the work of their teachers.

R6

Firstly, I am favored by the principal, if I can say. He likes me. I am consulted on every issue. Then I go to my teachers whom I represent in the SMT component. I engage them to decisions that have been taken.

Probe: Are you consulted by SMT when Curriculum Management decisions are made?

R7

No, Mfundisi. I just see things happening here, I work by myself I am called upon when my expertise is needed.

R8

There is less consultation on our part as post level ones.



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2.7: BRIEFLY, DESCRIBE HOW THE CONSULTATIONS ASSIST YOU IN YOUR WORK.

R1

I get a back up when I present as issue to the staff, learners or parents.

R2

Firstly I want to thank my principal in absentia. He is a very resourceful person. He is engaging us. It is the first time here for us to even understand legislation, I mean your SASA, Employment of Educators Act and others. We are assisted to carry our mandate through.

Probe: You mean there are no problems so far?

Not that Sir, there are problems because singabantu, but uyazama umntwana womntu, andifuni kuxoka.

R4

Teachers are engaged in policy implementation. They own the policy since they contributed to the initiatives. I have also discovered that the idea of consulting people when decisions are to be made makes the job easy.

Probing: Do you consult on everything that has to be done?

There are issues that do not warrant consultation at all. Like for instance, I do not invite staff to

comment on policy issues by the DOE, I simply hand out the contents of the policy to them to read and adopt. They sign each policy document in acknowledgement of understanding of the contents. Then I issue an instruction that A, B and C should be done on or before such and such a date. One would say I am a dictator but not that. I simply want to do things right. All the more, I know when and whom to consult and on what issues.

Probing: Why do you choose to circulate yourself the instruction that they should read the policies?

You know, teachers do not want to read. They pile the papers in cupboards without even paying attention to areas of common interest. At times they assume that you want them to read on your behalf because you find it hard to understand what is required of the policy. That's the handicap of consultation. Your authority is somewhat undermined. You know, teachers who are union office bearers think that a policy of the employer should be played around to the point of ignoring its demands. They always fight the command.

R5

You know of what is expected of you although sometimes you hear management things being said elsewhere.

Probing: What do you mean by hearing management things being said elsewhere?



Yaa, it is common practice here. There are junior colleagues here, whom I believe are the sjamboks of decision making. I would say, they dictate terms in the office of my boss. You know what, these are the people who lobby for support for the principal and who discredited me in the SGB. They are now acting in the capacity of executives in the highest office of the school. They get to know things just before me.

R6

Yes, they do assist. Everyone likes to be consulted when there is something new. People are always crazy about their positions. Again, I believe that teachers at this school are always at war with the ideas of the management, they feel they are sidelined, therefore consulting them on important issues leads to effective communication between the SMTs and the staffroom. Kona-kona, you don't consult on every issue. There are issues that are confidential to management only.

R7

For the sake of good management, we have to be consulted. When consulted, you feel adding value to the well-being of the institution. WE studied from the same colleges of education and universities together with those fortunate enough to become school heads. We studied issues. No issues are new to us except for issues emanating from the side of the employer. So I can say, professionally are on the same knowledge trend but we lack on issues of management and administration since we are not a part.

R8

Constant consultation of the staff to me is one other secret of success. You cannot succeed

when you are not part of a group. There is really no perfectionist. Brenda Fassie used to say 'umntu ngumntu ngabantu'. Mna ndiye ndizive ndibalulekile xa abaphathi bethetha nam and when they are seeking my advices.

SECTION C: TRAINING AND PROFESSIONAL DEVELOPMENT

3.1 HAVE YOU RECEIVED TRAINING SINCE YOU ASSUMED THIS POSITION?

R 1

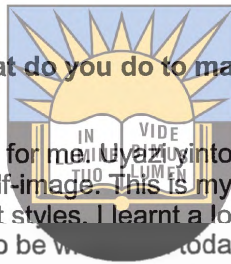
Yes, I was trained, I think two years ago.

R2

No I was never trained

Probe: If you were never trained, what do you do to manage teachers in your department?

My 21 years of teaching is now working for me. Myaziwintoni Mfundisi? One's movement from school to school helps to build one's self-image. This is my fifth school. All the principals that I came across had different management styles. I learnt a lot from them honestly. I was young then, so they processed my raw state to be what I am today. I don't regret at all. Again, my teachers are dedicated to their work. They are keen to listen to suggestions offered. Besides, the principal is very supportive in providing the CBM's services of experts to workshop us on matters of common interest.



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R3

I was trained and above all I am the trainer myself.

R4

Yes, I was trained.

R5

No training was provided to me since I became a deputy principal.

R6

Not yet, maybe it's still coming.

R7

I was trained in NCS.

R8

Yes, I obtained training

3.2. IF YES, WHEN WAS YOUR LAST TRAINING?

R1

It was in 2007. I was then a principal of another school in Ngqamakwe.

R2

None as I said before

R3

It was in November 2008

R4

During the first two weeks of March 2008.

R5


No training whatsoever.

R6

I'm still waiting for the training since I am new to this post. The only training I got was in 2001 whilst I was still a post level one educator.

R7

It was in 2007, August.


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R8

January 2009, that is 8 months ago.

3.3 DID THE TRAINING ASSIST YOU WITH YOUR WORK?

R1

Yes, *Mtshokhwe*, it introduced me to very important modules for my position. It was about governance, administration and management, curriculum management, policies that should be at school, conflict resolution, finance management and safety in schools.

Probe: So you are saying it assisted, in why way actually, please explain.

As I am saying that these modules relate exactly to my job description, so it was good for me to be told their impact in school. Now I am aware of my role that of thee SGB, there's lot maan that I had heard of in the training.

Probe: tell me, what did you training say about curriculum management and these policies?

That as a principal, I have to design learner attainment strategy for results, moderation to be key, punctuality to periods shown in the timetable shall be observed at all times. With the policies, emphasis was that atmosphere in the school must be one that allows learning and teaching to take place as core business of the school setting . We were told of policies such as

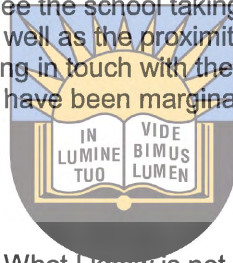
school policy or constitution, admission policy, language policy, policy on assessment, policy on assets or stock register, policy on finances and HIV/AIDS policy. I cannot name everything now.

Probe: good o f the training, anything to say?

Not now , but I want to tell you one thing , that school has a plan extended over a three year period to address its weaknesses on areas of curriculum , sport , mass participation and infrastructure. These are the key areas identified so far by the entire staff and the SGB. We hope to enable the school to be both progressive and competent. This will be done in line with the school's vision and mission statement which serves as a drive towards realization of what the school aspires to be in the district and province.

Probe: Interesting ideas Mr Principal, but I am not clear on what you are saying by addressing mass participation as well in your plan of three years, what are you saying actually?

Haa, you are curious now, but the idea is, here, our school is a public destined to serve the interest of the public .Now we want to see the school taking a centre stage in matters of this nature, given the resources in place as well as the proximity of the school. This is believed to be both in pursuit and enhancement of being in touch with the bigger Butterworth community in particular and these needy people who have been marginalized in the past .



R2

I told you that I did not receive training. What I know is not because of any training. I was empowered by my ex-principals and departmental documents that I am reading.

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R3

I had no problem. I am one o f the trainers as I indicated earlier on, so may training provided is a refresher to me .But I was disturbed by overcrowding of the training venue. There was noise and that disorganized the trainers.

R4

The training, I can say was fruitful. I was introduced to critical aspects such as leave management, Finance management, curriculum related matters and resolving the conflicts.

Probe: Ok, but what of curriculum?

That it is our responsibility to check on the progress of teachers in their implementation of plans for improvement, giving assistance in terms of learner support material either than the prescribed material, moderating written exercises and so on.

R5

Instincts.

R6

Mkaya, I indicated that I never received training on any issue . I do things the way I 'm told by my superiors.

R7

The training was very much resourceful although duration was too short. Time for assimilation was limited. I don't have much problem with the subject content and its new terminology .But it is a lot of paper work, so difficult to cope with.

R 8

My God, the training was good since we were introduced to all this new junk although it was confusing .Problem was with the scheduled time for the training. I think it was 3 days. Training venues were overpopulated since teachers from Butterworth, Centane and Ngqamakwe flocked in one place in Butterworth.

3.4 IN WHICH OF THE FOLLOWING AREAS DID YOU GET THE TRAINING?

R1

AREA OF TRAINING	Y	N	REMARKS
Curriculum management	✓		It was good . talked about importance of moderation, learner attunement strategy, quality and quality
Profile Management			Not sure but I know of teacher portfolios and learner portfolios. They have to be monitored
Assessment Monitoring	✓		Too much emphasis was on Cass
Recording and reporting	✓		I keep important records of the school and I have no problem with reporting

R2

AREA OF TRAINING	Y	N	REMARKS
Curriculum management		✓	No training at all
Portfolio Management		✓	No training ,but I can manage master portfolios and learner portfolios.
Assessment Monitoring		✓	Not monitoring assessment. Teachers committed in what they do .Mine is to advise and moderate.
Recoding and reporting		✓	Do keep recording sheets for marks. The school reports to parents about progress made by each pupil so there is no problem.

R3

AREA OF TRAINING	Y	N	REMARKS
Planning	✓		No problem, I understood levels of planning
Assessment	✓		No problem except lot of work to be done
Portfolio	✓		I can organize my portfolio as required.
Recording and reporting	✓		No problem in this area. I can keep recording sheets for marks. Reports are issued out per term

R4

AREA OF TRAINING	YES	NO	REMARKS
Curriculum management	✓		I can engage HODs in curriculum matters I know what to look for.
Portfolio management	✓		Can understand role of portfolios
Assessment	✓		Now I have no problem in enforcing implementation of assessment types
Recording and reporting	✓		Trained on opening files for circulars, issuing quarterly reports and the like.

R5

AREA OF TRAINING	Y	N	REMARKS
Curriculum management		✓	Instinct
Portfolio Management		✓	
Assessment		✓	
Recording and reporting		✓	

R6

AREA OF TRAINING	Y	N	REMARKS
Curriculum management		✓	Making use of documents issued by DOE

Portfolio Management		✓	I do control master and learner portfolios
Assessment		✓	Received understanding of this whilst a student myself
Recording and reporting		✓	Mt school keeps the records of circulars and reports learner achievement to parents

R7

AREA OF TRAINING	Y	N	REMARKS
Planning	✓		Trained on levels of planning e.g. lesson, work schedule and leaning programmes. There was less time for the training so I could not master everything.
Assessment		✓	No training but I can at least forge understanding of assessment
Portfolio management		✓	Using my own creativity to build the portfolio. Its trial and error all the time
Reporting and recording		✓	I record my work. I keep mark recording sheets for my subjects. The school issues progress reports quarterly

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R8

AREA OF TRAINING	Y	N	REMARKS
Planning	✓		Training was fruitful but period for the training was too short
Assessment	✓		At least I understand forms of assessment now
Portfolio management	✓		Never trained. Assisted by the cluster
Reporting and recording	✓		No problem here

3.5 EXPLAIN BRIEFLY HOW THE TRAINING ON EACH OF THE ABOVE AREAS HAS ASSISTED YOU.

R1

- Curriculum management: we now as SMT together with the heads of learning areas have a clear supervision plan. We have developed SIP and besides that our assessment policy and code of conduct for both educators and learners talk to curriculum matters. We are not careless

- Portfolios: it is understandable that each teacher has a portfolio at school. I m really not sure whether I heard anything about this during the training, but what I believe in is that instruction is documented in the portfolio. Both teachers and learners are required to keep portfolios .No excuses in this regard.
- Assessment: there is no problem here .every teacher knows purpose of assessment.
- Recording: we talk of this in our policies .After the training, I remind teachers that learner portfolio have to be used as evidence that learning had happened. Thina ke we have computers, so each teacher punched marks of each student o the computer for safekeeping and easy retrieval.
- Reporting: We send out report cards to parents. This is the norm. We always let parents know about progress of their children. Class managers prepare these reports immediately after examinations.

I knew of these just before the training, but now I am more organized .

R2

Since I was not trained, I make use of handouts issued by DoE to schools. They tell you what to do concerning your work.



R3

The school has four phases in one. With us teachers there is really dedication towards what we do. We are mature enough. We take training seriously because we are always visited by the subject advisors. The thing is a grade 12 class always. Attending NCS training becomes helpful, no ways.

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Probe: What about the other phases then?

Ask me again. They really do not want to work. They always have something to say. I think that interisen in this school are bad luck.

Probe: What do Intersen represent?

It is intermediate phase and senior phase

R4

I can say the training has helped me in my work because for the first time I was introduced to management documents meant to control the work of educators and students. Although my schedule is too tight, but I know of what is expected of me and the colleagues.

R5

No assistance because I was never trained. I only use instinct in doing my work.

R6

I know what to do now, not because of the training, but because of frequent visits by departmental officials. I even visit other good schools, to look for what they do to maintain a good pass record in their schools. So I can say, I search for information to help improve my management skills.

R7

Training had assisted in the acquisition of subject content. I can now approach Maths and Science lessons without difficulty. The problem so far is that I am unable to manage my time. You have to teach and fill in all these templates. Umsebenzi wetitshala mninzi kakhulu. At times you feel like dying.

R8

I am becoming organized in my work despite the challenges.

3.6 DESCRIBE HOW CURRICULUM MANAGEMENT DOCUMENTS ASSIST YOU.

R2

Of course they help. You know when this OBE was first introduced we were confused. We did not know what was required of us. Do you still remember the strange terms, phase organizers and the like? The culture of teaching and learning was lost due to this transformation. Now there are subject advisors who simplify documents meant to implement NCS. Kancinane Bro siyabona.

R3

Each learning area has a guideline, so we work according to the stipulations.

R4

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I am pleased with the fact that I am *Together in Excellence* the significant role played by the resource file on school management. The resource file contains information on issues of personal management, administration, curriculum, governance, finance, physical resources and library issues. It makes the duty of managing and leading much more easily. The problem with being a principal is that you teach full time in class, like mna I have three subjects to teach, I have administration, I am accountable for what is happening here, then there are these documents. It is submissions throughout.

PROBE: Where did you get this resource file?

From the circuit office. It was there just before my appointment but I overlooked it due to negligence.

R5

They help organize the school. Remember, our school always performs at less than 50%. These documents, although many and confusing do yield to qualities of a normal school.

R 6

I can monitor assessments, quality of portfolios and whether subject teachers are doing revision of work covered just before examinations. I moderate the work of my teachers and record the findings and suggestions for improvement in the control book.

PROBE: What do you do with the findings?

I normally sit down with each teacher and discuss the findings. I allow him / her a time to justify

his/her actions. I convince him/her that what I discovered was good or not good, then I suggest. But honestly speaking, it is very hard to make follow up that the suggestions have indeed been carried out. You know, I am in charge of four classes myself teaching geography and history.

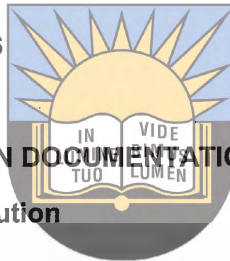
R7

The policy documents that we are given by the subject advisors are easy to follow. We experience problems in handling assessment documents because learners are losing assessments, they always say it was here or it's at home.

R8

Mna bhuti I spend hours trying to understand these NCS documents. There is a lot to read about and that delays me in my work.

DATA SET B: DOCUMENT ANALYSIS



4.1 REMARKS OF RESPONDENTS ON DOCUMENTATION

4.1.1. Remarks on the school constitution

R 1

We keep this s document as a school .let me say, if one needs this documents, ijts in the computer. Every member of the staff *University of Fort Hare
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Probe: Who was involved in its drafting and what are the contents?

One, when I arrived here, the policy was there .what I did was to go through it and proposed a redraft or amendment of the policy. What I wanted was to make sure that even the teachers who were not exposed to it have a chance of exposure. Coming to your question now, we first met as the SGB with all the components represented, that is, teachers, parents and student council. Again union representatives were present because Mna I like transparency. Regarding the contents , as you se there , it's the vision and mission statement, motto and logo ,core values code of conduct for both educators and learners, we al so have issues pertaining to admissions, religion and general health o four educators and learners.

Probe: how does the constitution assist you in your curriculum management work?

It helps Mtshokwe because as you see there all what is expected of both academic staff and learners is provided .Like for instance, the first opening line in the learners code of conduct states: it is a condition of enrollment that learners agree to abide by the school code of conduct and yona le yestaff ithi: educators should acquaint themselves with this legislation (Employment of educators Act 76 of 1998, South African Council of Educators, Labour Relations Act and learning. Like mos, teachers cannot teach when they are not exposed to the rule o f law. They will think that they do learners a favour by teaching them and not teach if they so wish. Legislation is clear on their rights and responsibilities as educators.

Probe: What areas do these codes of conduct deal with which you think they address matters of curriculum delivery?

Yoho, Punctuality, attendance, school work, disciplinary measures and the like. Go through that document its there.

R2

We do have the school policy as a school. In fact we have policies, not necessarily the school policy alone. We use these policies to instill culture of teaching and learning among colleagues and our learners. But ke as know it's the principal who keeps these many policies.

R 3

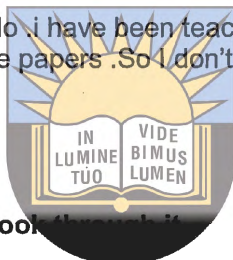
We have the policy. Documents here are kept in the computers and fortunately we are computer literate so I f there's something you want to be reminded of you simple go there and get t. No this is what I think should otherwise mna I never wanted to consult any policy . I have been teaching for many years.

Probe: how does it help you with you r work of teaching?

I don't need a policy to tell me what to do. i have been teaching for more than 30 years. Its young teachers like you who need these papers. So I don't depend on documents.

R 4

Yes, we have it.



Probe: can I see the document, so I look through it?

Yoho...., I don't know where it is now. I think it's in the cupboard. I will need enough time to search for it. Mfundisi, let me tell you I never saw the document ever since the former principal retired what I have are the codes of conduct and assessment policy since the Circuit manger and subject advisors always insist on their importance.

Probe: You mean you don't see its value here at school, especially when we look at your management duties?

It is useful kaloku Mfundisi wam ngoluhlobo luthi yonke into esiyenzayo sikhokhelwa siso. But you know what happens? We think that every teacher knows what to do because we always debate these things even in meetings.

R5

I think sikhona, I don't think we use it, ever since I arrived here I never saw the full document except code of conduct.

R 6

We have they school policy, I think it's the constitution you refer to , I don't keep the copy myself but I think the principal has the copy.

Probe: What can you say about the constitution? Does it have any impact in your curriculum management duty?

Mmmm. Mkaya I have this story that I want to share with you:

The wife and husband had quarreled over a family affair .To noise and unnecessary arguments, the woman decided not to talk to her husband but to write down whatever the man wanted to know. one day , the woman asked the husband to wake up it is 5o'clock and dumped the message under her pillow without uttering a word . The woman did not wake, she overslept. At 07:30 she woke up and shouted the man who did not keep the promise .the man pointed at the message and the woman was voiceless.

What I want to say Mkaya is that papers don't talk. If you produce papers and don't network with the people they lose meaning .there are many papers here look at your back, but no one engages us when they are produced. So I cannot say this constitution is helpful or not. But mna I don't think it has any value.

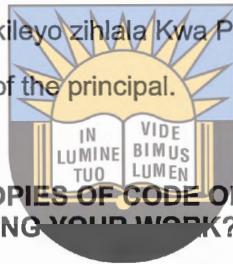
R 7

I don't remember coming across that, but I cannot deny its presence.

R 8

Bhuti, ezizinto zinkulu okanye zibalulekileyo zihlala Kwa Principal. I never saw that document.

As I say may be it is kept in the office of the principal.



4.1.2. DOES THE SCHOOL HAVE COPIES OF CODE OF CONDUCTS , IF YES WHAT CAN YOU SAY ABOUT THEM CONCERNING YOUR WORK?

R1

Yes, we have these documents Mtshokwe . I can as well reproduce copies for you as well to peruse.

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Oh, thanks Sir, like that one

In any case , there should be a law that sets out dos and don'ts in a school .Our code for educators addresses issues pertaining to duration of the school day, supervision of academic work, preparation books that should be available for control and inspection, importance of timetables, punctually to classrooms designed for teaching and learning, absence of staff to school ,compulsory attendance to official school functions, this applies even to learner's code because there ,learners must commit themselves to do their school work during classes ,complete assigned homework and catch up on work missed because of absence . So , it means as we acknowledge their right to basic education but as a school we are mindful of their obligation to attend school regularly for the whole period of f prescribed school hours.

R 2

Thina ziHODs, we get during phase meetings problems that emanate from breach of the law ,it is then that we visit these documents to refer the puppet to its provisions . The sinner may be a staff member or learner.

R3

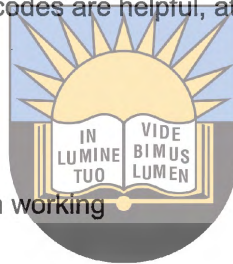
Mfana, this is a school .It is departmental that schools produce these documents. we have these here although I never bothered to go through them. The schools heads always refer us to these but there is one thing I like about these codes corrective disciplinary measures. At least it keeps disciplinary challenges low.

R4

Look at the wall Mr Ntshwanti, there we have extracts of most of the documents we have as a school.

Probe: what remarks do you have on these documents regarding your curriculum management work?

As you can see here ,code for educators talks to supervision of work that has to be allocated sufficient time in the schools programmed of action , educators are to minimize frequent absenteeism from school .Yona le yabantwana draws on school work that should be given the priority it deserves e.g. class work, homework, projects .Should one neglect any of the above parents will be called to school . these codes are helpful, at least you remind people about what is written down.



R5

Yes, we have them but I don't see them working

R6

Look, we keep these documents for the sake of keeping them. We drew these under duress as our school is rated as poorly performing, otherwise they do not assist me in my work. They only talk to the walls.

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R 7

No remarks, Mfundisi because I never saw them.

R8

Yha, the school has these documents. The principal sometimes quotes them during staff meetings. What I can say is that we do things as we are told by the superiors, otherwise we don't refer to such documents.

4.1.3. REMARKS ON THE MINUTE BOOKS

R 1

Every organized structure here convenes a meeting and its secretary records the minutes , so there are minute books for these structures. But, Mtshokhwe let me apologize I cannot now give you these minutes books to analyse because I will have to ask the administrator to retrieve it for you. We document these in the computers.

Probe: Any comment on their usefulness in your work?

Definitely, they work for me as principal, we take collective decisions so it is easy to implement that which has been product of a consensus . You always say it was agreed that...

R2

Here are meetings are called by the school. I am co-coordinating the affairs of my phase so I am sure that we keep minutes for our sittings.

R 3

Yes, we sit in meetings , so record the minutes .

R 4

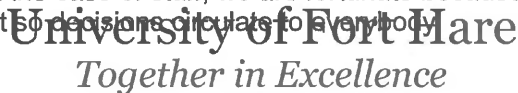
You can refer to this SMT and SGB minute e books

R5

Every meeting is recorded .There are books containing minutes

R 6

We have minutes. I do not have access to some of the books because of the nature of decisions in terms of confidentiality. What I can say is that the SMT is represented by the principal t SGB meetings. The principal in turn brings SGB in the official gathering of the SMT for us to witness decisions taken. In the case of staff, we are fortunate because the SGB secretary is also an educator component so decisions circulate to everybody.



R7

They are there, maybe. I sit in meetings of the staff so the secretary writes down the minutes.

R8

I am the secretary of staff and SGB meetings, so I know of these books.

4.1.4. Remarks on the portfolio of evidence

R1

Portfolio of evidence..Mhmm", Ok, may be I Understand what you are asking for. Here Mtshokhwe as I indicated earlier , there are computers where we store but for my convenience, I special files where I keep circulars and examination instructions, I also have filing of other important things which are very important to keep because you always refer to them when taking decisions or when something is needed by the circuit office .

Probe: Good, but can you quote some of the things that you store in this file?

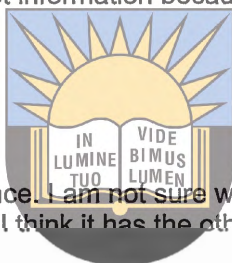
School organogram, school policy, finance policy, bank statements, and budget , academic matters like instructions on examination timetables , correspondence that the school sends out to parents ,donors, class lists are also there . Qha ke mna, I don't call this the way you call it. I refer to it as Management Reference File.

R4

Mfundisi, we have filling of various documents here as you see up there . These are clearly marked with what is stored in there .examination instructions ,payrolls, correspondence ,staff maters, examination schedules ,IQMS issues are all kept in separate files.

Probe: Do you think this filling helps you with your work?

Oh, yes it helps me a lot. it is easy to get *information because* you know we where it is kept, you don't just fumble anywhere.



R6

I never heard about a portfolio of evidence. I am not sure what it contains but I suspect that it refers to keeping of certain documents. I think it has the other name here at home , andikuphoxi Mkaya wam.

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4.1.5 REMARKS ON THE SCHOOL IMPROVEMENT PLAN

R 1

As we speak now, Mtshokwe we have a proposed School Improvement Plan for a three year period, that is, 2009 -2010

Probe: what issues do you want to address in this period?

SWOT analysis informs this plan. We intend to address curriculum aspects, extra- curriculum activities, mass participation programme, infrastructure, labour peace promotions, fundraising programmes and environmentalists.

R 4

We have SIP. We started by identifying our weakness in the way we did things in the past having all teachers to draw up improvement plans, setting up subject committees and fixed dates for ongoing assessment so that our work will not only focus on CASS but have extra exercises for students . We have worked out SWOT analysis so that we minimize our challenges.

Probe: tell me about the improvement plans

The school has since taken to do individual improvement strategies by having teacher's draws up their improvement plans which will be used as targets for improvement. HODs have been

given additional tasks either than the prescribed. They have to see to it that the individual plans are implemented by:

- Checking the progress of each teacher in the implementation of his/ her plan.
- Giving assistance in terms of learner support material either than the prescribed for extra consultation on the subject matter.
- Sort out problems as they arise in the subject committee meeting scheduled fortnightly.

4.2. REMARKS OF RESPONDENTS ON CURRICULUM MANAGEMENT DOCUMENTS

4.2.1. Remarks on the school timetable

R 1

The timetable is the most important document we use for teaching and learning as you that all the subjects are provided time in this table.

Probe: how does it assist you then in your work?

All the subjects appear in the timetable the way suggested by DoE in the guidelines, I mean in terms of the weight each subject is prescribed for each subject is allocated 45 minutes in the timetable. Then HODs see to it that the timetable is indeed followed by teachers in their respective phases. I even go around the classroom to see if each one is where he/she is supposed to be.



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Probe: Any other comment here, Mfundisi?

It is a rule at this school that each teacher should arrive on time at school to attend to devotions and to receive special instructions and information to be relayed to classes. It is incumbent upon each educator to also report promptly to the educator attendance register and subject classes after devotions, between periods and after intervals. There is no way that a teacher can dodge us as members of the school management team. We even condemn putting learners outside the classroom during tuition. The educator's code of conduct relates sending away learners to a shop or restaurant during tuition. The educator's code of conduct relates sending away learners to a shop or restaurant during tuition period as pedagogical crime. Learners are taught throughout the duration of normal school hours. We agreed on class visits to be undertaken. We are not even intimidated by a teacher who is absent on approved leave. We seek another teacher, through the SGB outside to fill in that vacancy for the prescribed duration of absence.

Probe: Can you repeat your last words?

I mean we hire a teacher outside to teach whilst the incumbent of the post is away on leave. Code of conduct for educators says: educators who are ill or absent for any reason should inform the HOD concerned as far in advance as possible and provide him or her with the copy of the personal timetable as well as a clear list of work to be completed by class. That Mtshokwe is documented; it's not news but a reality.

R2

The school timetable is everywhere you get it in the staffroom, in our offices and even in tearoom. Teachers draw their personal timetables out of this. There is really no problem concerning teacher's movement from class to class.

R3

We follow the school timetable and as teachers we keep our personal timetables.

R 4

Yes the school timetable is there. Each subject has 60 minutes in the timetable. The deputy principal who is the head of academic affairs controls movement of subject's teachers so we don't have a problem regarding availability and implementation of the timetable. Even teachers do have their personal timetables which are strictly monitored by the HODs.

Probe: What do you do to see to it that teachers teach according to the timetable?

In every meeting of the staff and SMT I remark on the importance of a timetable. SMTs take turns in class visits for inspecting teacher's work. Everyday I move from class to class to see if the teacher is there especially during the first period and my spare time.

Probe: What do you do if a teacher is not in class?

I call him or her in order in my office.

R 5

We have the timetable. It is my duty to see to it that there is a timetable because I am heading academic part. HODs see to it that teachers have their personal timetable and are following them.

R6

School timetable is there. Thina ziHODs we always check if teachers observe the timetable .But there are times here when some teachers are not punctual to classes. It is a challenge.

R7

For my two subjects I keep personal timetables

R 8

My personal timetable is in line with the school timetable .Our HOD for languages controls our work.

4.2.2. REMARKS ON THE ASSESSMENT POLICY

R 1

Our assessment policy begins by explaining meaning of assessment as defined in the national protocol for assessment. Then we talk of assessment strategies and dates for assessment per learning area. HODs and phase heads and learning area heads monitor the policy

R4

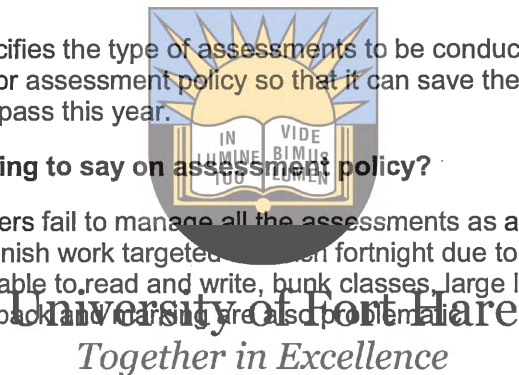
We have policy on assessment because it is the first thing that the department through subject advisors is emphasizing. We followed recommendations as given in a manual for school management. We have details of tests, class works, home works, and other forms of assessment. SMT controls assessment.

R 6

The assessment policy specifies the type of assessments to be conducted by the different subject teachers. We monitor assessment policy so that it can save the school from a total collapse. We aim for 100% pass this year.

Probe: do you have anything to say on assessment policy?

Not much except that teachers fail to manage all the assessments as agreed upon. They claim that it is not so possible to finish work targeted in one fortnight due to number of problems that most of the students are unable to read and write, bunk classes, large learner numbers which are difficult to handle. Feedback and marking are also problematic.



4.2.3. REMARKS ON THE MODERATION POLICY

R 1

That is addressed by the assessment policy. We have fixed dates for moderations. We check on the quality of portfolios, that is, a teacher, learner and learning area or subject portfolios.

Probe: What do you mean by quality of the portfolios, I am interested?

I mean seeing to it that they look professional; contain necessary instruments such as planning and assessments per term. Do you know what, teacher's teaching is documented in his or her portfolio so it is good to have control over it?

R4

Yes we have moderation here. We moderate mostly assessments and individual improvements plans of educators, just to see if teachers work according to policy and plan for improvement

R6

Mkaya , We supervise written work as follows:

- Written work will be checked during the first week of the month.

- Tests will be checked in accordance with educators schedule of tests
- Work sampled for CASS moderation a week before moderation and should be in portfolios.
- HODs are expected to submit their control books to the Principal's office on the second week of each and every month.

Probe: Do you observe this itinerary of supervision?

No it is so difficult because of other unforeseen events such as sport, union meetings and district commitments. We also teachers who are always absent especially during weeks scheduled for this itinerary. They don't care about signing leave forms all the time.

4.2.4. REMARKS ON THE CONTROL BOOKS

R 1

Yes, Sir each head has a control book where he or she records findings on the progress of each educator.

R 2

I do have my control book so whenever I look through a teacher's work I record what is good and that what has to be attended to, that is, I record suggestions.

R 4

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On the days specified for supervision of academic work, SMT use books to record the findings and in turn submit these control books to me to verify the progress of subject teachers. Then what I do is to call teachers whose work is not up to standard one by one so I find out myself the causes

R6

Mkaya I used to write minutes of a meeting in my control book. I did not know what to write. It was after the EDO came to pay u s a visit that he spotted my weakness. He suggested the face of a control book, I am now on par.

APPENDIX 5A

Meetings for SGB in School B

Time of the meeting	Issues discussed
26/01/ 2009	Financial matters Safe and security issues Matric results
30 /01/2009	Short listing for the post of a security
06/02/ 2009	Interviews for the post of a security
27/03/ 2009	Finance matters
23/06/ 2009	SGB elections
24.07/2009	Budget
19/08/2009	Drugs and alcohol abuse

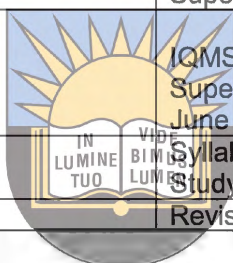


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APPENDIX 5B

Meetings for SMT in School B

Time of the meeting	Issues discussed
20/01/ 2009	Internal and external results Improvement plan
23 /01/2009	Supervision Works plans Code of conduct for learners Drawing up of the time table
03/02/ 2009	Reviewing staff allocations
09/02/ 2009	Year plan Supervision plan
14/05/ 2009	IQMS Supervision June exams
22/05/2009	Syllabus coverage Study time table
21/07/2009	Revision strategies



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